|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CYCLE 1YEAR 5 AND 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| HISTORY | Was Titus Salt a hero or villain? |  |  | How could Hitler convince a nation to follow him? |  | Who were the Mayans and what can we learn? |
| GEOGRAPHY |  | What is so special about the USA?Famous Americans | Why should the rain forests be important? |  | I am a Y 5/6 pupil get me out of here |  |
| PSHE | Relationships & IdentityAssessing risks | Relationships & Identity | Health & wellbeing Assessing risks | Health & wellbeing | Economic wellbeing & citizenshipAssessing risks | Economic wellbeing & citizenship |
| LITERACY LINKS | Stories with historical settings: The Mill Children | Biographies: Neil Armstrong | The Shaman’s ApprenticeThe Giant Kapok Tree | When Hitler stole Pink Rabbit |  | Holiday destination/historical information leaflets |
| MATHS LINKS |  | Converting measures, conversion graphs | Rain forest graphs |  | Co-ordinates |  |
| VISITS | Salt’s mill | Colour MuseumStar Centre | None | Ilkley Anne Frank exhibition | Local walk | None |
| SCIENCEYEAR 5 | **Forces**Air resistance water resistancefriction | **Earth space and gravity** | **Life Cycles**ClassificationReproduction of plants & animals | **Materials**Properties and uses | **Materials**DissolvingSeparatingReversible and irreversible change | **Animals**Changes and development into old age. |
| SCIENCE YEAR 6 | **Humans**Body, digestion and circulatory system | **Light**Traveling and shadows | **Classification**Plants and animals | **Electricity**  | **Evolution and inheritance**Adaptation and development over time | **Healthy Lifestyles**DietExerciseHuman heart |
| ART | David Hockney: Photography, landscape | Andy Wahol: print and ICTJackson Pollock: paint technique | Illustrations/ portraits  | Munch (The Scream) | Landscapes and sketching locally | Design and make Clay/ sculpturespainting |
| DT | Design, make & evaluate textile products linked to the topic. (cycle 1: weaving on a loom to create a class piece, cycle 2: make runes and a bag to keep them) | Design, make & evaluate structures linked to science (shadow puppets Yr6, parachutes Yr5) | Design, make & evaluate buildings incl. sketches & computer design (cycle 1: Yano, cycle 2: Viking longboat) | Research, design & make textiles. (cycle 1:‘Make do and mend’, cycle 2: ‘Carnival Dress’) | Using mechanical & electrical systems, incl. computers. ‘Legobots’ | Analyse & evaluate existing products. Plan, cook & evaluate healthy savoury dishes. |
| RE | Key writings and teachings for religious & non-religious views. | Significance of worship, rituals & values, making comparisons. | Making links between beliefs & practices (symbols story & language). | Formulate questions on own & other’s beliefs, suggest possible responses. | Reflection on meaning & purpose in own lives, suggest possible responses. | Morals & recognising different views |
| Music |  |  |  |  |  |  |
| ICT |  |  |  |  |  |  |
| French |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CYCLE 2YEAR 5 AND 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| HISTORY | Were Anglo Saxons really smashing? |  | Were the Vikings always vicious? |  | How can we rediscover the wonders of Ancient Egypt? |  |
| GEOGRAPHY |  | Where would you live in the world? |  | Is it always carnival time in Brazil?  |  | Will you ever see the water you drink again? |
| PSHE(same every year) | Relationships & IdentityAssessing risks | Relationships & Identity | Health & wellbeingAssessing risks | Health & wellbeing | Economic wellbeing & citizenshipAssessing risks | Economic wellbeing & citizenship |
| VISITS | All Saints church: link to Anglo Saxon | Star CentreColour Museum | Yorvik or they visit us for the day |  | Cliffe Castle –see mummy | Esholt |
| LITERACY LINKS | ‘Horrible History’ Role play/script/ film | Persuasive writing to advertise holiday destinationLetters/ postcard from abroad | Grim Gruesome | Non- fiction | Descriptive story writing (tomb) | ‘4 feet and 2 sandles’‘Titanic’ |
| MATHS LINKS |  | Problem solving with miles. Time/ timetable |  |  |  |  |
| SCIENCEYEAR 5 | **Forces**Air resistance water resistancefriction | **Earth space and gravity** | **Life Cycles**ClassificationReproduction of plants & animals | **Materials**Properties and uses | **Materials**DissolvingSeparatingReversible and irreversible change | **Animals**Changes and development into old age. |
| ART | Creating Anglo Saxon Jewellery/ Shields  | Printing  | Life drawings and sketches of artefacts | Painting and ICT images | Sand pictures: experimenting with materials and pattern  | Water colour pictures: water theme or Titanic  |
| DT | Design, make & evaluate textile products linked to the topic. (cycle 1: weaving on a loom to create a class piece, cycle 2: make runes and a bag to keep them) | Design, make & evaluate structures linked to science (shadow puppets Yr6, parachutes Yr5) | Design, make & evaluate buildings incl. sketches & computer design (cycle 1: Yano, cycle 2: Viking longboat) | Research, design & make textiles. (cycle 1:‘Make do and mend’, cycle 2: ‘Carnival Dress’) | Using mechanical & electrical systems, incl. computers. ‘Legobots’ | Analyse & evaluate existing products. Plan, cook & evaluate healthy savoury dishes. |
| RE | Key writings and teachings for religious & non-religious views. | Significance of worship, rituals & values, making comparisons. | Making links between beliefs & practices (symbols story & language). | Formulate questions on own & other’s beliefs, suggest possible responses. | Reflection on meaning & purpose in own lives, suggest possible responses. | Morals & recognising different views |
| French |  |  |  |  |  |  |
| Music |  |  |  |  |  |  |
| ICT |  |  |  |  |  |  |