

Autumn Term

Spring Term

Summer Term

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | |
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| Topic | Ancient Greece | | | | | | | Early Islamic Civilisation | | | | | | | Amazon Adventure | | | | | | World Food | | | | | | World War 2 | | | | | | Map Work | | | | | | |
| Maths | Lancashire Planning CD Year | | | | | | | Lancashire Planning CD Year | | | | | | | Lancashire Planning CD Year | | | | | | Lancashire Planning CD Year | | | | | | Lancashire Planning CD Year | | | | | | Lancashire Planning CD Year | | | | | | |
| Intent | <p>Knowledge: To know about the Ancient Greeks and their influence on the Western World.</p> <p>Skills: Evaluate sources and make inferences e.g. relating to the significant nature of civilisations such as the Ancient Greeks</p> <p>Choose relevant sources of evidence to support particular lines of enquiry. Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p> | | | | | | | <p>Knowledge: Describe and explain significant aspects of non-European societies as well as settlements in Britain</p> <p>Skills: to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (e.g. by understanding which countries Baghdad AD900 influenced).</p> | | | | | | | <p>Knowledge: To recognise geographical issues affecting people in different places and environments.</p> <p>Skills: to ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> | | | | | | <p>Knowledge: Children will learn that different foods require different climates and soils, and that humans are needed to grow, harvest and transport food from its source to our tables. They will also learn that whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption</p> <p>Skills: Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> | | | | | | <p>Knowledge: A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (World War 2)</p> <p>Skills: Sequence events and periods using appropriate terms, e.g. Victorian era; turn of the century; pre-war; inter-war; post war; the sixties.</p> | | | | | | <p>Knowledge: to recognise an increasing range of Ordnance Survey symbols on maps and can locate features using six-figure grid references</p> <p>Skills: interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</p> | | | | | | |
| Literacy | Bridging Units- Year 5- The Lion, The Witch and the Wardrobe Year 6- The Nowhere Emporium Information Text Hybrid Y6 Sp2 Older Literature Y6 sp1 Macbeth | | | | | | | Classic Fiction Y6 Au 2 A Christmas Carol Poems with imagery Y6 Sp1 | | | | | | | Novel as a Theme Y5 Sp2 Y6 A1 Y6 S1 Journey to River Sea Debate / discussion Y6 S2 Y5 S1 | | | | | | Stories from other cultures Y5 S1 The Explorer Magazine- Information Text Y5 Sp2 | | | | | | Poems on a theme (War)Y6 S2 Short Story with flashbacks Y6 S1 Carrie's War | | | | | | Poems with figurative language Y6 Sp1 Film and Playscript Y5 A2 Cloudy with a Chance of Meatballs | | | | | | |
| History | Ancient Greece | | | | | | | Early Islamic Civilisation | | | | | | | | | | | | | | | | | | | British History Beyond 1066 - WWII | | | | | | | | | | | | |
| Geography | | | | | | | | | | | | | | | Contrasting region - Amazon Basin, rainforest, biomes | | | | | | World Food - where does food come from? | | | | | | | | | | | | Human Geography - OS Map Work | | | | | | |
| ICT | Digital Literacy Online Safety Digital Literacy Digital research | | | | | | | Information Technology Sound | | | | | | | Computer Science Coding (Purple Mash) | | | | | | Information Technology Design, create, manage and manipulate content (design a webpage) | | | | | | Computer Science Coding (Scratch) | | | | | | Computer Science Simulations and modelling (spreadsheets) | | | | | | |

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| DT | | | Mechanical systems - cams, pulleys and gears | Food - chefs, food heroes, designing a healthy menu/eatwell plate | 3D Textiles - using gussets, using patterns, joining with seam allowance, combining fabrics- Teddy | |
| Art | Figure drawing into 3D art | Digital art | Rainforest | | | Paintings inspired by music |
| Science | Forces and falling objects | Animals including humans - growth and development of humans | Life cycle changes in animals and plants; naturalists (e.g. David Attenborough) | Classification including subdivisions for vertebrates and invertebrates | Materials - reversible and irreversible changes | Materials - reversible and irreversible changes |
| PE | Swimming Invasion through Netball Dance: The Greeks | Swimming Y6 Gymnastic Unit Invasion through hockey | Swimming Dance: The Rainforest Invasion through Dodgeball | Swimming Y6 Health Related Fitness Invasion through Ultimate Frisbee | Swimming Invasion through cricket (Y6) OAA | Swimming Y6 Athletics OAA |
| RE | The Bible | Christmas Gospels of Matthew and Luke | Jesus the Teacher | Easter Victory | Pentecost Ascension | Women in the Bible |
| PSHE | | | | | | Citizenship Moving On |
| Music | Notation | | New Year Carol | | War Songs | Film Music (John Williams) |
| Enrichment | Clitheroe Castle - Myths and Legends Workshop Tasting foods from around the world Loan box | Robin Wood (Y6) Teambuilding Activities (Y5) Pantomime | Visit from a local artist- Claire Wire | Tasting foods from around the world | WWII workshop and loan box | Y6 Trip Y5 library visit |