

	Autumn – Y5 and Y6	
Topic	Our Local Area <ul style="list-style-type: none"> • Chronology- As Year 3/4, and Use greater depth and range of knowledge • Historical terms- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately • Historical enquiry- Devise, ask and answer more complex questions about the past, considering key concepts in history • Describe different features of history and place them in a chronological framework • Recognise and describe important similarities and differences/change and continuity 	Rivers <ul style="list-style-type: none"> • Begin to explain geographical similarities and differences between a region of the UK with other regions • Explain some of the key aspects of physical geography and use these to compare places • Explain some of the key aspects of human geography and use these to compare places
Cultural Capital	Visit local area Ex-pupil visit St John ambulance to talk about First Aid French Day	Visit Middleton in Teesdale Rachael Devereux – in for digital art Dave Dixon – ICT E-safety talk Captain Chemistry
Science	Forces <ul style="list-style-type: none"> • Explain an unsupported object will fall to the Earth because of gravity • Identify effects of air resistance, water resistance and friction, that act between moving surfaces 	Classifying Organisms <ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on their specific characteristics

	<ul style="list-style-type: none"> • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect. • Planning different types of scientific enquires 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 reading when appropriate. 	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life processes and reproduction in some plants and animals
Art	<p>Mackenzie Thorpe- Painting</p> <ul style="list-style-type: none"> • 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 • learn about great artists in history. • When painting, explore a range of techniques to create a desired effect • When painting develop control and experiment with techniques imaginatively 	<p>Drawing and Digital Art</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • When drawing, use a variety of tools to create a desired effect and justify choices. • When drawing, accurately use line, tone, shape and colour with control • When drawing demonstrate increased proficiency in my execution.

	<ul style="list-style-type: none"> • When painting develop an increased proficiency in handling materials. 	<ul style="list-style-type: none"> • Experiment with a range of digital media to create a desired effect. • Further develop the use of digital media to express ideas.
DT	<p>Moving Toys</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 • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <ul style="list-style-type: none"> • Select from a wide range of tools and materials to ensure a high quality finish • Develop design criteria, based on research, to design functional, appealing products aimed at individuals or groups • Use prototypes, pattern pieces and computer- aided design to communicate their ideas. 	
Computing	<p>Online Safety Dilemmas (Y6)</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 	<p>My Online Life (Y5 and 6)</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

	<ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, • and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <ul style="list-style-type: none"> • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can talk about audience, atmosphere and structure when planning a particular outcome. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the importance of communicating kindly and respectfully <p>Youtubers (Y5)</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. • I can design and write a program linked to physical systems and sensors. • I can use variables, conditional statements, procedures and repeat commands to improve my programs/game. • I can use logical reasoning to detect and debug mistakes in a program.
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	<p>such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> ● 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 ● I can make QR codes that links to a piece of my own work. ● I can film and produce a short video with elements such as text, images, narration and music. 	
P.E	<p>Rugby (Y6)</p> <ul style="list-style-type: none"> ● 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 	<p>Dance/sports (Y5 and 6)</p> <ul style="list-style-type: none"> ● perform dances using a range of movement patterns ● compare their performances with previous ones and demonstrate improvement to achieve their personal best. ● Use a variety of dance styles.

	<ul style="list-style-type: none"> ● Run at appropriate speeds throughout a competitive game. ● Run at a faster pace for a longer period of time. ● Throw with more control, accuracy and efficiency. ● Catch a ball using one hand ● Take into account your team mates strengths and weaknesses. ● Choose the best tactics to defend and attack? ● Run with an effective technique. ● Throw with more control, accuracy and efficiency. <p>Athletics (Y5)</p> <ul style="list-style-type: none"> ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> ● Use a range of ideas to create a more complex dance routine. ● Perform and combine a variety of dance motifs using different dance styles
Music	<p>'Happy' (Y6)</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 ● Use voice and instruments together to perform to small audiences with accuracy and control 	<p>Classroom Jazz 1 and 2 (Y5 and 6)</p> <ul style="list-style-type: none"> ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● Play together with confidence and understanding in a band or ensemble.

	<ul style="list-style-type: none"> ● Listen to music paying attention to detail recalling some sounds using aural memory ● Use voice and instruments together to perform to small audiences with accuracy, fluency, control and expression <p>‘Living on a prayer’ (Y5)</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 ● Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. ● The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games. 	<ul style="list-style-type: none"> ● Know and understand that when you make up your own tune or rhythm it’s called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. <p>Christmas play</p> <ul style="list-style-type: none"> ● play and perform in solo and ensemble contexts, using their voices ● Use voice and instruments together to perform to small audiences with accuracy and control
French	<ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	<ul style="list-style-type: none"> ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

	<ul style="list-style-type: none"> describe people, places, things and actions orally* and in writing <p>My family (Y5) At school (Y6)</p>	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures <p>Do you have a pet? (Y5) Habitats (Y6)</p>
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	Autumn		Spring		Summer	
R.E. (Other religions covered)	Y6 Loving Vocation and Commitment Expectations Y5 Ourselves Life choices Hope Judaism		Sources Unity Death and new life Y5 Mission Eucharist Sacrifice Islam		Witnesses Healing Common Good Y5 Transformation Freedom and Responsibility Stewardship Other world religions	
History	Local History -80 TH anniversary WW2 (Stockton in the war)		The Kingdom of Benin		Who were the ancient Greeks?	
Geography		Rivers		The United Kingdom		North America
Science	Forces	classifying organisms	Evolution and inheritance		Healthy Bodies	Changes and reproduction

ICT	Y6 Online Safety Dilemmas Y5 Youtuber	Y5 and Y6 My Online Life	Y6 VR Worlds Y5 STEAM challenges	Y6 Crossy Roads Y5 AR games	Y6 Solve IT Club Y5 New reporters	Y6 Quiz Show Host Y5 Music composer
Art	Mackenzie Thorpe – local artist (painting)	(drawing and digital art)	(printing)	(artists)	(3D models and sculptures)	(textiles)
DT	Moving toys		Bread		Fashion and textiles	
Music	Y6 Happy Y5 Living on a prayer	Y6 Classroom Jazz 2 Y5 Classroom Jazz 1	Y6 A New Year Carol Y5 Make you feel my love	Y6 Music and Identity (women in music) Y5 The fresh prince of Bel Air	Y6 You've got a friend Y5 Dancing in the street	Y6 Reflect, rewind and replay Y5 Reflect, rewind and replay
French	Y6 At school Y5 My family	Y6 Habitats (Progressive Version) Y5 Do you have a pet?	Y6 Regular Verbs Y5 Healthy lifestyles	Y6 The Weekend Y5 The Romans	Y6 Irregular Verbs Y5 The Olympics	Y6 The Planets Y5 WWII
PE	Y6 Rugby Y5 Athletics	Dance	Gymnastics	Orienteering	Athletics	Fielding/striking games
PSHE	<ul style="list-style-type: none"> We are all special BRITISH VALUES: Democracy 	<ul style="list-style-type: none"> I try to stand up for myself 	<ul style="list-style-type: none"> I try to follow our school and 	<ul style="list-style-type: none"> I try to appreciate the beauty and the wonder in 	<ul style="list-style-type: none"> I understand what trust means 	<ul style="list-style-type: none"> I understand the

	<ul style="list-style-type: none"> • (Vote for school council) • I can say one good thing about myself • I can say how I feel • I can laugh and have fun • I know what to do if I see someone being hurt • I understand that rights match responsibilities • BRITISH VALUES: Respect 	<p>and others</p> <ul style="list-style-type: none"> • I try to be just and fair • I can tell you how I look after myself • I think before I make choices that affect my health • I can work, play, rest and pray each day • Simple things can make us happy 	<p>classroom rules.</p> <ul style="list-style-type: none"> • I know that I belong to a community that includes school. • I know we are happiest when we are united. • I listen to what you say. I show I am listening to you. • I cooperate with others in work and play. • I try to use words that make the world a better place. 	<p>the world around me.</p> <ul style="list-style-type: none"> • I know it is OK for me to make mistakes. • I can learn from my mistakes and failures. • I try to keep going when things get difficult and not give up. • I know what humility means. • I know when to ask for help and who to ask for help from. • I can recognise comfortable and uncomfortable feelings. • I know how to help others when they are in trouble. 	<ul style="list-style-type: none"> • I try to forgive others when they hurt me • I try to accept forgiveness from others • I know how to show I am sorry 	<p>importance of peace</p> <ul style="list-style-type: none"> • I know what human dignity means and I show that I respect others • I stand up for those who are being treated unfairly • I notice we are the same and we are different • Transition to secondary school • I try to be accepting of others.
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