

## **Theme Overview**

## Year 5 and 6

## Cycle A

| Subjects  |                              | erm 1 &<br>Ferm 2   | Term 3  | Term 4<br>Whole School Project (2 | Climate   | Term 5 & 6<br>crisis changes over time |
|-----------|------------------------------|---------------------|---|-----------------------------------|---|--|
|           | Gre                          | ek Myths            | Tudors  | Weeks)                            |   |  |
| Geography | Locational knowledge         |                     | Place knowledge                               |                                   | Skills and Field work   |  |
|           | Pop task – South America     |                     | Compare and contrast Europe with North        |                                   | Pop tasks – using Maps features.                                      |  |
| (WL)      | populations ri               | vers and mountains  | mountains America – trades and transport from |                                   | 4 and 6 figure features   |  |
|           |                              | with previous years | Milestone 2 and adapted for milestone 3       |                                   |   |  |
|           | learning - mapping on Europe |                     |   |                                   | Prior learning Map work Cycle B how aspects have<br>changed over time |  |
| History   | Revision on chronology       |                     | Tudor entertainment and exploration           |                                   | Revision of chronology  |  |
|           | Ancient Greeks – POP tasks – |                     |   |                                   | World War 2 Weapons and impact  |  |
| (DP)      | influence and impact         |                     | Prior learning Chronology                     |                                   |   |  |
|           | Myths and Legends            |                     |   |                                   |   |  |
|           | Clues from the past          |                     |   |                                   |   |  |
|           | Planned over the year with   |                     |   |                                   | Prior learning – Location of the world's countries                    |  |
|           | chrono                       | logy in mind.       |   |                                   | focusing on Europe and map skills                                     |  |
| Science   | Forces and                   | Investigate         | Light electricity                             | Earth and space                   | Animals including   | Evolution and inheritance and          |
| (WL)      | magnets                      | materials           | and sound                                     |                                   | humans  | investigating living things            |
|           |                              |                     |   |                                   |   | (plants)                               |
| French    | French                       | French monster      | Space   | In my French house                | French sport and  | Shopping in France                     |
| (DP)      | Transport                    | pets                | Exploration                                   |                                   | the Olympics  |  |
| Music     | Нарру                        | Christmas           | Make you feel                                 | You've got a friend               | Active Listening  | Practice for a performance             |
| 10 weeks- |                              |                     | my love                                       |                                   |   |  |
| RMH       |                              |                     |   |                                   |   |  |

| ICT  | Unit 5.2         | Unit 5.1              | Unit 5.6                   | Unit 5.3                        | Unit 5.5           | Unit 5.8  |
|------|------------------|-----------------------|----------------------------|---------------------------------|--------------------|---|
|      | Online safety    | Coding                | 3D Modelling               | Spreadsheets                    | Game Creator       | Word processing   |
|      | and              |                       |                            |                                 |                    | MS word or Google Docs  |
|      | introduction     |                       |                            |                                 |                    |   |
|      | to Purple        |                       |                            |                                 |                    |   |
|      | Mash             |                       |                            |                                 |                    |   |
| RE   | <b>U2.8</b> What | <b>U2.6</b> For       | <b>U2.4</b><br>How do      | U2.5 What do Christians believe | Guest speakers,    | U2.10 What matters most to  |
| (WL) | does it mean     | Christians, what      | Christians                 | Jesus did to 'save' people?     | World              | Humanists, Christians? Christians and<br>non-religious, with opportunities to |
|      | to be a          | kind of king is       | decide                     |                                 | Humanist Day,      | include other faiths studied  |
|      | Muslim in        | Jesus?                | how to                     |                                 | RE day             |   |
|      | Britain          |                       | live?<br>'What             |                                 |                    |   |
|      | today?           |                       | would                      |                                 |                    |   |
|      |                  |                       | Jesus                      |                                 |                    |   |
|      | How do I take    | How do I know which   | do?'<br>What are the laws, | How do we make sure we          | What are the risks | How can we keep healthy as we grow  |
| PSHE | care of my       | information online is | risks and effects of       | include and respect everybody?  | surrounding money? | up and our  |
| (DP) | mental health?   | safe and useful?      | drugs, alcohol and         |                                 |                    | relationships change?   |
|      |                  |                       | <u>smoking?</u>            |                                 |                    |   |
| Art  | 'Art in          | Paint                 | Drawing                    | 'Art and fashion'               | Digital media      | Drawing   |
| (DP) | religion'        | Collage               | Collage                    |                                 | Print              | Textiles  |
|      | -                | Sculpture             | Textiles                   |                                 | 'Capturing         | 'Power of love'   |
|      |                  | 'Amazed by            | Digital media              |                                 | conflict'          |   |
|      |                  | architecture'         | 'Keeping it real'          |                                 |                    |   |
| DT   |                  | Materials             | Food                       | Mechanisms                      | Electrics          |   |
| (JW) |                  | Structures            | 'Cultural                  |                                 | Mechanisms         |   |
|      |                  | 'Arch structures'     | events'                    |                                 | 'Electronics'      |   |
| PE   | Cross            | Gymnastics            | Dodgeball                  | Tag Rugby                       | Tennis             | Rounders  |
| (WL) | Country          | Basketball            | Hockey                     | Netball                         | Cricket            | Athletics   |
|      | Football         |                       | Dance                      |                                 |                    |   |