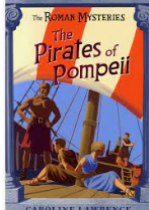
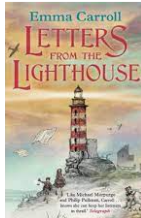


Topic Overview (Cycle B) Year 4, Year 5, Year 6

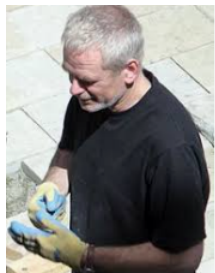
Key Stage 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Name of Topic	Maya Civilisation	Romans	Living Earth		Wars of our World- WW1 WW2	Wars of our World (WW2) Impact on society
Driver	Global Awareness Know what is happening Implications for the future Know the important role they play Aware of Diversity Knowledge of other cultures Celebrate differences Show tolerance	Aware of Diversity Knowledge of other cultures Celebrate differences Show tolerance Take responsibility Understand responsibility Learn how to demonstrate it Be accountable for their own actions	Global Awareness Know what is happening Implications for the future Know the important role they play Take responsibility Understand responsibility Learn how to demonstrate it Be accountable for their own actions Lifelong Learning Develop a passion for learning Reflect on learning to continually improve Show a balance of Mental Health and Well-being		Global Awareness Know what is happening Implications for the future Know the important role they play Aware of Diversity Knowledge of other cultures Celebrate differences Show tolerance	Take responsibility Understand responsibility Learn how to demonstrate it Be accountable for their own actions
School Value	Tolerance	Aspiration	Kindness	Respect	Responsibility	Resilience
British Values	Tolerance	Democracy	Mutual Respect	Rule of Law	Mutual Respect	Individual Liberty
Book	The Great Chocoplot by Chris Callaghan (class novel)	Pirates of Pompeii by Caroline Lawrence (class novel)	The Last Bear by Hannah Gold (Class novel) Varmints GR Greta Thunberg GR		Letters from the Lighthouse (Class novel) Rose Blanche GR Ann Frank's Diary GR	

						
Hook	Chocolate Day Tasting	Roman carousel activities Pottery Art/ drawings Roman mosaic dominoes/numerals Roman museum	Kirton Lindsey Park Playpark for Forces	Visit from a bee keeper	Holocaust Centre	Evacuee Day VE- Day/Street party
PSHE (Jigsaw)	Being Me in my World.	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
English	Explanation report Narrative Performance poetry about the rainforest/deforestation <u>Grammar</u> <u>Y4</u> <u>Y5</u> <u>Y6</u>	Newspaper reports Balanced arguments Biography Narrative- Pompeii Volcanic poetry <u>Grammar</u> <u>Y4</u> <u>Y5</u> <u>Y6</u>	Formal letters to MP Persuasive writing - persuade the public to recycle/climate change etc (adverts). Discussion Texts (how to help the environment) <u>Grammar</u> <u>Y4</u> <u>Y5</u> <u>Y6</u>	Biography about climate change people (David Attenborough, Greta Thunberg, Hamza Yassim, Steve Backshall). Speeches (climate change. Diary from rubbish perspective (plastic bag, bottle, disposable cutlery/plates/dishes , etc). <u>Grammar</u> <u>Y4</u>	Diary Newspaper reports Narrative (with dialogue) <u>Grammar</u> <u>Y4</u> <u>Y5</u> <u>Y6</u>	Persuasive writing to get involved in the war effort (adverts). Descriptive writing - Blitz Biographies Newspaper reports Narrative war poem <u>Grammar</u> <u>Y4</u> <u>Y5</u> <u>Y6</u>

				<u>Y5</u> <u>Y6</u>		
Maths	Distance Circumference Diameter Pie charts	Roman numerals Time problems	Compiling and using databases and creating graphs. Y6 understand the basic features of a spreadsheet – using climate data		UK bombing raids Position/Direction	Rationing Measurement/Conversion Imperial to Metric Ratio/Proportion
Science	<u>Earth and space (yr5)</u> 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	<u>Animals including humans(yr5)</u> Describe the changes as humans develop to old age Indicate stages in the growth and development of humans Learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding	<u>Animals including humans (yr6)</u> 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	<u>Forces (yr5)</u> 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	<u>Electricity (Yr6)</u> 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 Multi -circuit (board games linked WW2 facts) Light the lamp and sound the buzzer when correct	

		out and recording the length and mass of a baby as it grows.	animals, including humans		
Science skills focus	• Use of reliable resources of scientific evidence to refute ideas/ arguments • Degree of trust in results https://www.greatscienceshare.org/great-science-toolkit#reliability • Scientific diagrams and labels Use of research skills	• Scientific diagrams and labels	• Use and plotting of scatter graphs- See ASE Primary Science Skills Unit 6 • Degree of trust in results https://www.greatscienceshare.org/great-science-toolkit#reliability • Scientific diagrams and labels • Writing a conclusion https://www.greatscienceshare.org/great-science-toolkit#conclusion-creators	• Using and reading scales on Newton Meters • Repeat readings • Asking / creating own scientific questions linked to scientific concepts / phenomena https://www.greatscienceshare.org/great-science-toolkit#question-makers See ASE Primary Science Skills Unit 2 • Writing a conclusion https://www.greatscienceshare.org/great-science-skills-7-11 Conclusion aspect • Predictions https://www.greatscienceshare.org/great-science-toolkit#predictions • Scientific diagrams and labels • Setting up of fair tests using previous results -Fair test Scramble game	• Repeat readings • Use of dataloggers to increase accuracy of measurements with equipment. https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging • Writing a conclusion https://www.greatscienceshare.org/great-science-skills-7-11 Conclusion aspect • Asking / creating own scientific questions linked to scientific concepts / phenomena https://www.greatscienceshare.org/great-science-toolkit#question-makers See ASE Primary Science Skills Unit 2 • Scientific diagrams and labels • Setting up of fair tests using previous results Fair test Scramble game
	• Asking their own questions about scientific phenomena Draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.				
Geography	Mesoamerica – Modern day Mexico and Central America Locate on world map	Roman roads and where they were built Location of countries in the Roman Empire	Analyse location of power stations in UK – spot patterns and pose questions e.g. why are most nuclear plants near the coast?	Locate countries in WW1 & 2	Human geography Evacuees in the countryside compared to cities in UK

	Comparisons with North and South America Location to the Equator Landscape and climate Vegetation belt Identify the parts of rainforest around the world	Land settlements Physical and manmade changes Ancient Rome and how it has changed Link to English (Pompeii and what it would have looked like)	Understand the term 'going green' Climate change/global warming Discover how wildlife is at risk from climate change Effects of global warming on the polar caps To understand why some areas of the world are not suitable for long-term human survival Differences between renewable and non-renewable energy Renewable sustainable resources that we use everyday Positives and negatives of different forms of energy Eastern Garbage Patch Identify plastic as the main cause of this pollution		Identify allies & axis powers Battle of Britain/Use aerial maps to identify landmarks/RAF bases Location of channel -South East coast of England (Luftwaffe)	D-Day – coastal defences Location of surrendering countries Movement of the Allies on a map of 1945 Europe
History	Mayan culture well established in 1000 BCE Reasons why the Maya empire grew Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade. Everyday life in Mayan civilization	Life in Roman Britain Julius Caesar Impact on Britain Comparisons of Roman and Greek empires Romanisation of Britain – how did they change the face of Britain during the occupation? Research legacies left behind			Contribution to war effort Home front: Dig for victory Make do and mend Rationing/land worker Munition factories Rose Brothers/Marshall Brothers in Gainsborough	Testimonials from evacuees Jewish Holocaust/Auschwitz Ghettos/Jewish Laws Anne Frank Diary (primary source) Final solution Adolf Hitler VE Day (WW2 ended Europe)

	But why did they disappear as a colony?	Compare and contrast with other civilisations			Women's role –how it changed	Japan (<i>Hiroshima & Nagasaki</i>) atomic bomb ended
Art	Mayan headdresses/masks using clay/paper mache Explore and recreate Bonampak Murals  <u>Kapow Drawing making my voice heard - Year 5 and 6 cycle A</u>		To research artwork inspired by nature and the natural world. Use patterns, lines, etc. in nature to inspire creation <u>Kapow</u> <u>Drawing Expressing ideas</u> <u>Year 5 and 6</u> <u>Cycle A</u> 	Use different threads to sew a message 'from the frontline' of WW1 Demonstrate running stitch and cross stitch <u>Kapow -</u> <u>Sculpture and 3D -Making memories</u> <u>Year 5 and 6 cycle B</u>		
Artists			Keith Haring- Graffiti artist 	Andy Goldsworthy- nature sculpture 	L S Lowry 	

DT	KAPOW Unit: Cooking and Nutrition: Come dine with me	KAPOW Unit: Mechanical systems: Pop up book	KAPOW Unit: Electronics: Navigation tool	KAPOW unit: Textiles: Stuffed toys	KAPOW unit: Structures: Playground
RE	LAS - Big questions. What do people believe? How do people know who or what to believe? What do people believe about the existence of God? Pupils should know and understand: • how different types of authority determine people’s beliefs and actions and why some are more trustworthy than others • how values and beliefs are reflected in the lives of religious and non- religious inspirational people • how people make decisions about belief in God • what religious and philosophical thinkers say about the existence of God • how beliefs about the existence of God are open to interpretation	LAS - Big questions. What do people believe? What do people believe about good, evil and suffering? Pupils should know and understand: • why belief in God might raise challenging questions in relation to suffering • how RWs respond to the issues of evil and suffering	LAS - Big questions. What do people believe? What do people believe about peace? What do we mean by religious and spiritual experiences? Pupils should know and understand: • what is meant by pacifism • how different RWs respond to the issue of peace and conflict and what beliefs they have in common • the influence of peace activists and religious leaders • what is meant by a religious or spiritual experience		
Computing/IT	Sign up on the following link to access the resources https://teachcomputing.org/ Click on Teaching resources- then KS2 Follow the Year 5 curriculum for the lessons required Computing systems and networks – Sharing information(6 lessons)	Creating Media- Video Editing (6 lessons) https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing Use the rubric to assess at the end Data and Information - Flat file databases (6 lessons)	Programming A -Selection in physical computing (6 lessons) https://teachcomputing.org/curriculum/key-stage-2/programming-a-selection-in-physical-computing Use Rubric to assess at the end Programming B - Selection in quizzes (6 lessons)		

	https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-sharing-information Use assessment at the end Creating Media - Vector Drawing (6 lessons) https://teachcomputing.org/curriculum/key-stage-2/creating-media-vector-drawing Use the rubric for assessment		https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases Use the Rubric at the end		https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes Use the summative assessment at the end	
P.E	Invasion Games (Coach) Dance (CT)	Fitness and Healthy Lifestyle	Net/Wall games	Games (Coach) Gymnastics (CT)	Athletics (Coach)	Striking and Fielding (Coach)
MFL	Language Content - Colour adjectives – masculine and feminine singular form - 2 size adjectives – masculine and feminine singular form - Shapes Language Structure - C'est - Ce n'est pas - Indefinite article - un/une - Definite article - le, la, l', les Knowledge About Language - Indefinite article – a		Language Content - Family members - Hair, eyes and colour - Parts of the body - Colour adjectives – masculine, feminine, singular and plural - Adjectives – physical and character descriptions - Verb - name Language Structure - Definite article - des - Je, Tu, Vous, Il, Elle, Ils, Elles - Je n'ai pas de		Language Content - Colours - Animals - Verbs for animal activity - Habitats - Parts of body of animal - Adjectives to describe animals Language Structure - C'est un animal qui - Complex sentence Knowledge About Language - ER verbs – 3 rd person singular and plural	

	- Definite article – the - Gender of nouns - Singular and plural nouns - Position of colour adjective - Position of size adjective - Agreement of adjectives in feminine singular - Negatives - Bi-lingual dictionary to find gender of nouns in French - Question form using rising intonation - Liaison - Elision Culture - Write a colour poem	- Je ne suis pas - Je n'aime pas Knowledge About Language - Indefinite article – a - Plural nouns - Agreement of adjectives in singular, plural, masculine and feminine - Position of adjectives - Bi-lingual dictionary to find gender of nouns in French and adjectives - Liaison - Avoir – 1 st, 2nd person, 3rd person - Etre– 1 st, 2nd person, 3rd person - ER verb – 1 st, 2nd, 3rd person singular and plural - Use of tu and vous - Negatives - Formation of questions Culture - Moi et Toi – mini-book fact file?	- Negative sentences - Indefinite article – a - Agreement of adjectives in singular masculine and feminine - Position of adjectives - Bi-lingual dictionary to find gender of nouns in French and adjectives - Liaison - Elision Culture - Create a lift the flap animal descriptions picture book
MUSIC	Sing a broad range of songs including those with syncopated rhythms as part of a choir • Show ensemble and performance awareness observing rhythm, phrasing, accurate pitching, accurate interpretation of rhythm and a sense of style • Listen to a range of music as suggested or with equivalent purpose E.g. Anna Meredith's Connect it.	Sing three and four-part songs, rounds or partner songs. Encourage confidence and independence by experimenting with grouping i.e. students to sing their part among others rather than in discrete groups. • Perform a range of songs in school assemblies. Folk songs to compare and contrast.	Perform a range of songs as a school performance and to a wider audience. E.g. Leavers' assembly • Play short melodies from staff notation over a four-bar phrase. Make decisions about dynamics and respond with control. • Continue to listen to songs as suggested or with equivalent purpose

	- Continue to play rhythm games with notation cards or apps. E.g. use body percussion in response to the piece above. Include quaver, crotchet, minim, semi-quavers and rests Compose melodies in the key of G major (exchange F for F#) or the key of E minor (exchange F for F# and D for D#) on tuned instruments	- Extend improvised melodies beyond 8 beats over a fixed beat or groove. (This can be created by class members or they can be found online, in keyboard pre-sets or apps such as GarageBand loops). - Plan and compose an 8 or 16 beat phrase using the pentatonic scale e.g. CDFGA. Notate the melody	E.g. Listen to Tchaikovsky's 1812 overture. (Recognisable section in hyperlink link at 11mins 55seconds). Discuss the dramatic effect and story-telling and how that has been achieved. Use musical terms. This could stimulate composition or a creative writing task, news report, dance piece or be linked to history skills. Compose a ternary piece. ABA. Use music software/ apps to record it. Discuss how well the musical contrasts were achieved. E.g. this could follow on from Tchaikovsky's 1812 Overture, perhaps made more relevant as a piece for battle-scene scenario in a game or linked to a History focus such as 'settlement'.
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