

Subject	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (4 weeks)	Summer 2 (7 weeks)
Topic	Science – Light and Electricity	Whitby	Darwin – Evolution and Inheritance	The Americas	Science – Human body – Blood Heart	Mountains, rivers and water-cycle
Visit/Hook	Local study	Whitby	CSI	Day of the Dead Feast.	Heart Dissection Visit from Hospital	Climbing Works Peak district Crowden Anston Stones
Novel	Room 13? Holes?	Whitby writing opportunities	Seal Boy- 2 week block,	Trash	Visual Literacy Picture Book – The Island?	
Geography	<ul style="list-style-type: none"> Linking with local History, map how land use has changed in local area over time. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T) Linking with History, compare land use maps of UK from past with the present, focusing on land use. Compare 2 different regions in UK 	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Compare 2 different regions in UK Name and locate the key topographical features including coast, features of erosion, Understand how these features have changed over time. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. 	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts Expand map skills to include non-UK countries. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied 	<ul style="list-style-type: none"> Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. Physical geography, including: climate zones, biomes and vegetation belts Expand map skills to include non-UK countries. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. 		<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Name and locate the key topographical features including hills, mountains and rivers. Understand how these features have changed over time.
History	<p>A local history study – Anston/Whitby</p> <ul style="list-style-type: none"> Use multiple sources of evidence to answer key historical questions and generate further questions Recognise and explain with evidence, changes that have happened in the locality of the school throughout history Recognise and explain with evidence, changes that have happened (relating to ideas, beliefs, attitudes and experiences) Place current study on time line in relation to other studies Use relevant dates and terms Use timeline to demonstrate changes in developments and cultures Organise relevant historical information to produce structured work, making appropriate use of dates and historical terminology 			<ul style="list-style-type: none"> Use multiple sources of evidence to answer key historical questions and generate further questions Compare different account of a historical event, explaining why these may differ Place current study on time line in relation to other studies Use relevant dates and terms Organise relevant historical information to produce structured work, making appropriate use of dates and historical terminology 		
Science	<p><u>Electricity</u></p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<p><u>Light</u></p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	SATs	<p><u>Animals. Including humans</u></p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.
<u>Working Scientifically</u>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 					
Art						
DT						

Music	<ul style="list-style-type: none"> to be able to match groups of instruments to a specific purpose, to vary the way instruments are played to create appropriate timbre. To structure the piece in order to create a performance which includes texture and dynamic changes. to describe music using correct musical terms (pitch, tempo, dynamics) and name common instruments from their sound. 	<ul style="list-style-type: none"> to be able to match groups of instruments to a specific purpose, to vary the way instruments are played to create appropriate timbre. To structure the piece in order to create a performance which includes texture and dynamic changes. 	<ul style="list-style-type: none"> to be able to read a melody line from a piano score, identify (and play) the notes in the melody. 	<ul style="list-style-type: none"> listen with attention to detail and use knowledge of western music to try to make sense of less familiar musical styles from different traditions. to know and identify the features of romantic and modern music. 	<ul style="list-style-type: none"> to know and identify the features of romantic and modern music. 	<ul style="list-style-type: none"> to be able to play or sing alone or holding their own line in a group, controlling instruments and voices and changing the way they are played / used to create specific effects (timbres.)
RE Include objectives	Beliefs and actions in the world. Can Christian Aid and Islamic Relief change the world?		Muslims and Christians: Who is inspiring?		Religions in the local community What will make Rotherham a more tolerant and respectful place?	
PE	Football Matball Hockey Gymnastics	Basketball Gymnastics Sportshall athletics Dance	Sportshall athletics Tag Rugby Basketball	Tag Rugby Orienteering Netball	Cricket Tri golf	Athletics Tennis Rounders
Computing						
MFL	Revision of colours Numbers 12-31	Verb 'etre' (to be) Members of the family Ask and answer questions about family	Hobbies Revision of leisure activities and opinions phrases	Weather / clothing items for packing a case Parts of the body	Zoo animals Pets (revision)	Revision of asking for French translations
PSHE	<p>The Caring School</p> <ul style="list-style-type: none"> To learn how to make positive choices To know that choices have consequences To have respect for ourselves and others To form positive relationships To recognise ways in which we can promote a caring, trusting environment To see ourselves as valued and valuable members of the school community <p>Growing Up – Relationships</p> <ul style="list-style-type: none"> To examine people we are close to and how this network changes To understand what makes a good friend To discuss what we mean by 'going out' with someone and what we mean by 'love' To share possible concerns and worries about relationships and suggestions of how to deal with them To recognise their own work and that of others and to be aware of negative behaviours such as stereotyping and aggression 	<p>Multi-Media Messaging</p> <ul style="list-style-type: none"> Understand the risks associated with using mobile phones, text messaging and multi-media messaging Develop and demonstrate strategies to protect themselves when using multi-media messaging To understand the cost implications of using a mobile phone <p>Growing Up – Responsibilities</p> <ul style="list-style-type: none"> To explore the types of challenges that occur as children grow To help children to face new challenges positively To examine ways of dealing with challenges To identify ways in which children can begin to take responsibility for themselves and their friends and family To understand about rights and responsibilities To explore how we can be responsible for our feelings 	<p>Global Citizenship</p> <ul style="list-style-type: none"> To appreciate the range of national, regional and ethnic identities in the UK To realise their actions can impact globally To gain an appreciation of the contribution of different culture, values and beliefs to their lives To develop a concern for communities where human needs are not always met To begin to take a wider view of social responsibility and fairness To understand the nature of prejudice and ways of combating it To value difference and diversity 	<p>Global Difference and Diversity</p> <ul style="list-style-type: none"> To enable children to see themselves as global citizens who can make a difference to the world To realise that their actions can impact globally To develop a concern for communities where human needs are not always met Acquire a broader understanding and empathy for communities which experience social inequality <p>The World of Drugs</p> <ul style="list-style-type: none"> To understand that the term 'drug' covers a range of legal and illegal substances To increase awareness about solvents/volatile substances and other things To understand how to use a variety of sources of information To know how to present information to others To understand about the laws on drugs, alcohol and tobacco and about reasons for having such laws To know how to take part in a discussion or debate 	<p>Money Management and Careers</p> <ul style="list-style-type: none"> To look after their money and realise that future wants and needs may be met through saving To examine ways of earning money To explore the decisions required in spending, saving and budgeting To learn about planning for the future To gain understanding of the world or work To start thinking about what types of jobs they might like for the future (RBS) 	<p>Rollercoaster – The Ups and Downs of Puberty</p> <ul style="list-style-type: none"> To understand what puberty and adolescence means To understand the correct names for the relevant parts of the body/changes at puberty To understand the physical, emotional and social changes that occur at puberty To understand that some changes only happen to girls, some only happen to boys and some happen to both <p>Transition to Secondary School</p> <ul style="list-style-type: none"> Understand that transition and change are part of everyone's life experiences To create and sustain different roles To develop strategies for managing change To reflect on what they have learnt about change and transition
Display outcomes (Maximum 3)						