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|  | Term 1 (AT1)  | Term 2 (AT2)   | Term 3 (Sp1)   | Term 4 (Sp2)  | Term 5 (Su1)   | Term 6 (Su2)   |
|--|---|--|--|---|--|--|
| <b>Topic Title</b>   | Our Planet  | World War I  | Frozen Kingdom   | World War II  | Hola Mexico!   | Ancient Maya   |
| <b>Key Question(s)</b>                                     | Is there anything else out there?   | War: what is it good for?  | Does it matter if the ice melts?   | What makes a 'Blitz Spirit'?  | Should we build walls or bridges?  | What are the secrets of the Mayan people?  |
| <b>Engage</b>  | Stargazing Event  | What was it like in a trench?  | Polar Explorers  | WW2 Day/ Holocaust Memorial Visit   | Virtual School Trip  | Cadbury World Visit  |
| <b>End product</b>   | DT Automata Toys  | Christmas Carol Concert  | Charity activity (British Heart Foundation)  | Make do and mend products.  | Art Gallery  | Mexican Restaurant   |
| <b>Class Text</b>  | The Jamie Drake Equation – Christopher Edge   | War Horse – Michael Morpurgo   | There May be a Castle – Piers Torday   | Goodnight Mister Tom – Michelle Corrigan  | Wonder – R J Palacio<br>  | Dream Snatcher – Abbie Elphinstone<br>  |
| <b>Unseen Comprehension</b>                                | Year 5: Mountains<br><br>Year 6: The Victorians   | Year 5: Ancient Egypt<br><br>Year 6: The Heart   | Year 5: Rainforests<br><br>Year 6: Mexico  | Year 5: Shang China<br><br>Year 6: Ice Planet   | Year 5: Brazil<br><br>Year 6: The Vikings  | Year 5: Illness and Medicine<br><br>Year 6: Volcanoes  |
| <b>English</b><br><br>(Bold is the main focus of the unit) | The Man Who Walked Between the Towers – Mordicai Gerstein <ul style="list-style-type: none"> <li>- Letters of advice</li> <li>- Interviews</li> <li>- News reports</li> <li>- Persuasive speeches</li> <li>- <b>Biography</b></li> </ul> The Island – Armin Greder <ul style="list-style-type: none"> <li>- Welcome guide</li> <li>- Description</li> </ul> | Rain Player – David Wisniewski <ul style="list-style-type: none"> <li>- Instructions</li> <li>- Missing scenes</li> <li>- Diaries</li> <li>- Newspapers</li> <li>- Debates</li> <li>- <b>Analytical Essay</b></li> </ul>  The Tempest – William Shakespeare | The Lost Thing – Shaun Tan <ul style="list-style-type: none"> <li>- Diary</li> <li>- Narrative</li> <li>- Adverts</li> <li>- Character and setting description</li> <li>- <b>Own version narrative</b></li> </ul>  Freedom Bird – Jerdine Nolan | The Sleeper and the Spindle – Neil Gaiman and Chris Riddell <ul style="list-style-type: none"> <li>- Warning posters</li> <li>- Dialogue</li> <li>- Estate agent descriptions</li> <li>- <b>Fairy tale reworking</b></li> </ul>  | Anne Frank – Josephine Poole <ul style="list-style-type: none"> <li>- Letters</li> <li>- Short descriptions</li> <li>- Extended diary entries</li> <li>- Obituaries</li> <li>- Opinion pieces</li> <li>- <b>Biography</b></li> </ul>  | The Strange Case of Origami Yoda – Tom Angleberger <ul style="list-style-type: none"> <li>- Instructions</li> <li>- Persuasions</li> <li>- Diaries</li> <li>- <b>Discussion Texts</b></li> </ul> Curiosity – Markus Motum <ul style="list-style-type: none"> <li>- NASA proposals</li> <li>- Short explanations</li> <li>- Logs</li> </ul> |




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|   | <ul style="list-style-type: none"> <li>- Letter of advice</li> <li>- Diary entry</li> <li>- <b>Sequel</b></li> </ul>  | <ul style="list-style-type: none"> <li>- Diary</li> <li>- Letters</li> <li>- Character descriptions</li> <li>- Dialogue</li> <li>- <b>Playscripts</b></li> </ul> | <ul style="list-style-type: none"> <li>- Narrative poetry</li> <li>- Explanations</li> <li>- Dialogue</li> <li>- Letters</li> <li>- Explanations</li> <li>- <b>Biography</b></li> </ul> |   | Alte Zachen - Ziggy Hanaor <ul style="list-style-type: none"> <li>- <b>Analytical essay</b></li> <li>- Character descriptions</li> <li>- Flashbacks</li> <li>- diary entries inrole, short autobiographies</li> </ul>   | <ul style="list-style-type: none"> <li>- Reports</li> </ul> <b>Expanded explanations</b>  |
| <b>Foundation Writing Opportunities</b> | Science: Planets Information sheet,<br><br>Geography: settlements explanation, renewable energy balanced argument.   | History: essay writing, Battle of the Somme.<br><br>Science: Life Cycles information text  | Geography: Diary expedition to the Arctic narrative, Uses of cold environments explanation<br><br>Science: Darwin Biography, Galapagos letter   | History: Diary of an Evacuee, Rationing text, Turning points of the war essay<br><br>Science: Investigation write up, Fossils story | Geography: compare Mexico and Derbyshire, information text Women's suffrage, balanced argument (immigration).<br><br>Science: changes leaflets  | History: Mayan Gods fact files<br><br>Science: Investigation write ups.   |
| <b>Spelling</b>                         | Wk 1 /a/ phoneme<br>Wk 2 /ay/ phoneme<br>Wk 3 Year Group Specific -fer<br>Wk 4 /ew/ phoneme<br>Wk 5 /oo/ phoneme<br>Wk 6 Year Group Specific -able/ably/ably/ibly<br>Wk 7 Review and Word List         | Wk 1 /ow/ phoneme<br>Wk 2 /e/ phoneme<br>Wk 3 /ee/ phoneme<br>Wk 4 Year Group Specific - suffixes<br>Wk 5 /u/ phoneme<br>Wk 6 /ue/ phoneme<br>Wk 7 Review        | Wk 1 /h/ phoneme<br>Wk 2 Year Group Specific -ity<br>Wk 3 /j/ phoneme<br>Wk 4 Year Group Specific -ate<br>Wk 5 /kw/ phoneme<br>Wk 6 Review  | Wk 1 /sh/ phoneme<br>Wk 2 Year Group Specific - ough<br>Wk 3 /shun/ phoneme<br>Wk 4 /w/ phoneme<br>Wk 5 /m/ phoneme                 | Wk 1 /k/ phoneme<br>Wk 2 /z/ phoneme<br>Wk 3 /aw/ phoneme<br>Wk 4 /r/ phoneme<br>Wk 5 /er/ phoneme<br>Wk 6 Review   | Wk 1 /n/ phoneme<br>Wk 2 /p/ phoneme<br>Wk 3 Year Group Specific - shuhs<br>Wk 4 /t/ phoneme<br>Wk 5 /y/ phoneme<br>Wk 6 Review |

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| <p><b>Reading Practice Text</b></p>                                   | <p>Year 5: Holes – Louis Sachar (660L – Mystery)</p> <p>Year 6: Letters from the Lighthouse – Emma Carroll (700L – Historical Fiction)</p>  <p>Year 6+: Cogheart – Peter Bunzl (820L – Dystopian Fiction)</p>    | <p>Year 5: Pig Heart Boy – Malorie Blackman (HL600L – Friendship and Betrayal)</p>   <p>Year 6: The House with Chicken Legs – Sophie Anderson (770L – Traditional Tales)</p>  <p>Year 6+: Orphans of the Tide – Struan Murray (Adventure)</p> | <p>Year 5: Kensuke's Kingdom – Michael Morpurgo (730L – Adventure)</p>  <p>Year 6: Wed Wabbit – Lissa Evans (870L – Danger and Adventure)</p>  <p>Year 6+Skylark's War – Hilary McKay (Historical Fiction)</p>  | <p>Year 5: Street Child – Berlie Doherty (810L – Historical Fiction)</p>  <p>Year 6: Clockwork – Phillip Pullman (900L – Mystery)</p>  <p>Year 6+: Tom's Midnight Garden – Philippa Pearce (Fantasy)</p>  | <p>Year 5: Harry Potter and the Philosopher's stone – J K Rowling (880L – Fantasy and Adventure)</p> <p>Year 6: The Hobbit – J R R Tolkein (1000L – Fantasy, Adventure and Traditional Tales)</p>  <p>Year 6+: Nevermoor – Jessical Townsend (Moral and Fantasy)</p>  |  |
| <p>Protected Characteristic Text Links</p> <p>Red = English Texts</p> | <p>Hidden Figures: The True Story of Four Black Women and the Space Race – Margot Lee Shetterly (<i>Gender</i>)</p>  <p>Neil Armstrong - Maria Isabel Sanchez Vegara (<i>Gender</i>)</p>  <p>The Island – Armin Greder (<i>Race and Ethnicity</i>)</p> | <p>How to Heal a Broken Wing – Bob Graham (<i>Disability</i>)</p>    | <p>The Day the War Came – Nicola Davies (<i>Race and Ethnicity</i>)</p>  <p>Where the Poppies Now Grow – Hilary Robinson and Martin Impey (<i>Age</i>)</p>  <p>Stonewall by Rob Sanders</p> <p>(<i>Gender. Sexual Orientation; Gender Re-assignment</i>)</p> | <p>Anne Frank - Maria Isabel Sanchez Vegara (<i>Religion and Belief; Gender</i>)</p>  <p>Rose Blanche – Roberto Innocenti (<i>Religion and Belief; Gender</i>)</p>                                   | <p>Stand Up, Stand Out: 25 Rebel Heroes – Kay Woodward (<i>Gender; Ethnicity and Race; Religion and Belief; Sexual Orientation; Age</i>)</p>     | <p>Julian Is a Mermaid – Jessica Love (<i>Gender; Sexual Orientation; Gender Reassignment</i>)</p>    |






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| <b>Maths</b><br><b>Year 5 and 6</b><br><b>(White Rose)</b> | <b>Number:</b> Place Value<br><b>Number:</b> Addition and Subtraction<br><b>Number:</b> Multiplication and Division A<br><b>Number:</b> Fractions A<br><b>Number:</b> Multiplication and Division B | <b>Number:</b> Multiplication and Division B<br><b>Number:</b> Fractions B<br><b>Number:</b> Decimals A<br><b>Measurement:</b> Area, perimeter and volume<br><b>Number:</b> Decimals B<br><b>Number:</b> Fractions, decimals and percentages | <b>Ratio</b><br><b>Algebra</b><br><b>Geometry:</b> Shape<br><b>Geometry:</b> Position and direction<br><b>Statistics</b><br><b>Measurements:</b> Converting Units      |  |  |  |








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| <b>Science<br/>(Developing Experts)</b> | <b><u>Space (Y5)</u></b><br><br>NC: describe the movement of the Earth and other planets relative to the sun in the solar system<br>describe the movement of the moon relative to the Earth<br>describe the sun, Earth and moon as approximately spherical bodies<br>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky<br><br><b>TAPS assessment: interpret and report – space report.</b> | <b><u>Changes of Materials (Y5)</u></b><br><br>NC: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets<br>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution<br>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | <b><u>Our Planet (Y6)</u></b><br><br>NC: working scientifically<br><br><b>TAPS Assessment: set up enquiry – heart rate.</b> | <b><u>Evolution and Inheritance (Y6)</u></b><br><br>NC: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | <b><u>Studying Living Things (Y5)</u></b><br><br>NC: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br>describe the life process of reproduction in some plants and animals<br><br><b>TAPS Assessment: interpret and report: life cycles research.</b> | <b><u>Changes in human and animal life cycles (Y5)</u></b><br><br>NC: describe the changes as humans develop to old age<br> <br><br><b>TAPS Assessment: Observe and measure – human growth survey.</b> |
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|                                |    |  | <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>TAPS Assessment: Ask Questions and planning -nappy absorbency.</p> <p>TAPS Assessment: set up enquiry – insulation layers</p> |   | TAPS Assessment:<br>Evaluate – egg strength. |                        |  |
| Computing<br>(Teach Computing) | CS | <b>Computer Systems and Networks:</b><br>(Yr 5)<br>Sharing Information<br><b>ABD</b> <b>FG</b> |  | <b>Programming A</b><br>(Yr 5)<br>Selection in physical computing <b>ABD</b> <b>F</b> |  |                        | <b>Programming B -</b><br>(Yr 6)<br>Sensing (variables)<br><b>ABD</b> <b>F</b> |
|                                | IT |  | <b>Creating Media:</b><br>(Yr 5)   |   | <b>Data and Information:</b>                 | <b>Creating Media:</b> |  |



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|                    |    |   | Vector drawing<br>F   |  | (Yr 5)<br>Databases EF   | (Yr 6)<br>3D Modelling<br>FG  |   |
|                    | DL | Privacy and Security F<br><br>School AUP  | Online Bullying (PSHE) F<br><br>Self image and Identity F   | Online Relationships F<br>Online Reputation F (PSHE)   | Health, Wellbeing and Lifestyle EF (PSHE)  | Managing Online Information F   | Copyright and Ownership F   |
| History/ Geography |    | <p><b><u>Recycling and reusable energy, trade and map work</u></b></p> <p>NC: human geography, including: settlements, economic activity including... the distribution of natural resources including energy, food, minerals and water and trade links.</p> | <p><b><u>The impact of WW1 on life in Westhouses and Britain.</u></b></p> <p>NC: Local history study, a study of an aspect of history or a site dating from a period beyond 1066</p>  | <p><b><u>Our Environment/ Frozen Kingdom</u></b></p> <p>NC: physical geography, including: climate zones, biomes and vegetation belts... the water cycle</p> | <p><b><u>The impact of WW2. The Holocaust and its impact on life today.</u></b></p> <p>NC: Local history study, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p><b><u>Comparison study of how War and Conflict has changed over time and its impact on the locality.</u></b></p>  | <p><b><u>North America and Mexico</u></b></p> <p>NC: locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America</p> | <p><b><u>The Mayan Civilisation</u></b></p> <p>NC: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>  |



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| <b>Art/DT</b>  | <b><u>Automata Space Toys (DT)</u></b><br><br>NC: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | <b><u>Collage – Elizabeth I Armada (Art) – collage</u></b><br><br>NC: to create sketch books to record their observations and use them to review and <b><u>revisit ideas to improve their mastery of art and design techniques</u></b> , including drawing, painting and sculpture with a range of materials [for example, <b><u>pencil, charcoal, paint, clay</u></b> ]<br>• Elizabeth I painting: Armada portrait<br>Clay models of faces (link to Forest School Boggarts). | <b><u>Landscape Art: (Art) - printing</u></b><br><br>NC: to create sketch books to record their observations and use them to review and revisit ideas to improve their <b><u>mastery of art and design techniques</u></b> , including drawing, <b><u>painting</u></b> and sculpture with a range of materials [for example, pencil, charcoal, <b><u>paint</u></b> , clay]<br>• about great artists, architects and designers in history<br> | <b><u>Make do and mend: stuffed toys/waistcoats (DT)</u></b><br><br>NC: design, make and evaluate process. | <b><u>Totem Poles (Art) – Sculpture</u></b><br><br>NC: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and <b><u>sculpture</u></b> with a range of materials [for example, pencil, charcoal, paint, clay]<br> | <b><u>Mexican restaurant (DT)</u></b><br><br>NC: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br> |
| <b>RE (Derbyshire Syllabus)</b><br> | U2.1 Why do some people think God exists?  | U2.6 What does it mean to be a Muslim in Britain today? (part 1)  | U2.7 What matters most to Christians and Humanists?  | U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)                | U2.3 What do religions say to us when life gets hard?   |  |
| <b>PSHCE (Jigsaw)</b>  | Being me in my world   | Celebrating Difference  | Dreams and Goals   | Healthy Me   | Relationships   | Changes  |

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| <b>PE</b>   | <p>Athletics</p> <p>Badminton</p>   | <p>Tag Rugby</p> <p>Fitness – polar expedition</p>  | <p>Forest School</p> <p>Gymnastics and dance – movement.</p>   | <p>Basketball</p> <p>Dance – WW2 Dance</p>   | <p>Cricket</p> <p>Volleyball</p>  | <p>Tennis</p> <p>Dodgeball</p>  |
| <b>French (Kapow)</b>  | <p>French Sports and the Olympics</p> <p>Pupils conjugate the verb 'aller' - to go, identify correct prepositions, learn sports vocabulary, how to express preferences plus the infinitive. They expand their knowledge of country names and develop their cultural knowledge of Pétanque, the Tour de France and the Olympics.</p> | <p>French Football Champions</p> <p>In this football-themed unit, pupils develop and practise many important learning strategies that they can use in their future learning of other languages and subjects. Children develop their reading, speaking and listening skills and responding to questions.</p> | <p>In my French House</p> <p>Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned.</p> | <p>Planning a French Holiday</p> <p>The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey.</p> | <p>Visiting a Town in France</p> <p>Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit.</p> | <p>Visiting a Town in France</p> <p>Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit.</p> |
|   | Investigation of France: culture, geography, and comparison to the UK (links to Geography PoS).   |   |  |  |   |   |
| <b>Music (Charanga)</b>   | <p>Unit: Livin' On A Prayer</p> <p>Style: Rock</p>  | <p>Unit: Classroom Jazz 1</p> <p>Style: Jazz</p> <p>Topic and cross-curricular links: History</p>   | <p>Unit: Make You Feel My Love</p> <p>Style: Pop Ballads</p>   | <p>Unit: Fresh Prince Of Bel-Air</p> <p>Style: Hip Hop</p>   | <p>Unit: Dancing In The Street</p> <p>Style: Motown</p>   | <p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical music and your choice from Year 5</p>   |



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|  | <p>Topic and cross-curricular links: How Rock music developed from the Beatles onwards. Analysing performance.</p> | <p>of music - Jazz in its historical context</p>  | <p>Topic and cross-curricular links: Historical context for ballads.</p> | <p>Topic and cross-curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p> | <p>Topic and cross-curricular links: The history of Motown and its importance in the development of Popular music. Civil rights.</p>  | <p>Topic and cross-curricular links: 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.</p> |
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