



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Vikings</b>	<b>Enough for Everyone</b>	<b>Anglo Saxons</b>	<b>World Conflict</b>	<b>Space</b>	<b>Our Earth</b>
<b>Experiences</b>	Jorvik Viking Centre		Preston Park Museum: Anglo Saxon workshop	Darlington Assistance for Refugees – Summer Term	Space Observatory Visit	Year 6 Transition
<b>Global Community</b>	Connecting Classrooms through Global Learning	Eco-Uniform Visit - Sustainability		How conflict affects people in different countries		How is our Earth changing and affecting humans around the world?
<b>Preparing for the Future</b>	Visit from MP – Alex Cunningham Sports Leader Training					
<b>Taking Action</b>		COP26 Conference Action: Letters to MP Sustainability		Fundraising for projects in Zimbabwe		How can we protect our Earth for the future?
<b>English</b>	<p><b>Y6 Viking Boy</b> by Tony Bradman</p>  <p><b>Y5 Odd &amp; The Frost Giants</b> – Neil Gaiman</p>  <p><b>Fiction – Viking Boy</b></p> <ul style="list-style-type: none"> <li>★ Narrative – Y5 and Y6</li> <li>★ Character Description Y5 and Y6</li> </ul> <p><b>Poetry Y6</b></p> <p><b>Non- Fiction</b></p> <ul style="list-style-type: none"> <li>★ Informal letter – Y5</li> <li>★ Non-chronological report- Y5</li> </ul> <p><b>Spelling, Punctuation and Grammar: Ready to Write</b></p> <ul style="list-style-type: none"> <li>★ Modal verbs Y5 and Y6</li> <li>★ Relative Clauses Y5 and Y6</li> <li>★ Expanded noun phrases Y6</li> </ul>	<p><b>What A Wonderful World</b> by Leisa Stewart-Sharpe and Lydia Hill</p>  <p><b>Y6 Varmints</b> – Helen Ward</p>  <p><b>Y5 Skellig</b> – David Almond</p>  <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>★ Narrative – Y5 and Y6</li> <li>★ Description of setting and character with suspense Y5</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>★ Persuasive Writing (Letter) Y6</li> <li>★ Estate Agent Advert Y5</li> </ul> <p><b>Poetry-</b></p> <ul style="list-style-type: none"> <li>★ William Blake - Y5</li> </ul>	<p><b>Y6 Buried Crown</b> by Ally Sherrick</p>  <p><b>Y5 Anglo-Saxon Boy</b> by Tony Bradman</p>  <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>★ Narrative in the form of a diary entry Y5 and Y6</li> <li>★ Book/Film Review Y6</li> </ul> <p><b>Non-fiction:</b></p>	<p><b>Y5 &amp; 6 No Ballet Shoes in Syria</b> by Catherin Bruton</p>  <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>★ Narrative in the form of a diary entry Y5 and Y6</li> <li>★ Balanced Argument Y5 and Y6</li> <li>★ Book/Film Review Y6</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>★ Imagery – Narrative Poetry Y5 and Y6</li> </ul> <p><b>Spelling, Punctuation and Grammar</b></p>	<p><b>Y6 – Cosmic</b> by Frank Cottrell-Boyce</p>  <p><b>Y5 – Wonder</b> by R. J. Palacio</p>  <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>★ Diary and letter writing based on narrative text Y5</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>★ Non-Chronological Report Y6</li> <li>★ Write a speech Y5</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>★ Write and perform a freedom poem Y5</li> </ul> <p><b>Spelling, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>★ Y6 Summer Consolidation - Key Stage 2 Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</li> <li>★ Commas Y5</li> <li>★ Cohesion Y5</li> <li>★ Prefixes Y5</li> <li>★ Suffixes Y5</li> </ul>	

			<ul style="list-style-type: none"> <li>★ Lewis Carroll – Y6 – narrative poems</li> </ul> <p><b>Spelling, Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>★ Word Classes Y6</li> <li>★ Subjunctive Y6</li> <li>★ Relative Clauses Y6</li> <li>★ Synonyms and Antonyms Y6</li> <li>★ Formal language- Y5</li> <li>★ Figurative language Y5</li> <li>★ Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>★ Recounts Y5</li> <li>★ Persuasive Writing Y5/6</li> <li>★ Formal and informal letters Y5</li> <li>★ Explanation Text Y5 and Y6 – Sutton Hoo</li> </ul> <p><b>Spelling, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>★ Hyphens Y6</li> <li>★ Active and Passive Y6</li> <li>★ Punctuation Y6</li> <li>★ Parenthesis Y5</li> </ul>	<ul style="list-style-type: none"> <li>★ Expanded Noun Phrases Y5</li> <li>★ Tenses Y5</li> </ul>	<p>As part of this topic, we will be reading Hidden Figures to study the space race and developments in the 20<sup>th</sup> Century.</p> 
<b>Maths</b>	<p><b><u>Year 6 Place Value</u></b> Numbers to 10,000, 100,000, 1,000,000, Roman numerals to 1000, Compare and order numbers, rounding, counting in 10s, 100s, 1000s, 10,000s and 100,000s, Negative numbers</p> <p><b><u>Year 6 Four Operations</u></b> Add and subtract whole numbers with more than 4-digits, inverse operations, multi-step problems, multiples, common multiples, multiply and divide by 10, 100, 1000, multiply 4-digits by 1 and 2-digits, multiply 2, 3, 4-digits by 2-digits, factors, common factors, prime, prime factor and square and cube numbers</p> <p><b><u>Year 5 Year 5 Power Maths Book A:</u></b></p>	<p><b><u>Year 6 – Power Maths Unit 4 &amp; 5: Fractions</u></b> Equivalent fractions, simplify fractions, improper fractions and mixed numbers, counting in fractions, compare and order fractions, addition and subtract fractions, add fractions within 1, add 3 or more fractions, add and subtract mixed number fractions, subtract breaking the whole, subtract 2 mixed numbers, mixed addition and subtraction</p> <p><b><u>Power Maths Unit 4 &amp; 5: Fractions</u></b> Geometry.</p> <p><b><u>Year 5 Power Maths Book A:</u></b> Unit 4: Graphs and tables Unit 5: Multiplication and division (1)</p>	<p><b><u>Year 6 - Power Maths Book B:</u></b> Unit 7: Decimals Unit 8: Percentages Unit 9: Algebra Unit 10: Measure – imperial and metric measures</p> <p><b><u>Year 5- Power Maths Book B:</u></b> Unit 7: Multiplication and division (2) Unit 8: Fractions (1) Unit 9: Fractions (2)</p>	<p><b><u>Year 6 – Power Maths Book B:</u></b> Unit 10: Measure – imperial and metric measures Unit 11: Measure – perimeter, area and volume Unit 12: Ratio and proportion</p> <p><b><u>Year 5 Power Maths Book B:</u></b> Unit 10: Fractions (3) Unit 11: Decimals and percentages</p>	<p><b><u>Year 6 – Power Maths Book B:</u></b> Unit 13: Geometry, properties of shape Unit 14: Problem Solving Unit 15: Statistics</p> <p><b><u>Year 5 Power Maths Book C:</u></b> Unit 12: Decimals Unit 13: Geometry - properties of shapes (1)</p>	<p><b><u>Year 6 – Power Maths</u></b> Consolidation of key objectives applied to reasoning and problem solving</p> <p><b><u>Year 5 Power Maths Book C</u></b> Unit 14: Geometry - properties of shapes (2) Unit 15: Geometry - position and direction Unit 16: Measure - converting units</p>

		Unit 1: Place value within 100,000 Unit 2: Place value within 1,000,000 Unit 3: Addition and subtraction	Unit 6: Measure - area and perimeter				
<b>Science</b>	<b><u>Living Things And Their Habitats</u></b> ★ In this unit, children will learn about classification of living things, including micro-organisms. They will sort animals into groups based on their similarities and differences. They will find out about the standard system of classification first developed by Carl Linnaeus, design their own 'curious creature' and classify it based on its characteristics. They will learn about micro-organisms, and conduct an investigation into the growth of mould on bread.	<b><u>Electricity</u></b> ★ Children will learn to represent circuits using symbols in a diagram. ★ They will learn about two important scientists: Thomas Edison and Nikola Tesla. They will develop their understanding of what electricity is and how to measure it through investigations.	<b><u>Materials</u></b> ★ Compare and group together everyday materials on the basis of properties ★ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ★ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible	<b><u>Light</u></b> ★ 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 light travels from light sources to our eyes or from light sources to objects and then to our eyes ★ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	<b><u>Earth and Space</u></b> ★ Describe the movement of the earth, and other planets, relative to the sun in the solar system ★ Describe the movement of the moon relative to the earth ★ Describe the sun, earth and moon as approximately spherical bodies ★ Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky		
<b>Religious Education</b>	<b>★ Science and Creation: Conflicting or Complementary?</b> In this unit, children will reflect on the texts, Genesis 1 and Psalm 8. They will learn about cosmology and reflect on how many Christians believe that	<b>Incarnation: Was Jesus the Messiah?</b> ★ Children will explain Incarnation and Messiah within the 'big story' of the Bible, identify Gospel and prophecy texts using technical terms, explain connections between biblical texts,	<b>Salvation: What difference does the resurrection make for Christians?</b> Children will explain that the Gospels give accounts of Jesus' death and	<b>Kingdom of God: What kind of King is Jesus?</b> Children learn about The Feast. They will work to understand what it means to be a king and how Christians believe that Jesus is their king. They	<b>How do religions help people live through good times and bad times?</b> Children will describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life	<b>Why do some people believe in God and some people not?</b> Children will discuss the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs	

		<p>science and faith can be complementary.</p>	<p>Incarnation and Messiah &amp; show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p>	<p>resurrection. Belief in Jesus' resurrection confirm that Jesus in the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p>	<p>will debate the arguments for and against this and discuss the Kingdom of God. If not a geographical location, how can we find it?</p>	<p>Identify beliefs about life after death, comparing and explaining for similarities and differences. Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) and reflect on a range of artistic expressions of afterlife.</p>	<p>and give examples of reasons why people do or do not believe in God They will make clear connections between what people believe about God and the impact of this belief on how they live and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging believe in God or not</p>
<p><b>History and Geography</b></p>	<p><b><u>Were the Vikings Really That Vicious?</u></b>          In this topic, the children will learn about the Viking early raids and settlements. They will learn where the Vikings came from and how and why they travelled. Through studying maps and place names they will see how they settled. They will look at artefacts and accounts and weigh up how reliable primary source material can be. We will visit Jorvik to answer our <b>Big Question: Were the Vikings Really That Vicious?</b></p>	<p><b><u>Is There Enough For Everyone?</u></b>          In this topic, the children will learn about the COP26 conference in Glasgow. They will correspond with children from our Global Partner school in Zimbabwe to develop a deeper understanding of climate change. The children will learn about renewable energy and the commitments made by global leaders. They will look at how climate change is affecting countries around the world as well as our own area. <b>They will explore their own opinions about these issues and decide what</b></p>	<p><b><u>What did the Anglo-Saxons do for Britain?</u></b>          In this topic, children will learn about Anglo-Saxon invasions, settlements and kingdoms: place names and village life. They will discover the Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and reflect on the Viking raids and invasion in greater depth.</p>	<p><b><u>War and Conflict</u></b>          In this unit, the children will discuss what are 'war' and 'conflict', contrasting this with 'peace'. They will look at how war and conflict might affect children and how their rights are impacted.</p>	<p><b><u>What is the Space Race?</u></b>          In this unit, the children will find out more about space exploration and research Tim Peake and significant individuals. They will research the history of space exploration and find out what drives us to want to know more. They will discover how theories about our solar system have changed over time and what scientists are hoping to achieve through recent space projects and developments.   <b>Children will learn who the hidden figures in science were during the</b></p>	<p><b><u>How is the world around us changing?</u></b>          In this topic, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how shape and geography have changed. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to <b>predict the future and look at</b></p>	

			they will do to take action.	They will answer the <b>Big Question: What did the Anglo-Saxons do for Britain?</b>		<b>1960s 'Space Race' – Katherine Johnson, Dorothy Vaughan and Mary Jackson</b>	which might change again in their lifetimes.
<b>Art and Design Technology</b>	<b>Art: Collage</b>  Symbols Viking symbolism. Use symbols favoured by the Vikings to create jewellery. <b>Rosh Mahtani</b> British jewellery designer	<b>Art: Textiles and Print</b>  <b>DT: Design, Make &amp; Evaluate</b> Design a bag using recycled materials	<b>Art: Drawing</b>  Anglo-Saxon illuminated lettering.	<b>Art: Painting</b>  <b>Monet</b> Children will research the artist Monet and his work. Watercolour They will use their learning to create their own art work.	<b>DT: Technical Knowledge</b>  <b>DT: Space Race</b> Children will use electronic circuits to create moving space ships, using reinforced structures that they can test in their own space race.	<b>Art: Sculpture and Digital Media</b>  <b>Andy Goldsworthy (Sculpture)</b> Using natural materials, children will create sculptures based on the local area of Long Newton.	
<b>Computing</b>	<b><u>Computer Systems &amp; Networks</u></b> ★ In this unit, the class will learn about the World Wide Web as a communication tool. They will learn how we find information on the WWW, through learning how search engines work (including how they select and rank results) and what influences searching. They focus on internet-based communication. & evaluate which methods of internet communication to use for different purposes.	<b><u>3D Modelling</u></b> ★ During this unit, learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to	<b><u>Variables in games</u></b> ★ This unit explores the concept of variables in programming through games in Scratch. Pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. They will create a simulation of a scoreboard. and experiment with variables in an existing project, modify them, then	<b><u>Spreadsheets</u></b> ★ Learners are supported in organising data into columns and rows to create their own data set. They are taught the importance of formatting data to support calculations. Learners are introduced to formulas and begin to understand how these can be used to produce calculated data. They are taught how to apply formulas which include a range of cells and apply formulas to multiple cells by duplicating them. Learners use spreadsheets	<b><u>Sensing</u></b> This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from year 3, repetition from year 4, selection from year 5 and variables, introduced in year 6, programming A. It offers learners the opportunity to use all of these constructs in a different, but still familiar environment whilst also utilising a physical device - the micro:bit. The unit begins with a simple program which learners build in and test in the programming environment before	<b><u>Web Page Design</u></b> This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	

			group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame	create their own project. Pupils will focus on design & apply their knowledge of variables and design to improve their game in Scratch.	to plan an event and answer questions. Finally learners create graphs and charts and evaluate their results in comparison to questions asked.	transferring it to their micro:bit. Learners then take on three new projects in lessons 2, 3 and 4, with each lesson adding more depth.	
<b>PE</b>	<p><b>Tag Rugby</b> Pupils will refine their passing accurately on the move. They will explore different ways that you can dodge an opponent. Pupils will also learn how to score a try and to scoop the ball from the floor</p> <p><b>Dance</b> Pupils will use a range of connected movements to portray a dance showing life in a Viking settlement.</p>	<p><b>Swimming</b> 2 Week Block – swimming lessons</p> <p><b>Gymnastics</b> - Mirror Imaging Performances Pupils will learn to design, produce and perform gymnastic sequences using apparatus in a group.</p> <p><b>Invasion Games – Basketball</b> Pupils will learn to sue a variety of passing and dribbling skills and to demonstrate the correct technique in sending, receiving, dribbling and shooting a basketball.</p>	<p><b>Striking and Fielding Games</b> Pupils will learn how to strike a ball with control in order to hit it where they are aiming. Pupils will also learn where to throw a ball when fielding for maximum effect.</p> <p><b>Invasion Games</b> Football. Pupils will refine their dribbling, passing and shooting techniques.</p>	<p><b>Net / Wall Games</b> Netball Pupils will refine their passing skills so that they can pass to a marked team mate.</p> <p><b>Invasion Games</b> Handball Pupils will refine their dribbling skills knowing when to a team mate. They will learn how to shoot accurately and where to aim.</p>	<p><b>Athletics</b> Pupils will learn about the core muscles of the body and their importance. They will also learn how to use the correct techniques in a range of exercise aimed to strengthen the core muscles.</p> <p><b>Orienteering</b> Children will work as a group to follow directions and devise their own orienteering activity for others to try.</p>	<p><b>Striking and Fielding Games</b> Rounders. Pupils will learn how to strike a ball with control in order to hit it where they are aiming. Pupils will also learn where to throw a ball when fielding for maximum effect.</p> <p><b>Invasion Games</b> Football. Pupils will refine their dribbling, passing and shooting techniques.</p> <p><b>Sports Week including Sports Day</b></p>	
<b>Music</b>	<p><b>Fundamentals of Music</b> Singing &amp; Tuned Percussion Children will consolidate and develop awareness of rhythm, pulse, pitch and to extend reading of standard and non-standard music notation</p> <p><b>Preparation for Christmas Show</b> Reflect on and improve own and others work in relation to its intended effect) Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p>		<p><b>Composition/Performance</b> Children compose and perform works on a theme.</p> <p><b>Music Interpretation &amp; Description</b> <b>Famous Musical Works and the Orchestra</b> Children learn about instruments of the orchestra and develop listening skills through identifying the sounds in significant musical pieces. Children develop their use of musical vocabulary to describe and interpret famous musical works across genres.</p>		<p><b>Space Music</b> Learning about music from around the world, children participate in creating their own soundscapes and sing songs in parts about space. They find out how space has inspired musicians to create works across a range of genres and describe what they hear.</p> <p><b>History of Music</b> Children reflect on learning across the terms and consolidate this through an overview of the history of music, noting key composers and when they were at their most popular.</p>		
<b>French</b>	<b>Eating Out</b>	<b>The Environment</b>	<b>On Holiday</b>	<b>The Seasons</b>	<b>Hobbies</b>	<b>A School Trip</b>	

		<p>★ This unit includes vocabulary and conversations linked with eating out and buying food. Pupils will learn how to order food and drinks in cafés and restaurants, as well as how to ask for a table. They will practise some of the numbers covered in the Core Units, talking about costs and amounts of products.</p>	<p>★ This unit is all about the environment and it begins with a song about the weather. Pupils will learn how to talk about what they like to do in the garden and about the creatures that live there. They will also learn some useful vocabulary linked to rubbish and recycling. The final lesson of the unit is a story which draws together vocabulary from throughout the unit.</p>	<p>★ Children will learn the vocabulary needed to describe where they are going, where they're staying and how long they're staying on holiday. This unit gives pupils the chance to develop their grammar skills by learning about the perfect past tense</p>	<p>★ Children will learn vocabulary about the four seasons, and activities that might be done during these times of year. Pupils will also learn how to say the date, which is useful for a variety of situations. The unit rounds off with some useful arts and crafts vocabulary, and instructions in French for how to make a lantern for Chinese New Year.</p>	<p>★ This unit introduces vocabulary needed to talk about hobbies. It recaps the use of "<i>j'aime</i>" ("I like") followed by nouns and infinitives, and builds on knowledge of negative sentences. The story in Lesson 6 combines vocabulary from the unit, and recaps days of the week from Core Unit 2.</p>	<p>★ This unit is all about school trips. It introduces vocabulary to talk about the journey, including the French version of "The Wheels on the Bus", and words associated with trips to a museum and the countryside. The unit includes sentences in both the present and future tenses, giving pupils the opportunity to learn new sentence structures.</p>
	PSHE	<p><b><u>Me &amp; My Relationships</u></b></p> <p>★ This unit is designed to help children further develop their understanding about friendships. The lessons centre around themes such as: collaboration, give and take, how to be a good friend, emotional needs and communication.</p>	<p><b><u>Valuing Difference</u></b></p> <p>★ In this unit, children will explore the qualities of friendship. They will learn about kind conversations and acceptance through 'Happy Being Me'. They will reflect on how we are similar and different and learn compassion by reflecting on how 'It could happen to anyone'.</p>	<p><b><u>Keeping Myself Safe</u></b></p> <p>★ Children talk about good habits. They debate dilemmas and learn about how to spot and deal with bullying. They cover issues around drugs, smoking and risks to health.</p>	<p><b><u>Rights and Responsibilities</u></b></p> <p>★ Children explore how to look after themselves and others. They also learn about how to look after their environment and to differentiate between facts and opinions.</p>	<p><b><u>Being My Best</u></b></p> <p>★ Children learn about fitness and skills through this unit investigating how they can be their very best. This unit also includes basic first aid.</p>	<p><b><u>Growing and Changing</u></b></p> <p>★ Changing bodies and growing up. Children investigate their changing feelings and discuss stereotypes and changes that take place as they grow up.</p>