





Theme	Main subject focus	Texts	WOW moments	First-hand experiences	End of Unit Celebrations	Outcomes
Black out Coventry Blitz 	History Art	Letters from the Lighthouse	1930s afternoon	Coventry Cathedral	VE afternoon	Peace Evening VE Day Party
Cars: Friend or Foe? 	D&T Science		Going to UNIPART Cars coming to Holbrooks	Factory Visit Cars in school Transport museum	Announcement of winners Presentation of the trophy	Presentation to judges Working prototypes
Fragile Earth 	Geography Art Music		Imagineering – volcanoes and earthquakes	UEES Red Cross	Share models with another year group.	Producing models of volcanoes out of clay
Carnival 	Geography Art	Explorer J to RS	Samba performance Create carnival masks	RSC	Carnival fashion show	Carnival Samba performance
Dol-y-Moch & Alternative	Geography PE PSHE		Outdoor learning	Dol-y-moch Akers	End of trip celebration	Residential or alternative for those staying

Carnival (South America)History (n/a)Geography (countries in South America using atlases)

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- 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 and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America
- 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)
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and 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, 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Art (clay heads inspired by Rapa Nui people)

Focus: Drawing, Painting, Collage, Textiles (link to South American 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.

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

Focus: Cooking and Nutrition (main meals)

- 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.

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

Science

Cars Friend or Foe?History (rise and decline of the car industry in Coventry)

1. Local History study (Coventry and transport)

Geography (Location of factories)Art (n/a)D&T (Moving car prototype)Focus: Electrics, Mechanics and Computing

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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.

ScienceElectricity (Link to product in Design Technology)

Pupils should be taught to:

- 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.

Fragile Earth

History (n/a)

Geography (For Earthquakes: Indonesia and Italy, Volcanoes Hawaii)

-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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

-describe and understand key aspects of:

-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Use maps, atlases and globes and digital computer mapping to locate countries and describe features studied
 understand geographical similarities and differences through the study of human and physical geography of the regions studied

FOCUS ON: natural disasters, climate change, rising sea levels, waste, pollution

Art (n/a)

D&T (n/a)

Science

WWII

History (WWII)

A local history study

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- a significant turning point in British history, for example the Battle of Britain

Geography (Use atlases to locate countries)

-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical

characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Art (L.S Lowry – sketching)

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D&TFocus: Cooking and Nutrition (main meals)

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Science

Discreet subjects taught

<p>Science</p> <p>Working scientifically</p> <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. 				
<p>Living things and their habitats</p> <p>Pupils should be taught to:</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>Animals including humans</p> <p>Pupils should be taught to:</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. 	<p>Evolution and inheritance</p> <p>Pupils should be taught to:</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. 	<p>Light</p> <p>Pupils should be taught to:</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>Electricity</p> <p>Pupils should be taught to:</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.

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	Tag Rugby	Circuits and Fitness	Multiskills	Rounders	Rounders
Athletics	Basketball	Netball	Tennis	Gymnastics	Athletics

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
Social Media Live Streaming	Let's present.	Code Project	Keep it personal	Testing Times	Sell it.

Music (taught weekly by visiting Teacher Dave Barrett from Foxford secondary. Whole class performance group)

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.

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Languages (following Rigolo scheme)

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

<u>Le Weekend</u> Activities Asking an telling wat you can and cannot do Likes and dislikes	<u>Les Vetements</u> Clothing Opinions on clothes Prices	<u>Ma Journee</u> Talking about routines Times and a typical day	<u>Les Transport</u> Forms of transport How to get there Buying tickets	<u>Le Sport</u> Talk about a sport, a sporting event Give opinions and preferences	<u>On va faire la fete</u> Revision and developing conversation skills taught
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Religious Education

Is it better to express your beliefs in art and architecture or in charity and generosity? Strand: Expressing	What does It mean to be a Muslim in Britain today? Stand: Living	What matters most to Christians and Humanists? Strand: Living
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PSHE NON-STATUTORY until Sept 2020 but deemed essential by school

Collaboration	Healthy Relationships	Aspirations	Health , growing & Changing Protective behaviours	Enterprise	Rights and Responsibilities
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