<table>
<thead>
<tr>
<th>Subjects</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
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</thead>
<tbody>
<tr>
<td>Whole school theme</td>
<td>It's all Greek to me</td>
<td>Location, Location, Location</td>
<td>Long ago and far away</td>
<td>Who'd live in a castle like this?</td>
<td>Water of life</td>
<td>Food glorious food</td>
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<tr>
<td><strong>English</strong></td>
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<td>Using 'The Story of the Olympics', children will learn how the Olympic Games originated; make links to Greek myths; and retell a Greek myth. In addition to this, a Greek mythologist will visit the school.</td>
<td>Studying the author, Michael Morpurgo, children will read and analyse various texts with a focus on 'Kensuke’s Kingdom'. Children will also visit the theatre to watch a production of 'Why the Whales Came'.</td>
<td>While studying the Maya culture, children will be reading ‘Rain Player’, a traditional Maya tale. Children will write a non-chronological report and learn about some of their rituals and festivals.</td>
<td>Based on the traditional Russian tale, 'The Firebird', children will compare and contrast traditional tales from different cultures.</td>
<td>Grammar Present tense Subheadings Third person Conjunctions to show how and why Conditionals Clear descriptions Technical vocabulary We will use these skills to produce an explanation of the water cycle.</td>
<td>Grammar</td>
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<td>Bullet points Past tense Third person Formal style speech Adverbs</td>
<td>Chronological order Paragraph structures Adverbial phrases Sentence structures</td>
<td>Imperative verbs Conjunctions Third person Punctuation for parenthesis</td>
<td>Descriptive language Adjectives Similes metaphors (cultural) personify dialogue – punctuating speech onomatopoeia</td>
<td>We will use these skills to produce a recipe book as well as a newspaper report about where our food comes from.</td>
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<td>We will use these skills to write a non-chronological report, a Greek myth and a playscript.</td>
<td>We will use these skills alongside our reading to write a biography on Michael Morpurgo before writing our own autobiography.</td>
<td>We will use these skills to produce instructions on how to play a Maya game and to write a match report.</td>
<td>We will use these skills to create a new adventure for a character to complete. We will write diary entries in the role of a character.</td>
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<td><strong>History/Geography</strong></td>
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<td>How and where did the Olympic Games begin? A history-based unit which looks at the origins of the ancient Olympics. The children will learn about the changes in the Olympics over the years including: locating Greece on a map positioning events on a timeline studies of today’s athletes,</td>
<td>I’m a year 6 pupil can you get me out of here? A geography-based unit with a focus on map and fieldwork skills. The children will develop their of the U.K and the wider world by using: the eight points of a compass six-figure grid references symbols and keys of Ordnance</td>
<td>Who were the Mayas and what have we learnt from them? A history-based unit which looks at the history of the Mayas (900AD). The children will discover: who the Mayas were and why they lived the evidence that they left their rituals</td>
<td>Who were the Pendle witches and why did they fear Lancashire castles? A history and geography based unit looking at the infamous ladies of Pendle. We will apply our geography/field work skills when tracking the movements of the Pendle witches as they walked to Lancaster.</td>
<td>Where does the water from my tap come from? Throughout this geography and science unit, we will be learning about where our water comes from, the process of drinking water and a scientific understanding of the water cycle. This unit will also provide PSHE opportunities</td>
<td>From farm to fork This is a cross-curricular unit focusing on healthy lifestyle, and healthy eating. Children will be developing their culinary skills to produce their own recipes and become aware of where there food comes from. As part of school sustainability,</td>
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Science

Children will learn about:

- the functions of the heart
- the functions of the lungs
- the composition of blood
- how we breathe

Human Body - The Circulatory System – ‘What would a journey through our body look like?’

Children will learn about:

- how the heart works
- how oxygen is transported in the blood
- how carbon dioxide is removed from the blood

Survey Maps

- fieldwork skills.

Evolution and Inheritance - ‘Have we always looked like this?’

Children will learn about:

- how fossils were made
- how we can find evidence from the past using fossils
- how we inherit characteristics from our parents
- how animals adapt to their environment in order to survive
- the process of natural selection, according to Charles Darwin.

Earth and Space - ‘Will you ever have a holiday on the moon?’

In this unit, the children will look at the Earth and the Moon and learn about:

- the Earth relative to the Sun
- the Moon relative to the Earth
- the relationship between the Sun, Earth and Moon
- the Earth’s rotation (day and night).

Living things and their habitats – ‘What are you?’

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Water – Where does our water come from?

In this unit, children will learn about changes in liquids, solids and gases including an in depth observation of the water cycle.

Pupils should be taught to:

- recognize 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

Light – ‘Light up your life’ –

Pupils should be taught to:

- use the law of reflection to explain why light is reflected at different angles
- use the law of refraction to explain why light is bent at different angles
- use the law of refraction to explain how lenses and mirrors work
- use knowledge of solids, liquids and gases to decide how mixtures might be separated.
including through filtering, sieving and evaporating.
- 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.

| Computing | We are game developers  
We are app planners  
We are web developers  
We are artists  
We are cryptographers  
We are project managers  
We are interface designers  
We are market researchers  
We are bloggers  
We are app developers  
We are architects  
We are marketers |
|-----------|--------------------------------------------------|
| DT/Art | The children will look at the work of artist Paul Klee. They will create an Olympic-inspired piece based on his use of colour, texture, shape and form. Children will also make representations of the symbols of the Olympic Games using clay.  
With reference to the park maps, the children will design and make 3D models of our local park, to test each other’s map reading skills.  
Using mod roc, the children will design and make Maya masks.  
The children will design, make and create their own water-powered toys.  
The children will design, make and evaluate their own healthy meal. |
| PE | rugby  
football and gymnastics  
netball/basketball and dance  
tennis/cricket and gymnastics  
rounders/hockey and dance  
athletics/O.A.A and gymnastics |
| PSHE | New beginnings  
- strengths  
- setting goals  
Getting on and falling out  
- structure  
- laws  
- U.N. rights  
Good to be me  
- courage  
- resilience  
- minority groups  
Relationships  
- race  
- ethnicity  
- gender stereotypes  
- culture  
Changes  
- puberty  
- healthy lifestyles  
- physical conduct  
Looking after me  
- food choices  
- cooking  
- income |
| French | Y5  
'Say what you are wearing using correct adjective in correct position  
'Adjectival agreement in the description of a person's character  
'Say what you eat and drink for each meal  
'Say where people come from and give their nationality  
'Say what sports you do and how often  
'Say and understand numbers to 100 |
| | Y5  
'Looking up the meaning of nouns, verbs and adjectives  
'Cognates and false friends  
'Say and understand numbers to 100 |
| | Y5  
'Listening, reading and writing exercises based on the song "Toute une année"  
'Read and edit a Valentine’s poem using a dictionary and make oral presentation to class  
'Say what you eat and drink for each meal  
'Understand and say more complex weather phrases  
'Say and understand numbers to 100 |
| | Y5  
'Describe a town and ask for and give directions to places in a town  
'Say and understand numbers to 100  
'Café roleplay  
'Say what sports you do and how often  
'Give opinions on sports  
'Understand and write holiday plans using simple future tense  
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<th>RE</th>
<th>Buddhism</th>
<th>Christianity</th>
<th>Hindu Dharma/ Christianity</th>
<th>Christianity</th>
<th>Sikh Dharam</th>
<th>Christianity</th>
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<td><strong>What can stories teach us?</strong> The children will be learning about the founder of Buddhism</td>
<td><strong>What can stories teach us?</strong> The children will be learning about the messages in a variety of Christian stories.</td>
<td><strong>What can sacred stories tell us?</strong> The children will be learning about the messages in special Hindu stories.</td>
<td><strong>What do religious texts and teachings say about God and human life?</strong> The children will be learning about the Easter Story and celebrations in the Christian Church.</td>
<td><strong>Why do people follow sacred books?</strong> The children will be learning about the Sikh sacred texts and the stories of the Gurus.</td>
<td><strong>Who should we follow/obey?</strong> The children will be learning about Christian teaching from the Bible., including the Ten Commandments.</td>
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