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|  | **WW2**  **When the Siren Wailed** | **Ancient Greece**  **What did the Greeks do for us?** | **Women in History**  **The changing role of Women in Britain** |
| AUTUMN | SPRING | SUMMER |
| **LITERACY** | Biography and Autobiography  Anne Frank  Significant Authors  (Roald Dahl and Michael Morpurgo)  (3 Weeks) | Persuasive Writing  (3 weeks) | Stories with Flashbacks (2 weeks)  (Harry Potter) |
| Historical Stories  Goodnight Mr Tom  (3weeks) | Chronological Reports (2 weeks)  When Jessie Came Across the Sea & Mr George Baker by Amy Hest | Non-chronological Reports (2 weeks)  (The Emperor’s New Clothes) |
| Instruction and Explanation  (Set B planning – Getting Competitive)  (2 Weeks) | Argument and Debate  Link to Parliament Week and School Parliament work - Women and the vote. | Modern Classic Fiction  (2 weeks)  Betsy Byers The Eighteenth Emergency |
| Classic Fiction  The Jungle Book (2 weeks)  Just So Stories – Rudyard Kipling (2 weeks) | Journalism (3 Weeks)  David Weisner – Tuesday  Letters/Blogs (1 Week) | Recipes / Instructions  (2 Weeks) |
| Poetry  Slam Poetry | Poet Study  Emily Dickinson | Poetry  Classic Poems |

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| **NUMERACY** | **Planning taken from White Rose Maths Scheme of Learning.**  Number  -Place Value (2 weeks)  -Four Operations (4 weeks)  Fractions (4 weeks)  Geometry - Position and Direction (1 week)  Consolidation of learning and assessment (1 week) | Number and place value   * Decimals and Percentages (3 weeks) * Algebra (2 weeks)   Measurement   * Converting Units (1 week) * Perimeter, Area and Volume (2 weeks)   Number   * Ratio (2 weeks)   Consolidation of learning and assessment (1 week) | Geometry   * properties of shape (2 weeks) * position and direction (1 week)   Year 6 SATs (1 week)  Investigations and consolidation – Problem Solving and Reasoning.  Statistics - Data |
| **Geography** | Location knowledge  Locate the world’s countries, using maps to focus on Europe (including the location of  Russia) and North America. Name and locate counties and cities of the United Kingdom.  Where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones. | Place knowledge  To understand geographical similarities and differences in European countries.  Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. In the final lesson of the unit, children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world. | Location knowledge  locate the world’s countries, using maps to focus on Europe (including the location of Russia) and  North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Look at equator, GMT etc.  Explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. The will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time. |
| **History** | World War 2  A study beyond 1066 /A local History study (Evacuation, Blitz / Impact on Britain reconstruction, Battle of Britain/D-day)   * What was the Second World War? To establish what the children already know about the Second World War. * Leaders and countries. * Events which led to the outbreak of war. * What was the Blitz? * Keeping safe during the Blitz – evacuation/shelter. * Rationing and how people adapted to deal with reduced product availability * Every day life for children. * Childhood memories – Anne Frank. * The role of women in the war. * Battle of Britain (Dunkirk, D-day landings) * End of the War – VE day | The Changing Role of Women  Exploring the changes in the roles and rights of women from ancient times to today.   * Traditional roles of women in the past. (Rich and poor) * Victorian Women (Margaret Hughes) * How the Industrial Revolution changed the role of women. * The beginnings of feminism – fighting allocated roles. * The Suffragettes – fighting for the right to vote. * Women in War * Women in the 1950s * Second-wave feminism – changes to law for women’s pay, education and work. * Women today. | Ancient Greece  Greek life and achievements and their influence on the western world.  The impact of the Greeks on society eg.  Democracy, Olympics etc.  Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. To know where and when the Ancient Greek civilisation existed and order events on a timeline.  The Greek Empire, how it was established and maintained and the impact on the wider world.  To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped.  Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  To know and understand some Ancient Greek Myths. |
| **Science** | Animals including humans (Y5/6) Explain how humans change from birth to old.  Understand the circulatory system.  Explain and understand the importance of a healthy balanced diet.  Understand the dangers of drugs including tobacco and alcohol.  Describe the way in which nutrients and water are transported within animals. | Light (Y6)  Understand that light appears to travel in straight lines.  Explain how objects are seen.  Describe how shadows are formed. | Earth and Space (Y5)  Understand and describe the movements of the earth and the moon.  Understand the comparable sizes of the earth, sun and moon.  Explore the solar system and different planets.  Explain how we have day and night (earth rotating.)  Look at time GMT. |
| **RE** | We use the Northumberland County Council Agreed Syllabus for Religious Education  Judaism Unit 3  Worship and Communities  This unit examines the importance of worship and community for the Jewish people. | We use the Northumberland County Council Agreed Syllabus for Religious Education  Christianity Unit 3  Christianity : Communities  (Make links with Archbishop of York Young Leaders Award) | We use the Northumberland County Council Agreed Syllabus for Religious Education  Sikhism Unit 3  Worship and Communities |
| **E**  **-**  **Safety** | Networks and communication/e-Safety | | |
| **Digital Citizenship Pledge**    Children to collaborate to outline common expectations in order to build a strong  digital citizenship community. Each member of the class will sign a ‘We the Digital Citizens Pledge’. | **Strong Passwords**    Children will learn how to create secure passwords in order to protect their private information and accounts online. | **Picture Perfect**    Children will learn how photos can be altered digitally. They will consider the creative  upsides of photo alteration, as well as its power to distort our perceptions of what we see online. |

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| **Computing** | E-SMART - report concerns / inappropriate behaviour  Programming - Scratch | Presentation and Analyses (PowerPoint / Prezi)  Graphical Programming - Blocky - Maze | Programming - Robots-Direction  Internet research - Mapping / Google earth Analyses - (Data- Science) |
| Understanding the Internet / Search Engines | | |
| **D&T** | Make WW2 Anderson Shelters  To design and make an Anderson shelter considering construction techniques and suitable materials. | Light Boxes – making kaleidoscopes. | Greek food  Linking to: Science – Healthy eating and micro-organisms. Theme – Greek Food |
| **Food &**  **N**  **utrition** | Use British Nutrition Foundation for Scheme of Work and Risk Assessments  Rationing – the importance of a healthy diet during WW2. | Use British Nutrition Foundation for Scheme of Work and Risk Assessments | Use British Nutrition Foundation for Scheme of Work and Risk Assessments  Prepare and cook a range of food using different techniques |
| **Art**    **Design** | Henry Moore – War Artist  Sketches of Evacuees on platform, their toy bears plus prints  Make evacuee suitcases cover with advertising and images from the time. | Female Artists who changed History – Georgia O’Keeffe (Link to Light Topic) | Greek pottery – working with clay to create pots. Looking at different glazes to decorate. |
| **Music** | How rock music developed from the Beatles onwards. Analysing performance. (Livin’ on a Prayer)  History of music - Jazz in its historical context.   * Pitch * Duration **WW2 Songs** * Pitch * Dynamics   We’ll Meet Again: BBC Unit | Pop Ballads - Historical context for ballads. (Make you feel my love)  Hip Hop - Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles. (Fresh Prince of Bel Air) | Motown - The history of Motown and its importance in the development of Popular music. Civil Rights. (Dancin’ in the Street)  Reflect, Rewind, Replay - Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| **PE** | Outdoor Learning – weekly session  Mountain Biking  Bikeability  Cricket  Dance – linked to Evacuees | Outdoor Learning – weekly session  Mountain Biking  Football  Rugby | Outdoor Learning – weekly session  Mountain Biking  Tennis/Rounders  Athletics |
| **MFL** | *Ça va?*  *Comment tu t'appelles?*  *Quel âge as-tu?*  *Ma famille*  Days of the week  Colours  Numbers to 20  Countries  I like … | Parts of the body  Counting up to 31  Items of clothing  Months of the year  Talking about birthdays  Animals | Likes and dislikes  Telling the time  Lessons at school  Items in my pencil case |
| **PSHE & Global Citizenship** | UNICEF – Rights Respecting School Award  SEAL resources in Staffroom – New Beginnings/ Say No to Bullying  Archbishop of York Young Leaders Award (Autumn 2) | UNICEF – Rights Respecting School Award  SEAL resources in staffroom - Relationships  Archbishop of York Young Leaders Award | UNICEF – Rights Respecting School Award  SEAL resources in staffroom – Good to be Me |
| SRE | Talking about Puberty (Y5)  Puberty (Y6)  Growing and changing (Y5)  Relationships (Y6) | Puberty and Hygiene (Y5)  Building Good Relationships (Y5)  Relationships (Y6)  Parenthood (Y6) | Keeping Ourselves Safe  Body Changes |

Further suggestions for the above topics:

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| WW2  When the Sirens Wailed | Ancient Greece | Mayans (Exploration and Encounter) |
| What the Greeks did for us | How did ancient civilisations develop? |
| Suggested Texts:  Carrie’s War – Nina Bawdon  The Lion and the Unicorn –Shirley Hughes  The Diary of Anne Frank  Erika’s Story – Ruth Van der Zee  Willy and Max – Amy Littlesugar  Rose Blanche – Roberto Innocenti  Tail End Charlie – Mick Manning  The Orphans of Normandy – Nancy Amis  Star of Fear, Star of Hope – Jo Hoestlandt  Hurricane Summer – Robert Swindells  War Dog – Martin Booth  The Island – Armin Greder | Suggested Texts; [A Question of Courage](https://www.amazon.co.uk/Question-Courage-Marjorie-Darke/dp/1903015219/ref=nosim?tag=myc0e-21)**by Marjorie Darke**[Emmeline and the Plucky Pup](https://www.amazon.co.uk/Emmeline-Plucky-Pup-Megan-Rix/dp/0141385707/ref=nosim?tag=myc0e-21)**by Megan Rix**[The Making of Mollie](https://www.amazon.co.uk/Making-Mollie-Anna-Carey/dp/1847178472/ref=nosim?tag=myc0e-21)**by Anna Carey**[Things A Bright Girl Can Do](https://www.amazon.co.uk/Things-Bright-Girl-Can-Do/dp/1783446730/ref=nosim?tag=myc0e-21)**by Sally Nicholls**[The Princess and The Suffragette](https://www.amazon.co.uk/Princess-Suffragette-Holly-Webb/dp/1407170856/ref=nosim?tag=myc0e-21)**by Holly Webb**[**Girls for the Vote**](https://www.amazon.co.uk/Girls-Vote-6-Chelsea-Walk/dp/1474948405/ref=nosim?tag=myc0e-21)**by Linda Newbery**[Bring Out the Banners](https://www.amazon.co.uk/Bring-Banners-Flashbacks-Geoffrey-Trease/dp/1408191865/ref=nosim?tag=myc0e-21)**by Geoffrey Trease**[Suffragette (My Story)](https://www.amazon.co.uk/Suffragette-centenary-Story-Carol-Drinkwater/dp/1407186914/ref=nosim?tag=myc0e-21)**by Carol Drinkwater**[My Best Friend the Suffragette](https://www.amazon.co.uk/Best-Friend-Suffragette-Sally-Morgan/dp/1407184628/ref=nosim?tag=myc0e-21)**by Sally Morgan** | Suggested Texts  Odysseus the greatest hero of them all – Tony Robinson  Percy Jackson series – Rick Riordan  Odysseus :The journey through hell  The Iliad – retold by Pauline Francis  Daedalus and Icarus  Theseus and the Minotaur  Jason and the Argonaut  Midas and the Golden Touch Perseus hunts Medusa  Jason and the Golden Fleece  The Labours of Heracles  Poems;  Pegasus – Eleanor Farjeon |
| Visual Literacy  Carrie’s War (BBC)  Goodnight Mr Tom (BBC)  An Angel for May – Melvin Burgess  The Warden Says – Bill Pertwee | Visual Literacy;  Mary Poppins | Visual Literacy;  Jason and the Argonauts – Ray Harry Housen  Screen captures from Troy  Daedalus and Icarus animation  King Midas animation  Percy Jackson and the Lightning Thief  How to Train your Dragon |
| Maths across the curriculum  History; pie charts – interpretation of survey data, Ratio and proportion – adapting a recipe for different numbers of people, calculating time differences, exploring prime numbers through the prisoners problem.  DT; measuring in mm | Maths across the curriculum;  Science – setting up investigations into light.  DT – Weighing and measuring. | Maths across the curriculum;  Geography – reading maps, pie charts – interpretation of survey data,  DT – Weighing and measuring. |
| Suggested Visitors and Visits:  Eden Camp | Suggested Visitors and Visits:  Beamish – Suffragettes on the High Street class trip.  Emily Davison – Morpeth (Statue) | Suggested Visitors and Visits:  Great North Museum - Planetarium  Great North Museum - Ancient Greeks display |