

Turing Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW1	WW2	Fairtrade	Renewable Energy	Local Urban Area	Battle of Barnet
Enrichment, Trips or Visits	Young Shakespeare Company Bletchley Park Swimming My Bank Workshop	Swimming National Archive Workshop – Propaganda: The Art of Persuasion	Swimming Coding Workshop	Harry Potter Studios	PGL	Junior Citizens Forest School Natwest Money Matters Workshop Year 6 Production
Literature Spine	Armstice Runner by Tom Palmer	Goodnight Mr Tom by Michelle Magorian	Kensuke’s Kingdom by Michael Morpurgo	Harry Potter and the Philosopher’s Stone by J.K. Rowling	Tom’s Midnight Garden by Philippa Pearce	Skellig by David Almond
English Key text • genres • Grammar • NB: Some writing and grammar coverage may change due to the needs and interests of the class.	Poetry and imagery from WW1 – Dulce Et Decorum Est by Wilfred Owen. Write poem that conveys an image. Use of figurative language – personification, simile and metaphor) Look at other poetic features, for example, rhyme, alliteration. Shakespeare unit – Romeo and Juliet Writing character descriptions and a monologue	Rose Blanche Setting descriptions Diary writing WW2 journalistic recount on The Blitz Grammar: Past perfect progressive form of verbs Fronted adverbials Complex noun phrases Prepositional phrases Passive voice Cohesive devices Semi colons Dashes	Kensuke’s Kingdom Informal letters – writing letters to grandma and Eddie Information texts – research about gibbons and produce information text Instructions – how to survive on a desert island Grammar: Degrees of formality Passive voice Subjunctive form Semi-colons, colons, dashes Past perfect, progressive verb forms Fronted adverbials Complex noun phrases	Harry Potter and the Philosopher’s Stone Recounts Journalistic writing – Newspaper report about break-in at Gringotts Persuasive argument – why Harry Potter should attend Hogwarts Formal letters Grammar: Past perfect progressive verb forms Fronted adverbials Complex noun phrases Prepositional phrases Passive voice Cohesive devices	Continuation of book study on Harry Potter and the Philosopher’s Stone Narrative – write a chapter about a potions lesson that has gone wrong Biography – JK Rowling Grammar: Cohesion across paragraphs Colons, semi-colons and dashes Subjunctive form Passive voice Single clause sentences Adverbials of time, place and number Time conjunctions	Alma Diary writing Writing a precis Poetry Grammar: Fronted adverbials Complex noun phrases Prepositional phrases Passive voice Cohesive devices Semi colons and dashes

			Prepositional phrases Cohesive devices Apostrophes for possession Commas for clarity	Semi-colons, dashes Apostrophes for possession Commas for clarity		
Maths • number • concept	Place value Four operations Written methods of addition and subtraction. Division, including long division Factors, multiples and primes Order of operations Brackets Reasoning – explanations of answers Mental arithmetic	Fractions Decimals Multiplying and dividing by 10, 100 and 1000 Percentages Algebra Reasoning – explanations of answers Mental arithmetic	Measure – imperial and metric measures Perimeter Area Volume Ratio and proportion Geometry – properties of shape Reasoning – explanations of answers Mental arithmetic	Statistics The mean Pie charts Line graphs Reasoning – explanations of answers Mental arithmetic Revision units for SAT's	Revision units for SAT's	Investigations Problem solving Real life mathematics Money Transition units for Secondary school
Science • knowledge • skills	Body Pump Impact of diet and exercise and drugs. Heart and circulation (blood vessels and blood). Describe the ways in which nutrients and water are transported within animals, including humans	Body Health Data logging – data records explanation Healthy eating and a balanced diet Investigating the nutritional value of foods Predictions – graphs, explanation text. Recording data. Taking measurements – accuracy, precision.	Everything Changes Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. Identify how animals and plants adapted to suit their environment in different ways and that adaptation may lead to evolution. Recognise that living things produce offspring of the same kind, but sometimes offspring	Light Up You World Recognise that light appears to travel in straight lines Use this idea 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 then our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object which is cast.	Danger – Low Voltage 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	The Nature Library 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

			vary and are not identical to their parents.	Investigate how to change the size of a shadow		
Computing <ul style="list-style-type: none"> • knowledge • skills 	E-safety: Online safety Understanding the effects of cyberbullying and how to respond to it Raise awareness of sexting Explore the power of media and how it can shape our ideas and perceptions Know where and how to seek help	Programming A: Variables in games Learn what variables are relate then to real-world examples of values that can be set and changed Use variables to modify a game Design a game using 'Scratch' incorporating use of variables	Creating media: 3D modeling Develop knowledge and understanding of using a computer to produce 3D models Identify how digital 3D objects can be modified Plan and create a 3D model for a given purpose	Programming B: Sensing Create a program to run on a controllable device Use a micro:bit as a controlling device Design a project that uses inputs and outputs on a controllable device	Creating media: Web page creation Review existing webpages Plan features of their own webpage Consider the ownership and use of images Recognise the need for a navigation path Create a webpage	Data and information: Spreadsheets Create data in a spreadsheet Understand how formulas can be used to produce calculated data Create a spreadsheet to plan an event
History <ul style="list-style-type: none"> • knowledge • skills 	Conflict – Cause and Consequence (WW1) – cause and effect of WW1 on different countries including UK, Germany and rest of Europe. Implication of Treaty of Versailles and the lead up to WW2 Use sources of evidence to deduce information about the past. Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate	A significant turning point in British history (WW2) – Changes in Germany from WW1 to WW2 – rise of Hitler and use of propaganda as a means of indoctrination. UK response to WW2 and The Battle of Britain – Make do and mend Home Front effort. Select suitable sources of evidence, giving reasons for choices. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.				A local history study (The Battle of Barnet) - a study exploring the impact invasion and war leave behind. Drawing on learning from across Key Stage 2. Investigate how the events of The War of the Roses are reflected in the local area. Develop a chronologically secure knowledge and understanding of British, local and world history

	<p>Use literacy and computing skills to communicate information</p> <p>Understand cause and consequence</p> <p>Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use original ways to present information and ideas</p>				<p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Select and organise historical information</p> <p>Recount details of important historical events in the local area</p>
<p>Geography</p> <ul style="list-style-type: none"> • knowledge • skills 			<p>Fair Trade</p> <p>How Fair trade is working towards a living income for farm workers – cocoa, coffee, cotton</p> <p>Human geography – types of settlement and how the land is used in cocoa , cotton and coffee farming</p> <p>Economic activity and trade links to other countries</p> <p>Map skills – locating countries where cotton, cocoa, coffee for example, is grown.</p> <p>Use maps and atlases to identify human and physical features.</p> <p>Developing questioning and investigative skills – looking at images of settlements of cocoa, cotton and coffee farmers; what do the images tell us/what do we want to find out more about?</p>	<p>Renewable Energy</p> <p>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)</p> <p>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</p> <p>Looking at impact of using non-renewable and renewable energy sources.</p> <p>Consider advantages and disadvantages of using non-renewable and renewable energy.</p>	<p>Local Area</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Gather evidence through urban fieldwork of how a region is meeting people's needs</p>	<p>-</p>

			Looking at land use from different scales – atlas maps, aerial images, zoomed in images.			
Art <ul style="list-style-type: none"> • knowledge • skills 	WW1 Art – Model Soldiers To create a 3D model soldier using modelling wire and art roc Use frameworks (such as wire or moulds) to provide stability and form Use a choice of techniques to depict movement, perspective, shadows and reflection. Use overlapping and layering to create images and represent textures Use moldable materials to create a 3D model		Silk painting inspired by Kensuke’s Kingdom Create a silk painting of the ‘Great Wave.’ Learn about great artists Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Show precision in techniques Show awareness of scale and proportion -Represent foreground and background		Monet – study of a famous artist Create own painting in the Impressionist style Use sketch books to record observations Explore the features of Impressionism Experiment with hue, tint, tone, shades and mood Select colour for a range of purposes Select colour to express feelings	-
Design and Technology <ul style="list-style-type: none"> • knowledge • skills 		Make do and mend – linked to WW2 Make a cushion Communicate ideas using a diagram and step by step planning Develop skills of threading a needle, joining textiles and using a range of stitches. Measure, cut, pin and sew fabric		Create a dish based on using Fairtrade products Explore and make links to food using different Fairtrade products Research and design a recipe Make choices about ingredients Use a variety of tools and equipment for spreading, grating and cutting		Programming a navigational tool Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Write a design brief and criteria Write a program to include multiple functions as part of a navigation device

						Develop 3D CAD skills to produce a virtual model
<p>PE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Outdoor and adventurous activities Share jobs and lead when necessary. Pool ideas within a group, selecting and applying the best method to solve a problem Use critical thinking skills to form ideas and strategies to solve challenges. Swimming Orientate a map efficiently to navigate around a course</p> <p>Swimming Swim a minimum of 25m safely. Develop stroke techniques (front crawl and back crawl) Increase speed, stamina and confidence Learn how to keep safe around water and what to do if they face danger</p>	<p>Football Know when to pass, dribble or shoot in a range of situations Use and apply tactics working as a team Know when to tackle/defend or find space in attack Pass, dribble and shoot in a range of situations & pressure Understand positions and how to keep possession</p> <p>Swimming Swim a minimum of 25m safely. Develop stroke techniques (front crawl and back crawl) Increase speed, stamina and confidence Learn how to keep safe around water and what to do if they face danger</p>	<p>Dance Create and develop own ideas to construct a dance Perform actions fluently and in time, using actions & dynamics to convey a piece of music Use appropriate language to give feedback Lead small group warm up routine</p> <p>Swimming Swim a minimum of 25m safely. Develop stroke techniques (front crawl and back crawl) Increase speed, stamina and confidence Learn how to keep safe around water and what to do if they face danger</p>	<p>Gymnastics Combine and perform gymnastic actions, shapes and balances with control and fluency Create and perform sequences using compositional devices to improve the quality Understand how to work safely when learning a new skill. Understand what counter balance and counter tension is and can show examples with a partner Use appropriate language to evaluate and refine my own and others' work</p> <p>Volleyball Select the appropriate action for the situation and make this decision quickly Use a wider range of skills with increasing control under pressure. Develop the dig and understand when to use it. Use the rules of the game consistently to play honestly and fairly.</p>	<p>Handball Confidently apply defensive skills individually and as a team to gain possession, deny space and stop goal</p> <p>Create and use space to help my team to maintain possession and create scoring opportunities</p> <p>Use stepping, dribbling and passing skills to create space, move towards goal and away from defenders</p> <p>Develop a variety of passes and know when to use each to help to maintain possession.</p> <p>Athletics (Sports Day Practice) Help others to improve their technique using key teaching points. Perform jumps for distance using good technique. Select and apply the best pace for a running event</p> <p>Show accuracy and good technique when throwing for distance</p>	<p>Rounders Strike a bowled ball with increasing consistency</p> <p>Make decisions about where and when to send the ball to stump a batter out</p> <p>Develop a variety of fielding techniques and when to use them in a game</p> <p>Know the different fielding techniques and know when to use them</p> <p>Use the rules of the game consistently to play fairly</p> <p>Yoga To develop balance</p> <p>To develop flexibility and stretch muscles</p> <p>To use breathing activities and poses to help feel calm and relaxed</p> <p>To help co ordination from moving from one pose to another</p>

					<p>Use different strategies to persevere to achieve my personal best</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve</p>	
<p>Music</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>The Great War</p> <p>Listen and appraise Use musical vocabulary to identify features of WW1 music.</p> <p>Identify instruments played</p> <p>Playing Recognise different ways of writing down music</p> <p>Use unpitched instruments to compose rhythms and improvise music for a given purpose</p> <p>Compose Talk about composition</p> <p>Compose music for a given purpose</p> <p>Perform Rehearse and perform</p>	<p>Songs of WW2</p> <p>Listen and appraise Playing Listen and appraise songs from WW2</p> <p>Develop understanding of the history of music</p> <p>Singing Improve accuracy in pitch and control and sing with expression and dynamics</p> <p>Develop knowledge of pitch</p> <p>Perform Understand what is meant by performance</p> <p>Rehearse and perform</p>	<p>Kensuke's Cave</p> <p>Listen and appraise Appraising the work of a classical composer.</p> <p>Use musical vocabulary to describe and evaluate features of a piece of music</p> <p>Compose Improvise using dynamics and pitch</p> <p>Compose multi-layered piece with voices, bodies and instruments</p> <p>Perform Work as a group to perform a piece.</p> <p>Perform with accuracy and fluency</p>	<p>Harry Potter – Theme music</p> <p>Listen and appraise Identify how different styles of music contribute to the feel of a film.</p> <p>Participate in discussions, share views and justify answers</p> <p>Identify different instruments.</p> <p>Compose Create a musical score to represent a composition.</p> <p>Create sounds that relate to the scene of a film</p> <p>Playing Use body, vice and instruments to create sounds to represent a given theme</p> <p>Perform Work as a group to perform composition</p>	<p>Harry Potter – Theme music</p> <p>→</p>	<p>The Leaver's song</p> <p>Listen and appraise Identify instruments from a piece Discuss how music makes them feel</p> <p>Use musical vocabulary</p> <p>Compose Compose a multi-layered piece of music.</p> <p>Write lyrics for a leaver's song</p> <p>Singing Sing songs in two or more parts with accuracy, control and expression.</p> <p>Perform Work as a group to perform a piece of music keeping in time and communicating with group</p>
<p>RE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Living:What does it mean to be a Muslim in Britain today?</p>	<p>Expressing: What can be done to reduce racism?</p> <p>Can religion help?</p>	<p>Believing</p> <p>What difference does it make to believe in Ahisma (harmlessness), Grace (the</p>	<p>Expressing</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>Believing</p> <p>How do the teachings of the Buddha affect the lives of Buddhists today?</p>	<p>Living</p> <p>How do we cope with suffering and death? Make links between previous learning about</p>

	<p>Understand why the Hajj is an important part of being a Muslim. Explore where Muslims get religious and non-religious guidance from. Understand the importance of the mosque as a place of worship and a community hub for Muslims. Make links between the 5 pillars of Islam and personal commitments to being a better person in your own life.</p>	<p>Describe examples of connections between anti-racism and religion. Understand the challenges racism presents to human communities and consider different religious responses. Discuss own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies.</p>	<p>generosity of God), and Ummah (community). Make connections between beliefs and behavior in different religions. Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions. Outline the challenges of being a Hindu, Christian or Muslim in Britain today. Consider similarities and differences between beliefs and behaviors in different faiths.</p>	<p>Consider what makes a place special and sacred. Explore how mosques express Islamic beliefs and the inspiration taken from Muslim calligraphy, poetry and painting. Consider how a Christian place of worship can be a 'building' for the glory of God. Understand how Muslim charities change the world. Understand how Christian aid changes the world.</p>	<p>Understand how Siddhartha left his home and wealth, so Buddhist nuns and monks do the same in search of truth and happiness. Learn about the life of a nun/monk/priest. Explore the symbols – robe, shaven head, attire</p>	<p>life and death across the religions. Explore and discuss personal beliefs. Reflect upon how religion can guide beliefs and traditions associated with life and death.</p>
<p>Spanish</p>	<p style="text-align: center;">Phonetics Lesson 4 (La Fonética)</p> <p>Understand the fourth and final set of phonics sounds/phonemes in Spanish. The sounds are: b v cc qu z</p> <p style="text-align: center;">School (En el colegio)</p> <p>Vocabulary for school subjects including el español / el inglés / las matemáticas etc. Learn the nouns and definite articles/determiners for 10 school subjects in the foreign language.</p> <p>Have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. Expressing an opinion on school subjects and class survey - opinions including 'si a mí me gusta...' / 'no a mí no me gusta...'</p> <p>Consolidate telling the time ¿Qué hora es? / es la una / son las dos (plus the time by the hour) as covered in Year 5.</p> <p>Working with the verb 'ir' and listening activity consolidating school subjects, opinions and time.</p>	<p style="text-align: center;">Regular Verbs (Los Verbos Regulares)</p> <p>Learn/revise in English what a pronoun is. Learn what these look like in Spanish. Use simple supported listening and reading matching activities to consolidate our new learning and improve our knowledge of pronouns in Spanish.</p> <p>Focus on personal/subject pronouns and verb stems before learning how to conjugate regular verbs in Spanish.</p> <p>Learn pronouns including: Yo, Tú, Nosotros, Vosotros, Ellos etc.</p> <p>Learn about the three different types of infinitive verb categories in Spanish. –ER, -IR and –AR. • Learn about verb</p>	<p style="text-align: center;">Irregular Verbs (Los Verbos Irregulares)</p> <p>Revise what a pronoun is in English and learn what these look like in Spanish. Use simple supported listening and reading matching activities to consolidate our new learning and improve our knowledge of pronouns in Spanish.</p> <p>Consolidate Spanish pronouns including: Yo, Tú, Nosotros, Vosotros, Ellos</p> <p>Focus on personal/subject pronouns before learning how to conjugate four high frequency irregular verbs in the foreign language. They are:</p> <ul style="list-style-type: none"> • to have • to be • to go • to do. 	<p style="text-align: center;">The Weekend (El Fin de Semana)</p> <p>Have the knowledge and skills to talk about what pupils do at the weekend, enabling them to create more detailed and personalised responses.</p> <p>Learn 10 phrases for activities pupils may do at the weekend in Spanish.</p> <p>Learn three positive and three negative opinion phrases.</p> <p>Extend on telling the time and opinions / justifications.</p>	<p style="text-align: center;">Me and the World (Yo en el Mundo)</p> <p>Learn about other countries around the globe that speak Spanish.</p> <p>Learn about the currencies, flags, cultural traditions and celebrations of Spanish speaking countries.</p> <p>Learn about festivals and Celebrations such as Eid and Christmas.</p> <p>Compare living in Lima and Madrid</p> <p>Discuss sustainability and being a responsible global citizen by doing more to protect our planet.</p>	

	Consolidate the language covered so far by learning how to say at what time and on what day you study a particular subject. Learn how to conjugate the verb "to study", an introduction to time and an expansion of opinions.		stems and endings. Regular verbs including: Comer, Vivir and Hablar in their fully conjugated forms.	Learn the irregular verbs including: ir, tener, ser, estar and hacer.		
PSHE / Citizenship • knowledge • Skills P4C Theme Events	Healthy relationships Changes during puberty Explore attitudes around gender stereotyping Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable. Reproduction in the context of the human lifecycle Roles and responsibilities of parents and careers Conception and pregnancy Staying safe online P4C Theme - Emotions Events – Multicultural week	Healthy relationships P4C Theme – Mental wellbeing Events – Anti bullying week Remembrance Day	Drug, alcohol and tobacco education: weighing up risk Explore risk associated with using different drugs Explore level of risks in different situations involving drug use Managing risks in situations involving drug use P4C Theme – Staying safe online Events – Safer internet day Crew Week	Identity, society and equality: Human Rights Learn about people who have moved to other places, including refugees Human rights and the UN convention on the rights of the child Homelessness P4C Theme – Taking and managing risks Events – Sports/comic relief	Mental health and emotional well being Understand what mental health is Learn what can affect mental health and some ways of dealing with this Explore stigma and discrimination that can surround mental health P4C Theme – Human rights Events –	Keeping safe and managing risk: Keeping safe out and about Discuss feelings of being out and about in local area with increasing independence Recognizing and responding to peer pressure Learn about consequences of anti-social behaviour P4C Theme – Identity Events – Sports day Values Parliament