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| **CYCLE 2 Year Group - 5/6** |
|  | **Autumn 1 /2 (13 wks)****WW2 - Reginald Mitchell** | **Spring 1 ( 6 wks)****Kensuke’s Kingdom** | **Spring 2 ( 6 wks)****Britain Through the Decades** | **Summer 1 (6wks)** **Rivers**  | **Summer 2 (6wks)****Bridges/ structures.** |
| **English** | Genre * Diary
* Letters
* Story
* Poems

POR Books: GOODNIGHT MISTER TOMPAX | Genre * Story retell
* Character/ Setting description.

POR Books: A BOY AND A BEAR IN A BOATKENSUKES KINGDOM (NOT POR) | Genre * History – local study.
* Explanation
* Instructions.
* Newspaper.
* Biography - linked to an artist/ inventor.

POR Books:PIG HEART BOY ROOFTOPPERS | Genre * Poetry
* Explanations
* Recount
* Newspaper

POR Books: JOURNEY TO THE RIVER SEA | Genre * Explanation text.
* Fiction – stories.
* Instructions.
* Poetry
* Newspaper.

POR Books: THE LONDON EYE MYSTERY RUNNING ON EMPTYTHE JOURNEY |
| **Maths** | * Fractions, decimal, percentages
* Geometry – position and direction.
* Problem solving.
 | * Place Value
* Number – 4 operations
* Problem solving
 | * Decimals
* Percentages
* Algebra
* Problem solving.
 | * Measurement
* Perimeter, area, volume
* Ratio
* Problem solving.
 | * Geometry – properties of shapes.
* Problem solving.
* Statistics
 | * Consolidation & preparation for high school.
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| **Science** | Topic ThemeLiving things and their habitatsSkills* Researching using secondary sources
* Grouping, sorting and classifying
 | Topic ThemeLight Skills* Fair Testing
* Pattern seeking
* Observing over time
* Problem solving-including data handling and interpretation
* Researching using secondary sources
* Grouping, sorting and classifying
 | Topic ThemeElectricity Skills* Fair Testing
* Pattern seeking
* Problem solving-including data handling and interpretation
 | Topic ThemeEvolution and inheritanceSkills* Researching using secondary sources
* Grouping, sorting and classifying
* Observing over time
* 99% Ape? Human Evolution Workshop – Potteries Museum.
 | Topic ThemeAnimals including humansSkills* Fair Testing
* Pattern seeking
* Observing over time
* Problem solving-including data handling and interpretation
* Researching using secondary sources

Grouping, sorting and classifying | Topic ThemeElectricitySkills* Fair Testing
* Pattern seeking
* Problem solving-including data handling and interpretation
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| **History**  | Skills* Chronological time line.
* Using sources

Activities* Actions that led to the outbreak of WW2
* Key leaders
* Evacuation – link to children being evacuated to Packmoor
* The Blitz
* The Spitfire – Reginald Mitchell
* Rationing / clothing / food during WW2
* The role of women

Key UKS2 Vocabularyera, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ] , Towards the end of the [ ] period | Skills* Chronological time line.
* using secondary sources.

Activities* Timeline of the event in the story.

Key UKS2 Vocabularyera, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ] , Towards the end of the [ ] periodA  | Skills* Chronological time line.
* using secondary sources.

Activities * Timeline of key inventions
* Research, compare and contrast different decade in Britain

Key UKS2 Vocabularyera, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ] , Towards the end of the [ ] period | NA | NA |
| **Geography**  | Skills* To use maps to locate countries in WW2.
* Types of settlement -

Activities* Map work – locating specific countries involved in the war.
* Comparing countries that fought.
* Comparing local area (Stoke on Trent), with other cities in the UK during the war.
 |  Skills* Map work
* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics
* Human geography – Japan today compared to UK

Activities* Look at the map of the world as shown in the book, locate the countries – calculate the distance that he travelled
* Locate Japan and surrounding countries on a world map
* Create own map of the island using information from the book
* Compass bearings, longitude/latitude – learn how to do these like Michael did
 | NA | Skills* Physical geography – describe key aspects of rivers
* Human geography – land use close to rivers
* Use fieldwork to observe, measure and record physical features in local area

 Activities* Identify features of a river with correct terminology – link to River Study trip
* Locate rivers of the UK / local river
* Collect data from river study – depth and speed of river
* Compare UK river to other river from around the world (eg Amazon)
 | Skills* Locate locations of bridges – use of atlases and Google Earth

Human geography – tourism link Activities* Locate famous bridges from across the world
* Human geography – how do some structure impact on tourism for areas? Eg Burg Al Arab, Dubai
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| **DT** | Skills * Prepare and cook a variety of predominantly savoury dishes

Activities* Cook 2 dishes typical of WW2.
 | N/A  | Skills: * Select from and choose appropriate tools.
* Design, make and evaluate a product.

Activities. * Design and make textile accessories – bags.
 | N/A  | Skills* Understand and use mechanical systems, such a pulleys and levers.

Activities* Design and build a lever bridge. Research to inform design.
* Annotate and evaluate sketches.
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| **Art** | Skills* Charcoal, drawing, pastels, silhouettes

ActivitiesCreate Blitz artwork | NA | Skills* Exploration of techniques
* Using a range of media
* Improve mastery

Activities* Monoprint art work.
* Pop Art – how it has changed
 | NA | NA |
| **Music** | Skills* Appreciation of music

PerformanceActivities* Songs include:

- Everything stops for tea- We’ll meet again- Run, Rabbit, Run* Music from
* War of the worlds
 | Skills* Appreciate and understand music from different traditions
* Improvise and compose music for a range of purposes using the inter-related dimensions of music.
* Use and understand staff and other musical notations

Activities* Listen to music from Japan.
* Compose some Japanese music
* Use notation signs and symbols.
 | Skills * Appreciate and understand a wide range of high-quality live and recorded music.
* Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

ActivitiesComparing different eras. Use keyboards (at the high school) to compose and play an 80s electric tune. | Skills * Listen with attention and detail and recall sounds with increasing aural memory.
* Appreciate and understand music

ActivitiesListen to a selection of ‘river’ music. Use specific instruments to recall sounds and create own ‘river’ song. Discuss dynamics, tempo and mood | Skills* Develop an understanding of the history of music
* Look at music from great composers and musicians

ActivitiesStudy a famous composer and a more recent musician. |
| **ICT** | Skills* We are adventure gamers

Activities* Make a text-based adventure game
 | Skills* Video software

Activities* Create replica of the island using Minecraft
* Use PPT / video software to make a book trailer
 | Skills* We are computational thinkers.

Activities* Master algorithms for searching and maths
 | Skills* We are advertisers.

Activities* Create a short TV advert using movie maker.
 | Skills* We are travel writers.

Activities* Produce a travel documents using Google maps, digimaps, moviemaker.
 | Skills* We are publishers.

Activities* Create a year book using publisher.
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| **PE** | Skills* Invasion games.
* Dance

Activities / Sports* Netball
* Dodgeball
* End ball
 | Skills* Invasion games.
* Dance

Activities / Sports* Netball
* Dodgeball
* End ball
 | Skills* Gymnastics
* Alternative

Activities / sports* Boccia
* Boxercise
* - Fencing
 | Skills* Athletics
* OAA

Activities / sports* events like Tunstall Athletics incl; relays, javelin, shot putt, sprints, skipping…
* orienteering
* Stanley Head
 | Skills* Net / Wall

Activities / sports* Badminton
* Tennis
 | Skills* Striking & Fielding

Activities / sports* kwik cricket
* rounders
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| **RE** | * Why do some people believe that God exists?
* Remembrance
* Christmas.
 | * Why do some people believe that God exists?
 | * What would Jesus do?
 | * What would Jesus do?

Easter  | * Is God everywhere?
* If so, why go to a place of worship?
 | * What difference does it make to believe in Ahisma, Grace and Ummah?
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| **Enrichment activities.**  | * Children in Need
* Carol Service
* Road Safety week.
* Anti-bullying week.
* Christmas fair.
* Yr 5 OHA Xmas production.
 | * Crucial Crew – Yr 6
* Harvest
* Head Boy/ Girl applications.
* Bikeability – Yr 5
* Change for life.
* Theatre
* Remembrance
 | * Young Voices
* Internet safety day.
* Change for life day
 | * Dance festival
* World Book day
* Science week.
* **Apedale Colliery trip?**
 | * Stanley Head – Yr 5
* Change for life day
* **Possible River study trip.**
 | * Kingswood-Yr 6
* Prom
* Enterprise day – Yr 6
* Sports day.
* Leaver performance – Yr6.
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| **SMSC** |  |  | * Discuss Japanese culture and compare to culture of the children
 |  | * Culture linked to the Amazon river
 | * Research bridges/ structures from other countries – design and build of these.
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