<table>
<tr><th colspan="5">My Place In Our World</th></tr>
<tr><th>Global Citizen</th><th>Our World</th><th>RE</th><th>Leadership</th><th>Self-Story</th></tr>
<tr>
<td>Becoming a global citizen
UN Convention on the Rights of the Child.
Why people might have their rights denied?</td>
<td>Where am I in the world?
Migration – how has movement shaped our world? How is it still shaping our world?
Link to historical invasion.

Geography: Use maps, atlases, globes and IT (Google Earth) to track journeys and locations.</td>
<td>What does it mean to belong to Hinduism?

Incarnation
Was Jesus the Messiah? (Understanding Christianity)

God/People of God
What does it mean if God is Holy and loving? (Understanding Christianity)</td>
<td>Leadership around us
Study two contrasting leadership contexts (eg world leader vs local charity organiser). How is their leadership similar and different?

Becoming a Leader.
I can be a good communicator.
What does it mean to be a joyful leader? (The importance of encouragement and celebrating success)</td>
<td>My story
What is my opinion on...? How can I best express my opinion? How do people express their opinions? How do people make their voice heard?

History: Use Primary and Secondary sources. Begin to understand how perspective affects opinion. Explore bias, both intentional and unintentional.</td>
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<tr>
<td>Taking responsibility for the world (environment).
Climate change – cause and effect. What is a carbon footprint? Why should it be reduced? How can it be reduced?
DT: Understand the impact on the environment of food production and transport internationally.
Geography: Explore the types and distribution of natural resources.</td>
<td>Amazing places to visit and see on Earth.
Deserts

Geography: Identify key human and physical features of deserts.</td>
<td>Salvation
What did Jesus do to save human beings? (Understanding Christianity)

How do we make moral choices?
How should we live and who should inspire us?

Kingdom of God
What kind of King is Jesus?</td>
<td>Learning from Leaders
Linked to their book/ topic, focus upon two Leaders across the year; one past, one present. Link to the 'Becoming a Leader' statement.
History: Study the life of a significant individual in the past who has contributed to national and international achievements.</td>
<td>Learning from others

Explore character in class picture book:
Would I have acted/ reacted similarly? How are we alike?</td>
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<table>
<tr><th colspan="3">Understanding Today, Imagining Tomorrow</th></tr>
<tr><th>Science</th><th>Computing</th><th>Inventing</th></tr>
<tr><td rowspan="2">Animals including humans – SRE/RHE
Properties of materials
Forces
Earth and Space
Living things and their habitats (life cycles)
Genetics</td><td>Scratch – follow tutorials to learn new skills.
If/when tool - Creating choices eg hide and seek game</td><td rowspan="2">Becoming an inventor
Can you work as a team and launch and finance your own invention?

DT: Use the Double Diamond to...
Design: Use research and develop design criteria to inform design of an innovative, functional, appealing product.
Make using a range of tools and equipment. Choose appropriately for the purpose.
Evaluate by writing about the product and identifying improvements.

<u>Design focus:</u>
Communicate ideas through annotated sketches, cross-sectional, exploded diagrams and proto-types.

<u>Technical Knowledge:</u>
Levers and linkages.</td></tr>
<tr><td>Research
Sketch-up?
Can you design an webpage
Excel
Photoshop/ video and movie editing

Internet safety
Continued from Y4
digital footprint
sharing images
cyber bullying
social media</td></tr>
<tr><td colspan="2">Science Statutory requirements
During Years 5 and 6 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the program of study content:
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Taking measurements, using and range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Using test results to make predictions to set up further comparative and fair tests
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Identifying scientific evidence that has been used to support or refute ideas or arguments</td><td>Learning from the experts
Research a financially successful invention and how it was launched.

History: Study the life of a significant entrepreneur who has impacted positively on our modern lifestyle.</td></tr>
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<table>
<tr><th colspan="5">Making My Mark</th></tr>
<tr><th>2D Art</th><th>3D Art</th><th>Music</th><th>Self-Expression</th><th>Creative Thinking</th></tr>
<tr>
<td>Use of colour
To learn about mood and emotions through the use of colour using different media.
Study a well-known artist to support.

Practical study
Study the illustrations and illustrator in the focus book. Create own art using same techniques or intentions.
Art: Children should be able to talk about their choice of techniques. Children review, evaluate and improve ideas.</td>
<td>Choose a focus based upon book/ topic:
Animation
Modelling / sculpture
Collage
Clay /Pottery
Textiles
Tapestry</td>
<td>Fortnightly lessons provided by Music specialist.

One topic per year to include a music element.

Linked to topic of learning, study a musician or composer eg The Beatles or Vivaldi.
Music: Develop an understanding of the history of music. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</td>
<td>Children express themselves through self-initiated creative play and by verbalising their feelings, interests and desires.</td>
<td>Double Diamond Thinking
Begin to use the second diamond to structure creative thinking for a range of purposes. Key steps, in order, are as follows:
Think Big: generate a selection of possible outcomes. Sketch, play, test against different scenarios and evaluate.
One Idea: Choose the best idea and work on it, reviewing and improving it until it is ready to share.

Evaluating

Identify the skills, tools and materials to make improvements with increasing independence.</td>
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<table>
<tr><th colspan="5">Healthy Body, Healthy Mind</th></tr>
<tr><th>Mental Well-being</th><th>Resilience</th><th>Healthy Lifestyle</th><th colspan="2">PE</th></tr>
<tr><td>Finding space to be
Use yoga in a meditative way.</td><td>Developing Resilience

Resilience – for friendships and work (re-visit), setting goals</td><td>Take notice
…of the wonder of others

Connect
What makes friendships falter? What makes them last?</td><td>Gymnastics 5:
1.Shapes and balances
2. Symmetry and asymetry
3. Developing sequences
4. Counterbalances
5 and 6. Canon and unison</td><td>Invasion games 3:
1.Football skills
2. Passing and receiving
3. Passing and shooting
4. Attacking skills
5 and 6. Games</td></tr>
<tr><td>Managing worries
Neuro plasticity

Guidance and resources will be provided.</td><td>Our Emotional Brain
Pre-frontal cortex, hippocampus, amygdala and insula.
Strategies</td><td>Healthy Eating
DT: Revisit five main food groups and create a healthy plate with the lowest possible carbon footprint (link with 'Global Citizen').</td><td>Dance:
Choose from:
In the playground
At the olympics
The river
Divali dance</td><td>Net/ Wall games 2:
1 and 2. Finding space in net games
3. Wall games
4. Developing rallies
5. Volleying
6. Playing games</td></tr>
<tr><td></td><td></td><td></td><td>Outdoor and Adventurous activities 3:
1 and 2. Site orienteering
3. Off-site orienteering
4. Local orienteering course
5. Cross the river
6. Danger, electrical fence!
7. The safest route</td><td>Athletics 3:
1.Running styles
2. Throwing accurately
3. Discus
4. Long jump
5. High jump and triple jump
6. Relays</td></tr>
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