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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme | Who ate all the cakes? | Planes, trains and automobiles | Children of Winter | What lies beneath | It’s a buzz! | Chocolate |
| Suggested visits |  |  | Local history – Eyam – church, plague cottages and Mompeson’s well |  |  | First time – visit from chocolatier <http://chocolate-by-design.co.uk/about/>Second time – Cadbury World |
| English core texts | The Loathy Lady | Non- fiction texts – How things work | Children of Winter – Berlie Doherty |  | Non-fiction texts | Where does chocolate come from? |
| English units | **Instructions**Year 5 Unit 1 Instructions How to bake a cakePoetryYear 6 Unit 3 Authors and texts | Y5 Unit 2 – **Explanation**Reports/ExplanationsY5 Unit 2 Reading Poetry Unit 3 | **Recount**Y5 U nit 3 - Persuasive writingY6 Unit 4 – stories with flashbacks | **Non-chronological report**Unit 2 – Reading and writing non-fictionUnit 1 – narrative and plays | **Discussion** (linked to biography)Y5 Unit 1 Poetic styleY6 Biography/Autobiography (Einstein) | **Persuasion** (buying fair trade)Y5 Unit 3 Choral performance – Chocolate poemY5 Unit 3 – stories from other cultures – Mayan Myths and legends |
| Spelling and handwriting | Ongoing skills – Homophones – first week of each term on homophones. Set 5 homophones.cious/tiousRevision of Y3/4 objective: adding prefixes | Ongoing skills – Homophones – first week of each term on homophones. Set 5 homophones.able/ibleRevision of Y3/4 objective: adding suffixes | Ongoing skills – Homophones – first week of each term on homophones. Set 5 homophones.ence/encyRevision of Y3/4 objective: origins of words | Ongoing skills – Homophones – first week of each term on homophones. Set 5 homophones.e/eiRevision of Y3/4 objective: apostrophe | Ongoing skills – Homophones – first week of each term on homophones. Set 5 homophones.silent lettersRevision of Y3/4 objective: -ly | Ongoing skills – Homophones – first week of each term on homophones. Set 5 homophones.+ Summer 5 Word list for Years 5/6 |
| Guided Reading | Guided reading(Goodnight Mr Tom, Harry Potter and the Philosopher’s stone, Billionaire Boy) | Book study - Clockwork | Guided reading | Book study - Jaqueline Wilson | Guided reading | Book study - TBC |
| Maths | These are guidelines only:Number and place valueAddition and subtraction3D shapestatistics | These are guidelines only:Number and place valueMultiplication and divisionFractions, decimals and percentages | These are guidelines only:Number and place valueGeometryRatio and proportionFractions, decimals and percentages | These are guidelines only:Number and place valueMeasuresFractions, decimals and percentagesAddition and subtraction | These are guidelines only:Number and place valueMultiplication and divisionalgebra | These are guidelines only:Number and place valueRatio and proportionFractions, decimals and percentages |
| Science | Y6 All living things | Y5 Forces* Gravity
* Air/water resistance
* Gears, pulleys, levers

Famous scientists – Galileo, Newton | Evolution and inheritance | Properties and changes of Materials 4,5,6 | Y6 Electricity | Y6 circulatory system, drugs and exercise |
| Computing | Programing |  |  | Control and monitor |  | Collect, use and combine a variety of software ( Mayan Presentation) |
| History | Saxons – Alfred the Great |  | A local history study – a study of an aspect of history or site |  |  | A non-European society – Mayan Civilisation |
| Geography |  | Name and locate cities of the UK and their human and physical characteristics.Geography of a European country - France |  | Countries in North and South America Earthquakes – San Andreas fault | Focus on Europe: Key regions and features |  |
| French | French café | Au Parc d’attractions | Le quatre saissons | La date | Sports et Loisirs | La Monde (chocolate) |
| PE |  |  |  |  |  |  |
| Art |  |  | To create sketchbooks/winter paintings | Charcoal/pastels – volcano pictures etc. |  | Mayan masks - sculpture |
| Design technology |  | Making a chassis |  |  | Understand and use electrical systems. |  |
| Cooking | Cooking and nutrition – Balanced diet and healthy meals (healthy cakes) |  |  |  |  |  |
| Music | Music from other faiths | Improvise and compose music* Transport sounds

Perform songs about transport | Notation/singing | Appreciate and understand a wide range of music | * Play and perform
* Improvise and compose
* listen
 | Play and perform in solo and ensemble contexts |
| RE | 2.7 How do people express their faith through the arts? | 2.5 How and why do Christians follow Jesus? | 2.15 How can we make our village/town/country a more respectable place? | 2.3 What do religions say to us when life gets hard? | 3 session focus Sacred Places 2.1 What do different people believe about God? | 2.16 Can religions help to build a fair world? |
| PSHCE | SEAL – new beginnings |  |  |  |  | Drugs education |