

<u>Unit 1</u>		<u>Unit 2</u>	
Art	Painting. To explore and respond to the work of Patrick Heron and Patrick Caulfield. To apply their knowledge of line, colour, shape and texture.	Geography	Extreme Earth Why does the world rock and roar? Learn about a variety of natural disasters and the effect they have on the human and physical geography of the areas that they are located in.
History	Crime and Punishment How have the punishments of crimes changed throughout history? Learn about how punishment for crimes has changed throughout the ages focussing on the: Romans, Anglo Saxons, Tudors, Victorians and comparing this to modern day.	Science	Living things and their habitats - classifying organisms Children learn about the different systems that are used to classify organisms and how this classification enables scientists to distinguish similarities and differences.
Science	Animals including humans - Healthy Bodies How lifestyle choices impact the different systems of the body. Famous scientist – Carl Linneus (classification)	Art	Collage. Combine visual and tactile materials to develop and produce ideas. Respond to the work of Gustav Klimt and Pablo Picasso.
DT	Burgers Children learn about the nutritional value of different types of burgers. They then taste, design, make and evaluate their own burger.	Computing	Creating media - Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation
Computing	Computing systems and networks – communication and collaboration Exploring how data is transferred by working collaboratively online.	PSHE	Living in the wider world – Diverse Britain Focussing on the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.
PSHE	Relationships: VIPs This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore: <ul style="list-style-type: none"> • conflicts and resolutions; • secrets and dares; • healthy and unhealthy relationships. 	RE	U2.2 Creation and science – conflicting or complementary? Make sense of belief: Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Understand the impact: Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together Make connections: Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.
Music	Pulse I can maintain a strong sense of pulse and recognise when going out of time. I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers. I can share opinions about own and others' music and be willing to justify these using musical vocabulary. I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.	Music	Voice I can experiment with and refine sounds with my voice. I can maintain a part in a performance with my voice. I can create and perform a vocal piece by following a graphic / notated score
RE	U2.9 Why is the Torah so important to Jewish people? Make sense of belief: Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Understand the impact: Make clear connections between Jewish beliefs about the Torah and how they use and treat it.	MFL	French - Let's Go Shopping Builds on learning about the French shopping experience. They will learn how to describe clothing colours as well as using prepositional language. They will learn some

	<p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>Make connections:</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>	PE	<p>key phrases for asking the questions needed when going shopping.</p>
MFL	<p>French – Let’s Visit a French Town</p> <p>Children will use and apply their previous knowledge of places in towns, directions and numbers. They will have more practise using bilingual dictionaries and become more familiar with word classes and other grammatical features of the language.</p>		<p>Gym – rivers and mountains (shape and balance) The children will learn and perform individual point balances and partner balances and will use these to create group formations to represent mountains and mountain ranges. They will also perform some rhythmic gymnastics to represent the features of the river course and learn how to create a range of shapes with their bodies, both on the floor and on apparatus. At the end of the unit, they will combine their skills to plan and perform group sequences which incorporate all the skills from across the unit by linking their shapes, movements and balances to music. Throughout each lesson, children will be encouraged to evaluate their own and others' performances and suggest ideas for improvement.</p>
PE	<p>OAA.</p> <p>This OAA unit focuses on problem-solving activities and challenges. Children will work as part of a team to solve a range of different problems that focus on collaboration and effective communication, testing their levels of perseverance as well as leadership skills. They will take part in a range of team building activities, improve their understanding of maps and learn about the features of an orienteering map, applying this understanding when completing an orienteering exercise. In the final lesson of the unit, they will work collaboratively to plan and prepare an orienteering course and subsequently attempt completing timed orienteering courses that other pupils have designed. There is a focus on cooperation, communication and teamwork throughout the unit, which are all essential skills needed for outdoor adventurous activities.</p> <p>Circuit training</p> <p>There is a focus on a range of different types of exercise. Children will learn about exercise guidelines and will consider the benefits of different types of exercise on their mental and physical wellbeing. They will learn about safe exercise practices, and healthy ways to exercise for full wellbeing. Children will take part in four different circuits before being asked to devise their own circuits to meet specific needs.</p>		<p>Invasion Games</p> <p>The unit recaps on the fundamental skills needed to play a range of invasion games, such as dribbling with the ball, passing and keeping possession. It also covers attacking skills, such as shooting and changing direction with the ball in football using the drag back and stop turn. Defending skills such as shadowing and tackling are also covered. The unit culminates in the children inventing, playing and evaluating their own invasion games to include elements such as invading/attacking, protecting/defending and a scoring system. There are numerous opportunities for leading others within the lessons through warm-ups, cool-downs and other activities. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills.</p>

Unit 3		Unit 4	
Art	Drawing. To make detailed analytical drawings. Understand the visual element of tone. To respond to portraits from different points of time.	Geography	North America Why are the Americas amazing? Children learn about the physical and human geography of North and Central America. In particular, they learn about the climate and the variety of climates that are present on the continent. This is compared to their own local area.
History	Britain since 1948 How has life in Britain changed since 1948? Children learn about how Britain has changed since WWII. This includes technological advances and societal changes.	Science	Seeing Light Children learn about the human eye and how it is used to see light. They investigate how light can be split and the spectrum it is made up from.
Science	Evolution and Inheritance Learn about the theories of Charles Darwin and how natural selection leads to the theory of evolution and adaptation. Famous scientist – Charles Darwin (evolution)	Art	Textiles use relief print textile processes to communicate ideas. Create multimedia weaving. Respond to artists Antonio Gaudi and Hundertwasser
Computing	Programming – variables in games Exploring variables when designing and coding a game.	DT	Chinese Inventions – Kites. Children research different shapes and types of kites. They investigate the materials the kites are made from and then design, make and evaluate a kite of their own.
PSHE	Living in the wider world - money matters Identify ways that people can avoid financial risk. • talk about ways to establish the actual cost behind advertised products. • discuss the advantages of working to a budget. • explain how money can affect people's emotional wellbeing. • discuss the importance of paying tax as a contribution to society. • explain the different priorities people may have around spending. • discuss the importance of viewing other people's spending decisions with kindness and respect. • discuss the environmental impact of ethical spending.	Computing	Data and information - introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.
RE	U2.3 Why do Christians believe Jesus was the Messiah? Make sense of belief: Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Understand the impact: Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Make connections: Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	PSHE	Digital wellbeing We consider how to look after our wellbeing when using technologies. We consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.
RE		Music	Pitch I can demonstrate increasing confidence, expression, skill and level of musicality. I can create music which demonstrates understanding of structure and discuss the choices made. I can create a variety of musical devices, timbres, textures, techniques etc when creating and making music. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these
Music	Rhythm I can use a variety of musical devices, timbres, textures, techniques when creating and playing music I can confidently maintain an independent part when playing an instrument (smaller groups / more parts) I can follow staff and other notations while playing short	RE	U2.10 What matters most to Humanists and Christians? Make sense of belief: Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Understand the impact: Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons

	<p>passages of music I can critique my own and others' work, offering specific comments and justifying these.</p>		<p>why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make connections: Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>
MFL	<p>French – This is France</p> <p>Children will learn specific vocabulary related to France and in particular, Paris. Using positional language to describe which countries border France and about famous French landmarks. Cross curricular links with Geography.</p>	MFL	<p>French - All in a day</p> <p>Learning how to tell the time to the nearest 5 minute. They will also learn to use 24 hour times as well as the way in which a.m. and p.m. are represented in France. They will use airport departure boards and a school timetable to consolidate their skills. Cross curricular links with maths.</p>
PE	<p>Dance around the World</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Invasion Games: Netball.</p> <p>This 'Netball' unit teaches the children the skills players need to play both in defence and attack. The children will learn how to pass and catch the ball using a range of techniques. Defensively, they will develop their skills of marking, including one-on-one marking. Offensively, they will learn how to get free from a defender using skills such as the dodge and straight lead run and the skill of pivoting. They will also learn the technique for shooting and how to do a toss-up. Different netball rules will be covered and there will also be a focus on playing as part of a team and evaluating their own and others' performances.</p>	PE	<p>Net, court and wall games</p> <p>This Volleyball unit will teach the children skills players need in order to play both attacking and defensive shots in volleyball. They will learn the fundamental skills such as digging, underarm serving, setting and spiking a volleyball. They will also explore the different ways in which players can access volleyball through a variety of different games and activities for all ability levels and will focus on different rules and court positionings. The children will be introduced to sitting volleyball.</p> <p>Gym – movement</p> <p>This unit teaches the children how to perform a variety of floor and vault movements. They will learn stag leaps, dive forward rolls, hurdle steps into cartwheels and round-offs and the straddle over vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. Children will have the opportunity to choreograph their own sequences and routines and perform individually and as part of a larger group.</p>

<u>Unit 5</u>		<u>Unit 6</u>	
Art	<p>3D - modelling.</p> <p>To respond to the mother and child work of Henry Moore. To respond to the work of designers and craftspeople to create a series of clay pendants. To adapt and improve their work as it progresses. To compare and comment on their own and others' work.</p>	Geography	<p>Our Local Area</p> <p>Why is Leicestershire special?</p> <p>Children use a range of different maps and fieldwork skills to investigate the human and physical geography of their local area.</p>
History	<p>Our Local Area – King Richard III</p> <p>What events have made Leicestershire famous?</p> <p>Children learn about the famous discovery of Richard III and the reputation he has in history. They analyse how reliable the sources of this reputation are and the scandals he has been accused of.</p>	Science	<p>Influential scientists</p> <p>Children learn about a range of different scientists and they impact they have had on how thinking has changed throughout time.</p>
Science	<p>Electricity - changing circuits</p> <p>Children learn about the different types of circuits that exist and the correct</p>	Art	<p>Print</p> <p>To develop unique state prints using Press Print reduction blocks and coloured tissue. To compare ideas and adapt their work according to their views. To investigate the batik process.</p>
		Computing	<p>Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>
		PSHE	<p>Growing up</p> <p>This topic builds on children's knowledge of</p>

	scientific notation to draw circuit diagrams.		how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image.
DT	Making purses / phone cases Children research different shapes and types of purses / phone cases. They investigate the materials the purses and phone cases are made from and then design, make and evaluate their own.		
Computing	Creating media – 3D modelling Planning, developing, and evaluating 3D computer models of physical objects.	Music	20th Century music I can identify and perform features of Hip Hop. I can identify and perform features of Minimalism. I can identify and perform features of Wartime (swing) music. I can create and practise a piece of music using features of different genres (using Yr 6 key skills and knowledge). I can comment on my own and other people's performances using year 6 vocabulary.
PSHE	Health and Wellbeing - Think positive Developing children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.	RE	U2.12 How does faith help people when life gets hard? Make sense of belief: Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Understand the impact: Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives Make connections: Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
RE	U2.4 How do Christians decide to live? What would Jesus do? Make sense of belief: Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Understand the impact: Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections: Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.	MFL	French – More to Explore Children will develop their vocabulary skills and practise a range of key French sounds. They will read a lovely French story and learn a rap to learn key rhyming sounds. They will be able to take part in conversations, interviews, games, activities and surveys as well as reading and writing challenges. There is even a space alien escape room activity to help with their French grammar skills.
Music	Music Technology To use a variety of musical devices when making music to include fimbres, textures, techniques etc. To create music which demonstrate an understanding of structure and discuss the choices made. To listen, evaluate and share opinions about a range of live and recorded music from different traditions, genres, styles and times with a focus on structure. To share opinions about own and others' music and be willing to justify these using technical vocabulary.	PE	Dance Workout Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
MFL	French - Our Precious Planet Learn to talk about and describe environmental challenges in the local area. They will learn how to use the immediate future tense to describe what positive actions they are going to take. The end of the unit gives the opportunity for the children to prepare and perform a short presentation of what they know.		Athletics Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health,
PE	Striking and Fielding. Children will learn about the skills players		

need in games such as cricket, rounders, French Cricket and Danish Longball. The children will learn how to catch, throw and bat across different distances with accuracy. They will develop their fielding skills by learning how to 'attack the ball'. They will develop their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points. Children will develop tactical skills, understanding effective ways to 'run the points'.

Dance – Electricity

Learning how to react to various stimuli, how to move with precision, control and fluency, how to use movement to demonstrate an idea and to evaluate and improve their dances. Creating a dance phrase to represent their own take on 'the journey of a spark'

fitness and wellbeing. Know ways they can become healthier. Perform and apply a variety of skills and techniques confidently, consistently and with precision.