SUBJECT	Autumn		Spring		Summer	
Theme	**We Shall Never Surrender** *WW2 Children Evacuation*	**The World Around Us** *BRICs and significant geography of the world*	**A Ship Called Hope** *Lancashire slave trade*	**Our Changing World** *Climate change and (non) renewable energy*	**Out in The Wild** *The Lake District*	**The Golden Age** *Early Islamic civilisation*
Christian values	**Generosity**	**Compassion**	**Courage**	**Forgiveness**	**Friendship**	**Respect**
MATHS	**Number and place value** **Addition and subtraction (mental and written)** **Multiplication (mental and written)** **Division (mental and written)**	**Fractions, decimals and percentages** **Algebra and sequences** **Geometry and area** **Statistics**	**Place value, negative numbers and sequences** **Co-ordinates and geometry** **Calculations** **Fractions**	**Ratio and proportion** **Statistics** **2D and 3D shape** **Measurement** **Algebra**	**Revision for assessments** **Applied maths (post assessments)**	**Number and place value** **Addition and subtraction (mental and written)** **Multiplication (mental and written)** **Applied maths**
ENGLISH UNIT	**Narrative: Novel as a theme** / **Non-fiction: Biographies & autobiographies**	**Narrative: Older Literature** / **Poetry: Poems with imagery**	**Non-fiction: Explanation text**	**Narrative: Detective/Crime** / **Non-fiction: Formal and informal reviews**	**Narrative: Science Fiction**	**Poetry: Song Lyrics**
Reading for pleasure	**Billy's Blitz – Barbara Mitchelhill**	**Kensuke's Kingdom – Michael Morpurgo**	**Journey Back to Freedom – Catherine Johnson**	**Running Wild – Michael Morpurgo**	**The Bubble Boy – Stewart Foster**	**I am Malala – Malala Yousafzai**
HISTORY	**We Shall Never Surrender – World War II** Significant turning point in British History and aspect of local history linked to childhood. Focused around life as a child during the war. How did the war start and key aspects of life involving, rationing, evacuation and rules and regulations brought in to keep children safe at this time.		**A Ship Called Hope – Lancashire Slave Trade** Children to learn about Lancashire's involvement during the slave trade: the conditions of the enslaved people through artefacts and sources referring to The Zong and Hope. They will make claims and use contrasting views to make historical conclusions.			**The Golden Age – Early Islamic civilisation AD900** Children learn about a non- European society that provides contrasts with British history eg the early Islamic civilisation in Baghdad around AD900 commonly known as Islamic Golden Age and why this was a golden era compared to the dark ages in Europe.
GEOGRAPHY		**The World Around us - Research world's countries and key features** Children to know the BRIC(s) countries in the world and their significance. Understand and place the human and physical geographical features within these countries (BRIC) and around the world. Be able to place countries in different climate zones and understand the reasons why.		**Our Changing World – Natural sources of energy and climate change** Children to know the importance of renewable energy based around country's fossil fuels and carbon emissions. Children to know the types of renewable energy and how these will impact the world, considering climate change.	**Out in the Wild - The Lake District** Children study the human and physical geography of the Lake District comparing with other places studied previously. They consider elements such as tourism, transport, settlements, land use and change over time. Through use of maps, images and other sources of geographical information. They develop ordnance survey and digital mapping skills.	
SCIENCE	**Light and Astronomy – How Light Travels** Pupils should be taught to: ▪ Recognise that light appears to travel in straight lines. ▪ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. ▪ Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form). Use the idea that light travels in straight lines to explain why shadows	**Electricity** Pupils should be taught to: ▪ 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 (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram. Use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they	**Animals/Health – Exercise, Health and The Circulatory** Pupils should be taught to: ▪ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. ▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term). ▪ Describe the ways in which nutrients and water are transported within animals, including humans.		**Living Things and their Habitats – Evolution and Inheritance** Pupils should be taught to: ▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Living Things and their Habitats – Classification** Pupils should be taught to: ▪ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

	have the same shape as the objects that cast them.					
ART DESIGN	**DIGITAL MEDIA** Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken)		**PRINTING** Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paint		**TEXTILES** Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	
DESIGN TECHNOLOGY		**FOOD** Understand and apply the principles of a healthy and varied diet Choose ingredients to support healthy eating choices when designing their food products Prepare and cook a variety og mostly savoury dishes using a range of cooking techniques		**MECHANISMS** Develop a technical vocabulary appropriate to the project. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors. Program, monitor and control using ICT		**STRUCTURES** Use the correct terminology for tools materials and processes. Use bradawl to mark hole positions. Use hand drill to drill tight and loose fit holes. Cut strip wood, dowel, square section wood accurately to 1mm. Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures
PSHE *Delivered through SCARF*	**VALUING DIFFERENCE** OK to be different We have more in common than not Advertising friendships Boys will be boys? Challenging stereotypes	**ME AND MY RELATIONSHIPS** Solve the friendship problem Assertiveness Don't force me Acting appropriately	**BEING MY BEST** What's the risk	**KEEPING SAFE** Traffic lights To share or not to share? Joe's story	**RIGHTS AND RESPECT** Fakebook friends	**GROWING AND CHANGING** I look great Media Manipulation Is this normal? Making babies What is HIV?
COMPUTING *ONLINE SAFETY EACH HALF TERM*	**Programming** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand the difference between games and simulations Identify the various inputs that computer games can use Program a computer game by sequencing conditional statement Understand that programs are developed according to a plan Program an algorithm according to a plan Develop strategies for testing and debugging computer programs Understand that the behaviour of a computer program should be planned	**Network** Understand computer networks including the internet, how they can provide multiple services, such as the world wide web and the opportunities and collaboration. Understand that a computer network is a group of computers that are connected Know that computer networks allow users to communicate and share Understand that the internet is many networks that are connected to each and the router sends/receives information as packets of data Know that computers connected to the internet have their own address Use clear search terms when conducting internet searches in order to find things out Know that web pages are written in HTML Recognise and use basic HTML syntax	**Data Handling – Introducing Spreadsheets** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information. Identify some parts of a spreadsheet and cell references Understand that spreadsheets can be used to store numerical data and make calculations Know that recalculations with different values can be done quickly To enter and formula to calculate totals and enter numerical data into cells Understand that graphs and charts can be easily created and changed from spreadsheet data Understand the SUM function can be used to create formulas that will perform addition calculations Use a spreadsheet to model a costing exercise	**Designing and Developing Apps** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand the value of mobile technology and its future development Explore event-driven programming using a text-based programming language Understand the importance of decomposition Know that variables contain values Use algorithms to develop a solution to a problem and translate them into codes To develop an app according to a plan Develop strategies for testing and debugging computer programs	**Artificial Intelligence** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Understand what AI is To know what the 'Turing Test' is Understand that AI systems are trained using Machine Learning To create an algorithm that generates appropriate responses to questions.	**Programming – Designing and Developing 3D Animations** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Know how to add an object to a screen and program simple instructions Use procedures to move objects on a screen, test and debug an amination Simplify a program using procedures To use conditional statements Understand and use variables in a computer program Use decomposition to devise a storyboard for animation Develop an animation Test and debug an animation

RE **Key Question** **Is life like a journey**	**Hindu Dharma** IS there one journey or many?	**CHRISTIANITY-GOD** How do Christians mark the turning points on the journey of life?	**ISLAM** What is Hajj and why is it important to Muslims?	**CHRISTIANITY-JESUS** Why do Christians believe Good Friday is 'good'?	**BUDDHISM** What do we mean by a 'good' life?	**CHRISTIANITY-THE CHURCH** Is life like a journey, what's the destination?
MUSIC	**I'LL BE THERE**	**CLASSROOM JAZZ 2**	**A NEW YEAR CAROL**	**HAPPY**	**YOU'VE GOT A FRIEND**	**REFLECT, REWIND AND REPLAY**
PE	**Football** **Health, Fitness and Dance - WLSP**	**Multi – skills** **Health, Fitness and Dance - WLSP**	**Athletics** **Invasion Games - WLSP**	**Athletics** **Invasion Games - WLSP**	**Dodgeball** **Gymnastics - WLSP**	**Rounders** **Gymnastics - WLSP**
MFL – French	**Boucle d'Or et les Trois Our – Goldilocks and the thee bears**	**Traditions et Celebrations**	**Chez Moi**	**Quel temps fait il – The weather**	**Les Habitats -habitats**	**Les Jeux Olympiques – The Olympics**

ENRICHMENT OPPORTUNITY	**Outdoor Learning**	**Cultural Diversity**	**Community Opportunities**	**Outdoor Learning**	**Cultural Diversity**	**Community Opportunities**	**Outdoor Learning**	**Cultural Diversity**	**Community Opportunities**
	WW2 themed day focused around evacuation and empathy of children during this time. Visit to Liverpool Western Approaches and Maritime Museum to understanding the importance of Liverpool in the war.	Biographies – Mae Jemison (first African female into space) Awareness of Jewish struggle during Holocaust & eradication of ethnic minorities by Adolf Hitler. Key historical leaders during WWII and their political views UK and USA: democracy, Soviet Union: communism Italy and Germany: fascism What was life like for these people in this time? Visit to Liverpool Cathedral – RE focus	Singing WWI and II songs at Hillcroft Nursing Home Questioning and talking to residents at Hillcroft Nursing Home Studies of local heroes who fought in WWII – where are they now? Family members to come in and share experiences. WWII evacuation day involving the local church grounds. Class visit to Ormskirk School Show. Independent writing opportunities	Eco drive – Y6 to lead recycling and litter picking in the local community. Trust, team-building and communication activities and initiatives at Aughton Quarry or other activity centre. Outdoor crime scene investigation for English unit – Who dunnit?	Challenging geographical stereotypes based around South Africa as part of BRICS Visit to Muslim mosque – RE focus Lancashire slave trade – relate to feelings and emotions of slaves during this time.	Eco day – raising awareness of recycling and climate change Writing to Local MP about geographical issues in the local community (fracking).	Residential at Tower Wood – geography field skills, kayaking, mountain climbing, fell walking, river walk and analysis of animal adaptations. Fieldwork – what's the impact of human geography on physical geography of Lake District? How has tourism impacted on the Lakes?	Appreciation of Islamic scholars who shaped world today – challenge views Baghdad and war-torn Iraq. What do people think of Islam today – has it always been like this? Why do people think this? Jong Seon – Korean artist compared to well-known artists (John Constable and JMW Turner)	Links with Ormskirk and St Bede's school – focus on transition with past pupils: Q&A session for Year 6 to support transition.