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Overview of the year

Project	Main subject focus	Texts	WOW moments	First-hand experiences	End of Unit Celebrations	Outcomes
Groovy Greeks 	History Art Geography	Who let the gods out Leo and the Gorgon's Curse	Archaeologists – vase hunting	Ashmolean Museum	Vase art exhibition Assembly – whole school	Newspaper Olympics Games Vase art exhibition
A Continent Apart 	Geography History Mayan D&T cooking ART	Brother Eagle Sister Sky Rain Player	Make a tepee	Stratford lifecycle Butterfly Mayan workshop	Sharing our burgers with others	Veggie burger Tepee Disney character
Blast Off 	Science Art	Emily and the Golden Acorn Cosmic Hidden Figures	Make a rocket Space stories	Space centre	Art exhibition in class.	Debate Letter/Biography Helen Sharman
The Sowe 	Geography D&T	A range of non-fiction texts	Art – collage a river landscape in the style of Ken Bushe	Coombe Abbey – river study	Test bridges as a class	River Project Bridge

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Groovy Greeks

History (Alexander the Great/comparing Athens and Sparta)

Pupils should be taught about:

-Ancient Greece – a study of Greek life and achievements and their influence on the western world

Geography (locating Greece and Greek islands)

-to locate countries of the world using maps to focus on Europe. Physical characteristics, major cities, countries (Focus on Greece, Athens and the Greek islands)

-to use maps, atlases and globes and digital computer mapping to locate countries and describe the features studied.

Art (Ancient Greek vases – using clay to create a Greek vase)

Vase

Focus: Drawing, Painting and Sculpture (relating to Greeks-clay work)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

-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 [for example, pencil, charcoal, paint, clay]

-about great artists, architects and designers in history

D&T

Science

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A Continent Apart

History (Mayan civilisation and the impact they have on the modern world)

A non-European society that provides contrast with British history-Mayan civilisation

Geography (All countries in North America/ locating the states of USA)

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in America

-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

-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)

-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

-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

Art (Walt Disney – produce a sketch of a Disney character)

Focus: Drawing, Painting, Printing, Choose Key art and artists from the countries
Focus: Drawing, Painting and Sculpture (relating to Greeks-clay work)
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
-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 [for example, pencil, charcoal, paint, clay]
-about great artists, architects and designers in history

D&T (Veggie burgers)

Focus: Cooking and Nutrition (Link to international cuisine of North America and fast food) When designing and making, pupils should be taught to:

Design

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

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

Cooking and Nutrition

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Science

Blast Off

History

Geography

Art (artist – Mark Garlick – space pictures using chalk and paint)

Focus: Drawing, Painting (Mark Garlick)
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
-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 [for example, pencil, charcoal, paint, clay]
-about great artists, architects and designers in history

D&T

Science

Forces

Pupils should be taught to:

- 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.
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Earth and space

Pupils should be taught to:

- 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

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The Sowe

History

Geography (Coventry - & Visit it Coombe park to carry out a river study -)

-name and locate counties and cities of the United Kingdom, geographical regions and their physical characteristics, key topographical features (including **rivers (a more focused study)**

-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

-locate the world's countries, using maps to focus on Europe (including the location of Russia) and **North** and South **America**, concentrating on their environmental regions, key physical characteristics, countries, and major cities

-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic Recapand Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Recap

-physical geography, including: the water cycle

-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

-use the eight points of a compass

Art

D&T (Bridge building)

Focus: Construction

When designing and making, pupils should be taught to:

Design

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

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Science

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Discreet subjects taught

Science

Working scientifically

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:

- ♣ 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.

All living things and their habitats Pupils should be taught to: ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ♣ describe the life process of reproduction in some plants and animals.	Animals, including humans Pupils should be taught to: ♣ describe the changes as humans develop to old age.	Properties and changes of materials Pupils should be taught to: ♣ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ♣ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ♣ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ♣ demonstrate that dissolving, mixing and changes of state are reversible changes ♣ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Earth and space Pupils should be taught to: ♣ 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.	Forces Pupils should be taught to: ♣ 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.

Physical Education

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Indoor Athletics	Hockey	Tag Rugby	Tennis	Rounders	Rounders
Football	Netball	Basketball	Gymnastics	Dance	Athletics

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Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Secure your secrets	Count on me	We are games designers		We are travel writers	We are researchers

Music (taught weekly using Charanga music scheme)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Don't stop believin'	Class room jazz 1	Mornings of Music	Ben jamen Britten	Stop!	Reflect, Rewind and Replay
Rock music	jazz	Performing as a group	Blues, trad jazz	Compostion, bullying	Consolidation, western classical music

Languages (following PLN scheme – Spanish – Stage 3)

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

My school, my subject	**Time in the city**	**Healthy eating - going to market**	**Clothes, colours, fashions show**	**Out of this world**	**Going to the seaside**
1a Talking all about us 1b School subjects, my opinions 1c Witch at school (optional)	2a In the city 2b Christmas shopping	1a Happy New Year 1b Pantomime and verb to be 1c Going to the market 1d Healthy recipe 1e Jack & the Beanstalk (optional)	2 Carnival clowns and clothes	1 Out of this world	2 Going to the seaside

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PSHE					
Being Me in my World	Celebrating Differences (anti-bullying)	Relationships	Changing Me (sex education)	Dreams & Goals	Healthy Me

NON-STATUTORY but deemed essential by school

Religious Education		
Why do some people believe God exists? Strand: Believing	If God is everywhere, why go to a place of worship? Strand: Expressing	What do religions say to us when life gets hard? Strand: Believing