

½ Term 1

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Earth and Space	-	Make a rocket / solar system	The Sun has said Goodbye Great composers	-	Where in the world?	What pressures and influences affect me?	Mission to Mars	How do religions respond to prejudice and discrimination?	Y5- Invasion netball unit 23/24 Gymnastics Unit 27 Y6- Gymnastics Unit 28 Invasion netball
Literacy Links									
Explanation	-	Instructions	Poetry	-	Non chronological report	Discussion	Debate		Instructions Explanation
Numeracy Links									
Ordering, sizes, distances	-	Measures		-	Coordinates		Shape and space- sizes, area etc		

½ Term 2

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Forces	An artist study: Monet	-	Make you feel my love TVMS (pop)	-	Where in the world?	Relationships and changes	Mission to Mars	Why are Good Friday and Easter Day the most important days for Christians?	Y5- Net/ wall volleyball Gymnastics Unit 27 Y6- Basketball Net/ wall tennis unit 26
Literacy Links									
Explanation	Biography- recount	-	Poetry	-	Persuasion/ letters/ diary- recount	Recount- autobiography	Fact file		Instructions Explanation
Numeracy Links									
Measures	Ratio and proportion- paint	-		-	Measures- temperatures, mean, mode, median				

Trips/ Events-

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
<p>Earth and Space Forces</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>An Artist study: Monet</p> <ul style="list-style-type: none"> Investigate great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p>Make a rocket / solar system</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups apply their understanding of how to strengthen, stiffen and reinforce more complex structures generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>The sun has said goodbye</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 		<p>Where in the world?</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Pressures and influences</p> <ul style="list-style-type: none"> 1bSelf worth and goals; 1c) face new challenges 4a) care about other people's feelings and to try to see things from their points of view. 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources Relationships and changes people who are important to me. I can tell you about a time when I felt embarrassed and what it felt like. I know some things to do when I feel embarrassed that will not make things worse. I can use a problem-solving approach to sort out an embarrassing situation. I can recognise when I am using a put-down. I can identify changes and how they make me feel. I know that it is natural to be wary of change, and can tell you why. I know that many children have mixed feelings about going to secondary school. I know that it is natural to be wary of change, and can tell you why. 	<p>Mission to Mars (www.teachingideas.co.uk)</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> Begin to understand what a stereotypical view is and how we can all have them. Understand what prejudice and discrimination is. Understand how Christians deal with prejudice and discrimination. Know and understand the Easter story and realise its significance for Christians. Identify ways in which Christians celebrate Easter. Know that Good Friday is the anniversary of the Crucifixion. Show the children a paschal candle and understand why Christians believe Jesus is the Light of the World. Compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday. 	<ul style="list-style-type: none"> Y5- Invasion netball unit 23/24 Gymnastics Unit 27 Y6- Gymnastics Unit 28 Invasion netball Y5- Net/ wall volleyball Gymnastics Unit 27 Y6- Basketball Net/ wall tennis unit 26