



Beckers Green Primary School

**Upper Key Stage Two
Curriculum Plan Year A**

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 5 & 6	Crime and Punishment		Extreme Earth		Ancient Civilisations	
Text	Holes - Louis Sachar		The Nowhere Emporium – Ross Mackenzie		Wonder – RJ Palacio	
Visitors/rips	Chelmsford museum and crime trail		In-school visit (VR?)		Fitzwilliam Museum - Cambridge	
Outcomes	Week 1-3: Purpose: writing to recount Genre: diary writing Theme: the perspective of Guy Fawkes Week 4-6: Purpose: writing to recount Genre: report Theme: court reporter	Week 1-3: Purpose: writing to inform Genre: balanced argument Theme: is Camp Green Lake an effective form of rehabilitation? Week 4-6: Purpose: writing to inform Genre: comparison text Theme: crime and punishment through time	Week 1-3: Purpose: writing to inform Genre: newspaper report Theme: natural disaster Week 4-6: Purpose: writing to inform Genre: non-chronological report Theme: weather	Week 1-3: Purpose: writing to inform Genre: biography Theme: Week 4-6: Purpose: writing to entertain Genre: descriptive narrative Theme: story – Ruin (Literacy Shed)	Week 1-3: Purpose: writing to persuade Genre: letter Theme: job application Week 4-6: Purpose: writing to entertain Genre: narrative Theme: Ancient Egypt	Week 1-3: Purpose: writing to recount Genre: diary entry Theme: perspective of Howard Carter Week 4-6: Purpose: writing to entertain Genre: narrative poetry Theme: The Highway Man

Year 5 Skills and knowledge

Can use a variety of sentence openers (**ISPACED**).
 Can choose a text form.
 Can select which parts of writing need to be developed in detail.
 Can balance narrative writing between action, description and dialogue.
 Can use contrast, additional detail and explanation.
 Use vivid description.
 Can select and change vocabulary and grammar for effect.
 Can use asides to the reader.
 Can hide details from the reader.
 Can use contrast within and beyond sentences e.g. out of the dirty, ramshackle house walked the gleaming silver robot.
 Can use modal verbs and adverbs.
 What is a relative pronoun, cohesion, ambiguity, modal verb, relative clause, parenthesis, bracket, dash, hyphen, preposition, simile?
 What is a modal adverb? (perhaps, surely, obviously)
 What happens to nouns or adjectives when I add suffixes –ate, -ise, and -ify?

Year 6 Skills and knowledge

Can make choices on the form and subject of their writing.
 Can use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. Can make some links across paragraphs using a range of cohesive devices
 Can show a confident and established voice throughout a piece of writing.
 Can affect the emotions of the reader at points in the text.
 Can use assonance and consonance.
 Can create a subtle mood.
 Can use repetition, connectives, ellipsis etc for cohesion.
 Can use more than one subordinate clause successfully in a complex sentence
 What is 'the subjunctive' (e.g. If Fred **were** here, things would be different) and how can I use it?
 How is ellipsis used appropriately?
 Use more than one subordinate clause successfully in a complex sentence
 Can show variation in formality throughout one piece
 Can alter tense for effect

Year 5 Skills

Can use a variety of sentence openers (**ISPACED**).
 Borrow writers' techniques from book, screen and stage.
 Perform their own work using a range of strategies (intonation, volume, movement etc.) to make meaning clear.
 Can maintain a viewpoint throughout a text.
 Can use cohesion within and between paragraphs in a text.
 Can use stanzas to organise ideas around a theme in poetry.
 Can use extended similes and personification
 Can use embedded, relative clauses
 Can use rhetorical questions.
 Can write in third person omniscient EG Bob thought ...Fred wondered if..
 Can use adjectives of taste e.g. bitter
 Understand what hyphens, prepositions and similes are?
 How can commas be used to clarify meaning.
 How can I add extra info with brackets?

Revisit: Can use relative clauses to add detail.

What is the difference between an adverb, adverbial and an adjective?

Year 6 Skills and knowledge

Can manipulate levels of formality – aware of difference in vocabulary
 Can write a controlled and balanced argument.
 Can manipulate the reader by withholding information and changing timescales.
 Can add depth and detail to paragraphs using a range of parenthesis.
 Can use speech to explain and persuade.
 Can use semi-colons for effect.
 Can use hyperbole.
 Can use adjectives of smell e.g. acrid
 What is the difference between a hyphen and a dash?
 What is a subject, object, synonym, antonym, colon, bullet point, hyphen, colon, semi-colon, passive and active voice, brackets, dashes and parenthesis?
 How do I use dashes?

Year 5 Skills and knowledge

Can use a variety of sentence openers (**ISPACED**).
 Can describe settings and characters.
 Can convert nouns or adjectives into verbs using suffixes ie.) -ate, -ise, -ify
 Can structure and organise writing cohesive paragraphs – using adverbial phrases, pronouns and conjunctions - understand what cohesion is
 Can link openings to closings.
 Can link ideas across paragraphs using adverbials of time, place and number
 Can add embedded adverbials e.g. she banged on the door, shaking with rage, and waited.
 Can use brackets, dashes or commas to indicate parenthesis
 Maintains tense consistently, can shift tense when appropriate
 Can use repetition to engage the reader.
 Can build tension (ellipses, three short sentences – He stopped. He listened. He ran.
 Can use speech punctuation accurately and a range of reporting clauses and positions.
 What is a relative pronoun and how do I use them? (who, which, that, when, where)
 What is ambiguity and how to avoid it with punctuation? Use of commas
 What happens when I move the subordinate clause position in complex sentences?
 What are modal verbs (might, should, could, would, can, may, must, shall, will)?

Revisit: Use apostrophes to indicate possession and contraction accurately.

Year 6 Skills and knowledge

Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points consistently and tables.
 Can make selections on content and presentation of work.
 Can describe settings, character and atmosphere
 Can structure and organise writing in well linked cohesive paragraphs.
 Vary structure to expand ideas and provide emphasis.
 Can choose between using reported and direct speech.
 Can use speech to develop character and action.
 Can select and use stylistic devices to support the purpose and effect of writing.
 Can use symbolism in stories
 Can establish and maintain a theme.
 Can use pronouns to avoid repetition
 Can create sentences with colons and semi-colons.
 Can make use of flashbacks.
 Can use extensive knowledge of vocabulary and grammar to manipulate formality.
 What is a subject, object, synonym, antonym, colon, bullet point, colon, semi-colon, passive and active voice?
 What is the perfect and passive form of a verb?

1. Words with endings that sound like /shuhs/ spelt with cious
2. Words with endings that sound like /shus/ spelt with -tious or -ious
3. The sound /i/ spelt y (revision)
4. Words that start with con-
5. Words ending /shuhn/ spelt-tion (revision)
6. The /l/ or /ol/ sounds spelt -le at the end of words

1. Words spelt ie
2. Words with a long /ee/ sound spelt ie or ei after c (and the exceptions)
3. Words where c makes an /s/ sound before I, e and y
4. Hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel
5. Words ending -ment

1. Words containing the letter string ough
2. Words ending in -ate
3. Words ending in -ture (revision)
4. Words ending in -age
5. Words ending in -ary
6. Suffix -ly (revision)

Year A Years 5 & 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Crime and Punishment		Extreme Earth		Ancient Civilisations	
Science	Working scientifically Across the year, children will develop seven skills through scientific investigation: <ul style="list-style-type: none"> • asking questions • making predictions • setting up tests • observing and measuring • recording data • interpreting and communicating results • evaluating 		Upper Key Stage 2 National Curriculum statements <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a 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. 			
	Properties and uses of materials Y5/M2 <ol style="list-style-type: none"> 1.How can we compare and group materials? 2.Which materials did the builders use when constructing our school and why? 3.Which liquid is the thickest? 4.Who invents things? 5.Can the same container keep cold things cold and hot things hot? 6.Which materials are absorbent, permeable or waterproof? 	Separating mixtures and changing materials Y5/M5 <ol style="list-style-type: none"> 1.How can we separate mixtures? 2.What happens when we mix liquids and solids? 3.What makes a difference to how fast sugar or salt dissolves? 4.How can we clean up contaminated water? 5.What makes a change non-reversible? 6.How much gas can be produced by a non-reversible change? 	Human Circulation Y6/M4 <ol style="list-style-type: none"> 1.What is blood made of? 2.What is the circulatory system and what does it do? 3.What is the heart and what does it do? 4.What are blood vessels and what do they do? 5.What did William Harvey find out about the circulatory system? 	Recap: Y6/M4 <i>What is the heart and what does it do?</i> Body Health Y6/M6 <ol style="list-style-type: none"> 1.How can we make healthy food choices? 2.What can happen if you don't eat a balanced diet? 3.How does physical activity affect heart rate? 	Light Y6/M3 <ol style="list-style-type: none"> 1.How does light travel? 2.What can we change about a shadow? 3.What might affect the size of a shadow? 4.What affects the size of a shadow? 5.How is light reflected? 6.How do we see objects? 	Electricity: changing circuits Y6/M5 <ol style="list-style-type: none"> 1.How do we light the lamp? 2.How can we change a circuit? 3.How can we change the brightness of a lamp? 4.How can we change how other components work? 5.How can we predict which circuit will have the brighter lamp?
TAPS assessment	Bird beaks <i>WSS: set up enquiry</i>	Sugar cubes <i>WSS: record</i>	Solar System <i>WSS: interpret and report</i>	Terrific tasters <i>WSS: observe and measure</i>	Pollution Survey <i>WSS: evaluate</i>	Paper planes <i>WSS: ask questions and plan</i>

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Years 5 & 6	Crime and Punishment		Extreme Earth		Ancient Civilisations	
History	<p>Chronology: Recap of previous taught years – timeline Saxons, Tudors, Victorians. Key dates for prison reform and police force.</p> <p>Learning from sources What do sources tell us about crimes in Saxon, Tudor, Victorian and the modern era? Is there any bias in these sources? Why might that be? What sources did Elizabeth Fry use to push through prison reform? See pictures and accounts. Would there be any bias in these sources?</p> <p>Comparing and contrasting How has crime changed throughout British history? What were the common crimes in each period? Why do you think the types of crime have changed? How has punishment changed? What were the common punishments in each era? Has punishment become more of less effective in crime prevention throughout history? How have crimes been investigated over time? BV2,3,4</p> <p>Legacy What do we feel about the justice system today? Is it fair? Is it effective? BV2</p> <p>Vocab: Trial by ordeal, hue and cry, tithings, stocks, weregild, vagrant, stocks, prisons, hanging, cybercrime, witchcraft, reform, justice.</p>				<p>Ancient Egypt Chronology: Who were the Ancient Egyptians and when did they live? Plot against other historical eras already studied</p> <p>Learning from sources: What did the Ancient Egyptians believe? How do we know? What does Tutankhamun's tomb tell us about beliefs in life after death? Who wrote in hieroglyphs inside the tombs? Do they give an unbiased view of life in Ancient Egypt? Why/why not?</p> <p>Compare and contrast – revisit after Mayans In what ways was Ancient Egyptian civilisation different/same to Mayan civilisation?</p> <p>Legacy: How did they build the great pyramid at Giza?</p> <p>Vocabulary: mummification, canopic jars, sarcophagus, polytheistic, pharaoh, embalmed, river valley, irrigation</p> <p>Mayans Chronology: When did the Mayan Civilisation begin and end? Where does it fit with Ancient Egyptian civilisation?</p> <p>Learning from sources: How do we know about the Maya civilisation? What did ancient civilisations need to function?^{BV2}</p> <p>Compare and contrast: Whose legacy was the greatest? What was the greatest achievement of each civilisation?</p> <p>Legacy: What did the Mayan civilisation leave behind that has impacted us today? Football, Maths, Telling the time</p> <p>Vocabulary – civilisation, dynasty, agriculture</p>	

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Geography	<p>Mini topic – where in the World?</p> <p>Focus on quizzes and revisits over previous topics.</p> <p>Knowing Places in the World:</p> <p>What are the 7 continents?</p> <p>What are the countries that make up the UK?</p> <p>What are the major oceans of the world?</p> <p>What are the major rivers and mountains?</p> <p>Physical and Human Geography:</p> <p>What are they key biomes of the world?</p> <p>What are the 6 major climate zones?</p>		<p>Extreme Earth – revisit LKS2 work on mountains as prior knowledge.</p> <p>Knowing Places in the World: Locations</p> <p>Where are the world’s volcanoes? Look at Eyjafjallajokull – Icelandic volcano in 2010. Discuss the Ring of Fire.</p> <p>Where in the world have there been earthquakes recently? Which plates do they lay on?</p> <p>Human and physical geography Recap Structure of Earth and how mountains are formed</p> <p>What is a volcano? What does It look like on the inside?</p> <p>What causes an eruption?</p> <p>What impact does a volcanic eruption have locally and globally? Look again at Icelandic eruption of 2010 and compare with eruption in St Vincent 2021.</p> <p>Why does an earthquake occur? Look at San Andreas Fault – is the big one due?</p> <p>What is the impact of an earthquake? Look at case studies</p> <p>What causes a Tsunami?</p> <p>Geographical skills and fieldwork:</p> <p>Mapwork and atlases.</p> <p>I can use aerial photographs to further understand physical geographical features</p> <p>Vocabulary: magnitude, molten, epicentre, seismic waves, tectonic plates, extinct, dormant, active, eruption, lava, magma, igneous, pumice, granite, core, crater, Tsunami, mantle</p>		<p>Ancient Egypt – recap LKS2 Rivers work</p> <p>Knowing Places in the World: Locations:</p> <p>Where is Egypt on a world map? What major river runs through Egypt?</p> <p>Revisit South America knowledge for Mayan study. Where did the Mayans live?</p> <p>Physical and Human Geography:</p> <p>What was the importance of the River Nile to the Ancient Egyptians? Is it still important today?</p> <p>What climate zone/biome is Egypt?</p> <p>What are the features of a desert?</p> <p>What biome/climate zone did the Ancient Mayans live in?</p> <p>What challenges did the biomes/climate zones cause the civilisations?</p> <p>Using Geography Skills and Fieldwork: Using maps and atlases</p> <p>Vocabulary: delta, source, climate, irrigation, canals, tropical rainforest</p>	

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Art	<p>Skills: Evaluating, Exploring and Developing Ideas</p> <ul style="list-style-type: none"> • Can write explanations and evaluations about method, purpose and context, personal responses to work in sketchbooks. • Can create mood boards, alternate versions and plans in sketchbooks related to works from Great artists or styles • Can use art appreciation vocab: texture, form, random pattern, repeated pattern, foreground, mood, composition, vanishing point, horizon, tint, shade, focal point, foreground, armature, bas relief background, wash, bleed, abstract, impressionism, realism, purpose in sketchbooks 					
	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Sketched self-portrait (linked to portraits during Tudor Period) using different types of pencils and different sketching techniques 2. Banksy – create stencil using lino and polystyrene tiles <p>Skills - Printmaking</p> <p>Can transfer designs to polystyrene tiles and align and print different colour versions of a print to create a design.</p> <p>Can cut lino carefully and safely using different sizes of tool.</p> <p>Skills - Drawing</p> <p>Can use pencils and a variety of shading techniques to show shadows.</p> <p>Can use soft pencils to blend and shade, hard pencils for detail and a variety of shading techniques</p> <p>Knowledge:</p> <p>To gain knowledge of Hans Holbein and his work and how this relates to the topic of Crime and Punishment through working for Henry 8th</p> <p>To research and understand the work of Banksy and how he/she creates their artwork through print making.</p> <p>Artist Study: Holbein & Banksy</p> <p>Opportunity for working outside</p>	<p>Outcomes: Sculpture in the style of Alberto Giacometti</p> <p>Skills - Sculpture</p> <p>Can use a variety of tools and mouldable materials</p> <p>Can bend and shape armatures, cover fluidly with fine and heavy layers of materials for required effect.</p> <p>Knowledge</p> <p>To gain an understand of Alberto Giacometti and appreciate his artwork.</p> <p>Understand how to create a structure using modelling wire and to use Modroc plaster</p> <p>Artist Study: Alberto Giacometti</p> <p>Vocabulary: structure, abstract, solid</p>	<p>Outcome: Watercolour and collage picture of desert showing depth perception</p> <p>Skills – Painting and collage</p> <p>Painting</p> <p>Can mix colour shades and tints from a limited palette.</p> <p>Can use watercolour technique: wet on wet, wet on dry.</p> <p>Can mix different shades – light/dark, warm/cool</p> <p>Collage</p> <p>Can assess and select materials for texture, colour range and intention.</p> <p>Can tear and cut accurately using tools safely</p> <p>Can create a pop up landscape</p> <p>Knowledge</p> <p>To know and be able to use different watercolour techniques for a desired effect</p> <p>Understand how to create collage pieces to show depth</p> <p>Artist Study: Marianne Barcellona</p>			

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D&T	<p>Food : Making a pizza</p> <p>Design</p> <p>Generate innovate ideas through research and discussion with peers and adults to develop a design brief and criteria for design spec Use words and ICT as appropriate to develop and communicate ideas – research allergies etc</p> <p>Make:</p> <ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients Make and present the food product appropriately for intended user and purpose <p>Evaluate:</p> <ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record evaluations using tables/graphs etc Evaluate the final product with reference back to design brief and specification and identify improvements Understand how key chefs have influence eating habits tp promote healthy lifestyles <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to use utensils and equipment including knives and heat sources to prepare and cook food Understand that seasonality in relation to food products and the source of food items Vocabulary – Finishing, knead, dough, yeast 		<p>Frame structures – Design an ipad holder using CAD</p> <p>Design</p> <ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product Develop ideas through the analysis of existing frame structures and use computer aided design to model and communicate ideas <p>Make</p> <p>Plan the order of the main stages of making Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble Explain their choice of materials according to functional properties Use computer generated models suitable for product they are creating</p> <p>Evaluate:</p> <ul style="list-style-type: none"> Investigate and evaluate a range of frame structures including the materials and components that have been used Test and evaluate their own products against design criteria and the intended user and purpose <p>Knowledge:</p> <ul style="list-style-type: none"> Develop and use knowledge of frame structures and how to construct strong, stiff structures. Vocabulary: CAD (computer aided design), Frame structure, handle, dimension, Work plane, triangulation, compression, tension, CAM (computer aided manufacture). 		<p>Mechanical systems – Pulleys and gears. Create a toy car that EYFS can race</p> <p>Design:</p> <ul style="list-style-type: none"> Generate innovative ideas by carrying out research using surveys and questionnaires Develop a simple design specification to guide their thinking Develop and communicate ideas through discussion, annotated drawings and drawings from different views <p>Make:</p> <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step by step pans and allocate tasks within a team Select from and use a range of tools and equipment to make products that tare accurately assembled and well finished. <p>Evaluate:</p> <ul style="list-style-type: none"> Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. <p>Knowledge:</p> <ul style="list-style-type: none"> Understand that mechanical and electrical systems have an input, process and an output Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement Vocabulary: pulley, gear, drive belt, mechanical system, driver, follower, mesh, motor spindle 	

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Music	Unit 1: Pentatonic NC key skill: Varied listening Knowledge: Pentatonic scale, ternary form Black notes keyboard	Unit 2: Class carol arrangements NC key skill: Music Notation Knowledge: Verse & Chorus form Recorders/Tuned Percussion Whole class ensemble Lyrics, melody, chords	Unit 3: Music that tells a story NC key skill: Music History Knowledge: Programme music Carnival of the Animals Peter and the Wolf? Legato/staccato	Unit 4: Ukulele 1 NC key skill: Aural skills Knowledge: Recap string family Notes vs. chords, triads, 3 chord songs Video performance	Unit 5: Music Tech 3 NC key skill: Create and Compose Knowledge: Music & media Editing Synchronisation	Unit 6: Ukulele 2 NC key skill: Play and perform Knowledge: C Am F G Play along tracks Prepare for performance Class favourites
PSHE	Being Me in My World <u>Y5 themes</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <u>Y6 themes</u> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling BV1,2,4	Celebrating Difference <u>Y5 themes</u> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures <u>Y6 themes</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy BV3,4	Dreams and Goals <u>Y5 themes</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation <u>Y6 themes</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments BV3	Healthy Me <u>Y5 themes</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour <u>Y6 themes</u> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress BV2,3	Relationships <u>Y5 themes</u> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules <u>Y6 themes</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use BV2,4	Changing Me <u>Y5 themes</u> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition <u>Y6 themes</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition BV4

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Computing	Project Evolve: Self-image and Identity, Online Relationships, Online Reputation <i>BV2,4</i>		Project Evolve: Online Bullying, Managing Online Information <i>BV2,4</i>		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership <i>BV2,4</i>	
	Teach Computing (NCCE): Flat-File Databases Year 5 Equipment: Chromebooks or laptops Apps/software/sites: Google Sheets or MS Excel	Teach Computing (NCCE): Video editing Year 5 Equipment: Chromebooks, iPads, laptops Apps/software/sites: Flipgrid (set up Google Classroom link), Movie Maker	Teach Computing (NCCE): Web Page Creation Year 6 Equipment: Chromebooks Apps/software/sites: Google Sites, Pixabay	Teach Computing (NCCE): Spreadsheets Year 6 Equipment: Chromebooks or laptops Apps/software/sites: Google Sheets or MS Excel, Google Maps	Teach Computing (NCCE): Variables in Games Year 6 Equipment: Chromebooks or laptops Apps/software/sites: Scratch 3	Teach Computing (NCCE): Sensing Year 6 (Replace with 'Selection in Quizzes' if no access to Microbits) Equipment: Laptops Apps/software/sites: Microbits
MFL (French)	Phonics 3&4 (X) Do you have a pet? (I)	Family (I)	At the tea room (I)	What is the Weather? (I)	Olympics (I)	Planets (P)
Religious Education		Is believing in God reasonable? Multi/Humanist <i>Philosophy</i>	How has belief in _____ impacted on music and art through history? Christian/Muslim <i>Human/Social Sciences</i>	What can we learn about the world/knowledge/meaning of life from the great philosophers? Buddhist/Christian <i>Philosophy</i>	What difference does the resurrection make to Christians? Christian <i>Theology</i>	How do _____ make sense of the world? Hindu <i>Theology</i>
Physical Education	Gymnastics (Real Gym) Dodgeball	Dance (Real Dance) Football	Cross Country/Fitness Basketball/Netball	Gymnastics Tag Rugby	Athletics Cricket	Tennis Rounders