

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year A & B Autumn			Year A & B Spring			Year A & B Summer		
MATHS								
Place value, addition, subtraction, multiplication and division, fractions			Fractions, ratio, decimals and percentages, algebra, converting unit, perimeter, area and volume, statistics			Properties of shape, position and direction, investigations and consolidation		
Place Value: <ul style="list-style-type: none"> Roman numerals to 1000 Numbers to 10,000 Numbers to 100,000 Numbers to a million Numbers to ten million Compare and order numbers to 100,000 Compare and order numbers to one million Compare and order any number Round to the nearest 10, 100 and 1000 Round numbers within 100,000 Round numbers to one million Round any number Negative numbers Counting in 10s, 100s, 1000s, 10,000s and 100,000s 	Four Operations: <ul style="list-style-type: none"> add whole numbers with more than 4 digits subtract whole numbers with more than 4 digits inverse operations multi-step addition and subtraction problems add and subtract whole numbers multiples common multiples multiply by 10, 100 and 1000 divide by 10, 100 and 1000 multiples of 10, 100 and 1000 multiply 4 digits by 1 digit multiply 2 digits (area model) multiply 2 digits by 2 digits multiply 2 digits by 2 digits multiply 2 digits by 2 digits common factors factors common factors divide 4 digits by 1 digit divide with remainders short division 	Fractions: <ul style="list-style-type: none"> equivalent fractions simply fractions fractions on a number line improper fractions mixed numbers to improper fractions number sequences compare and order fractions less than 1 compare and order fractions greater than 1 compare and order (denominator) compare and order (numerator) add and subtract fractions add fractions within 1 add 3 or more fractions add fractions add mixed numbers subtract fractions subtract mixed numbers subtract breaking the whole subtract 2 mixed numbers add and subtract fractions add fractions subtract fractions 	Ratio: <ul style="list-style-type: none"> using ratio language ratio and fractions introducing the ratio symbol calculating ratio using scale factors calculating scale factors ratio and proportion problems Decimals and Percentages: <ul style="list-style-type: none"> decimals up to 2 d.p decimals as fractions understand thousandths thousandths as decimals three decimal places decimals as fractions rounding decimals order and compare decimals multiplying decimals by 10, 100 and 1000 dividing decimals by 10, 100 and 1000 multiply by 10, 100 and 1000 	Decimals: <ul style="list-style-type: none"> adding decimals within 1 subtracting decimals within 1 complements to 1 adding decimals – crossing the whole adding decimals (same d.p) subtracting decimals (same d.p) adding decimals (different d.p.) subtracting decimals (different d.p) adding and subtracting wholes and decimals decimal sequence Algebra: <ul style="list-style-type: none"> find a rule – one step find a rule – two steps forming expressions substitution formulae forming equations simple one-step equations solve two step equations find pairs of values enumerate possibilities 	Converting Units: <ul style="list-style-type: none"> kilograms and kilometres milligrams and millilitres metric units metric measures convert metric measures calculate with metric measures miles and kilometres imperial units imperial measures converting units of time Perimeter, Area and Volume: <ul style="list-style-type: none"> measure perimeter calculate perimeter area and perimeter (focus perimeter) area of rectangles area of compound shapes area of irregular shapes shapes – same area area and perimeter (focus area) area of a triangle area of a parallelogram what is volume? Compare volume 	Properties of Shape: <ul style="list-style-type: none"> Measuring angles in degrees Measuring with a protractor angles on a straight line angles around a point introduce angles calculate angles vertically opposite angles lengths and angles in shapes angles in a triangle angles in quadrilaterals regular and irregular polygons angles in polygons draw lines and angles accurately drawing shapes accurately reasoning about 3D shapes nets of 3D shapes 	Position and Direction: <ul style="list-style-type: none"> Position in the first quadrant The first quadrant Four quadrants Reflection Reflection with co-ordinates Reflections Translation Translation with co-ordinates translations 	Investigations and Consolidations

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

	<ul style="list-style-type: none"> • division using factors • long division • prime numbers • square numbers • cube numbers • primes • squares and cubes • order of operations • mental calculations and estimation • round to estimate and approximate • reason from known facts 	<ul style="list-style-type: none"> • mixed addition and subtraction 	<ul style="list-style-type: none"> • divide by 10, 100 and 1000 • multiply decimals by integers • divide decimals by integers • division to solve problems • fractions to decimals • percentage of an amount • percentages – missing values • understand percentages • percentages as fractions and decimals • equivalent F.D.P • fractions to percentages • equivalent FDP • order FDP 	<p>Statistics:</p> <ul style="list-style-type: none"> • read and interpret line graphs • draw line graphs • use line graphs to solve problems • read and interpret tables • two way tables • timetables • circles • read and interpret pie charts • pie charts with percentages • draw pie charts • the mean 	<ul style="list-style-type: none"> • Estimate volume • Volume – counting cubes • Volume of a cuboid • Estimate capacity 			
--	--	--	--	--	---	--	--	--

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
SCIENCE		
Living Things and their Habitats	Light	Animals including Humans and / Evolution and Inheritance
<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. • Give reasons for classifying plants and animals based on specific characteristics. • Sort and classify animals in the immediate environment and other habitats. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Present findings in written form, displays and other presentations (findings from research) • Record findings using scientific diagrams and labels, classification keys and models (findings from research) • Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world. • Ask pertinent questions and suggest reasons for similarities and differences. • Use simple models to describe scientific ideas. • Identify scientific evidence that has been used to support or refute ideas or arguments. <p>Working scientifically objectives:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments 	<ul style="list-style-type: none"> • 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. <p>Working scientifically objectives:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time. • Understand 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 parents. • Identify how animals and plants have adapted to suit their environment in different ways. • Describe how adaption leads to evolution. <p>Animals inc Humans</p> <ul style="list-style-type: none"> • 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. • Describe the ways in which nutrients and water are transported within animals, including humans. • Describe changes as humans develop from birth to old age. <p>Working scientifically objectives:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year B Autumn World War Two	Year B Spring Explorers	Year B Summer Groovy Greeks
SCIENCE		
Electricity and Forces	Earth and Space	Changes of Materials
<p>Electricity</p> <ul style="list-style-type: none"> 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 when representing a simple circuit in a diagram. <p>Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Working scientifically objectives:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments 	<ul style="list-style-type: none"> 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 Earth, Sun 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. <p>Working scientifically objectives:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments 	<ul style="list-style-type: none"> 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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>Working scientifically objectives:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year B Year 5/6	Year B Autumn World War Two	Year B Spring A Journey Into Space	Year B Summer Groovy Greeks
HISTORY			
	<i>War – what is it good for?</i>	<i>Who won the Space Race?</i>	<i>What do the Olympic Games tell us about the Ancient Greeks?</i>
	World War 2	Significant Exploration and Explorers	Ancient Greece
Substantive Concepts	Nation, Occupation, Peace, Power, War, discrimination, technology , ruler (King) , discrimination (including racism and sexism)	Nation, occupation, power, war, technology , trade, leisure, exploration	Building, city, civilisation, culture, democracy, empire, enslavement, farming, leisure, religion and beliefs , ruler (king) , settlement , technology , trade, war (invasion, conflict) .
Key vocabulary	Allies, atomic bomb, Axis Powers, evacuation, Nazi Party, persecution, rationing	Soviet, Satellite, Apollo 11, NASA, Sputnik, Rivalry, Exploration, Communism, Democracy	Ancient, city state, civilisation, democracy, empire, legacies, myth
Substantive Knowledge	<p>The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.</p> <p>At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.</p> <p>Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</p> <p>Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</p> <p>Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</p> <p>The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.</p> <p>Matching Green Airfield and use this to compare to Duxford Airfield. Read and explore Sandi Conti's reflection of WW2</p>	<p>The Cold War (1945 – 1991) was a long period of tension between the democracies of the Western World and the communist countries of Eastern Europe. The west was led by the United States and Eastern Europe was led by the Soviet Union (Russia).</p> <p>These two countries became known as superpowers.</p> <p>Although the two superpowers never officially declared war on each other, they fought indirectly in proxy wars, the arms race, and the space race.</p> <p>The Space Race was considered important because it showed the world which country had the best science, technology, and economic system.</p> <p>After World War II both the United States and the Soviet Union realized how important rocket research would be to the military. They each recruited the top rocket scientists from Germany to help with their research. Soon both sides were making progress in rocket technology.</p> <p>The Space Race began in 1955 when both countries announced that they would soon be launching satellites into orbit. The Soviets took the US announcement as a challenge and even established a commission whose goal was to beat the US in putting a satellite into space.</p>	<p>Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</p> <p>Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</p> <p>Many objects produced in Ancient Greece were made by enslaved people.</p> <p>The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</p> <p>Ancient Athens is where democracy began.</p> <p>The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</p> <p>The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.</p> <p>There are lots of myths that originate from this time, including the Trojan War.</p>
Disciplinary Knowledge	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past.

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

	<p>history.</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that one event can have multiple consequences that impact on many countries and civilisations. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. - Address and devise historical questions about cause and consequence. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. 	<p>in history.</p> <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Address and devise historical questions about cause and consequence. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. 	<ul style="list-style-type: none"> - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
<p align="center">Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - show an awareness of the concept of propaganda; <p>Historical Investigations</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - show an awareness of the concept of propaganda; <p>Historical Investigations</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability;

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

	<p>- accurately use dates and terms to describe historical events;</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>- identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</p> <p>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, Communicating and Organising</p> <p>- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;</p> <p>Substantive Concepts and Historical</p> <p>- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</p> <p>- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>- order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>- accurately use dates and terms to describe historical events;</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>- identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</p> <p>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, Communicating and Organising</p> <p>- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;</p> <p>Substantive Concepts and Historical</p> <p>- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</p> <p>- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>- know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>- continue to develop their understanding of how historians and others investigate the past.</p> <p>Historical Investigations</p> <p>- recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>- select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>- investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological Understanding</p> <p>- order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>- identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</p> <p>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, Communicating and Organising</p> <p>- present, communicate and organise ideas about from the past using detailed</p> <p>- discussions, debates and more detailed written narratives;</p> <p>- plan and present a self-directed project or research about the studied period.</p> <p>Substantive Concepts and Historical</p> <p>- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</p>
--	--	---	---

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

			<ul style="list-style-type: none"> - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
--	--	--	---

Year A Year 5/6	Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
HISTORY			
	Was Britain great during the Victorian era?	How have women changed the world?	Why was Fu Hao influential?
	The Victorians	Women of the World – School's Local History topic?	Royal Families
Substantive Concepts	Settlement, Trade, Power, conflict and invasion, legacy, ruler (Queen), discrimination (including racism and sexism)	Power, conflict, Civilisation, discrimination (including racism and sexism), religion and belief,	Civilisation, power, empire, religion and belief, ruler
Key vocabulary	Queen, Royal family, unpopular, era, governess, strict, monotonous, rote learning, slate, quill, stockings, humiliating, punishment.	Woman, strong, intelligent, resilient, equality, suffrage, vote, career, empowerment	Dynasty, continent, Asia, China, Huang He, Yellow River, reign, The Great Wall of China, oracle bones, Fu Hao, jade, bronze, cowrie shells, merchants, Yinxu, Yangtze River
Substantive Knowledge	<ul style="list-style-type: none"> - Queen Victoria rules during the Victorian era. - England went through many changes throughout her time in reign. - Queen Victoria wore black for the rest of her life after her husband passes. - Victorian schooling differed in the Victoria era, to now: conditions, who attended and why, what lessons were taught, equipment etc. - Children wore different clothing compared to now - Victorian school punishments were much harsher than now. - Changes in an aspect of social history, such as leisure and entertainment in the 20th Century. - Study of Victorian inventions and their significances in today's society. - Comparison to Victorian child to a modern-day child including toys available, leisure activities and schooling. - The changing power of monarchs using case studies. - To understand why Queen Anne was important in creating the United Kingdom of Great Britain before the Victorian era began. - To investigate Victorian workhouses and the study of a UK wealth division. - Compare Matching Green Primary School to Victorian schools. 	<ul style="list-style-type: none"> - Women of the world who changed History timelines. - To find out about Women's inventions, changes and impacts on the world. - To understand the beginning of the suffragette movement and how it has impact modern life today. - To study Marie Curie, Florence Nightingale and compare to modern doctors/ NHS. - To study the suffragettes and women's rights, looking at differences and similarities of women's rights then and now. - To study the suffragette's movements and its impact on the modern world. - Construct a timeline showing how women in power impacted the world be known today. - To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To explore how equal opportunities for both men and women have developed over time. - Discuss stereotypes of both men and women and those who went against these stereotypes. - To recognise who Margaret Thatcher is and links to other female leadership around the world. - Changes in an aspect of social history, such as leisure and entertainment with influences from women of the world. 	<ul style="list-style-type: none"> - The Shang Dynasty of Ancient China, earliest ruling and comparison studies to UK and EU country. - Explain when and where the Shang Dynasty was in existence and describe features of its location. - Use archaeological evidence to draw conclusions about what life was like in the Shang dynasty. - Explore how the social hierarchy of the Shang dynasty was organised and what life was like for different people. - Explore some of the religious beliefs and practices of the people from the Shang dynasty. - The discovery, purpose, and significance of oracle bones. - Explain who Fu Hao was and why the discovery of her tomb was significant.

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

		<ul style="list-style-type: none"> - Study of women Olympians and Paralympian's. - Female vocalists in history, Marilyn compared to Beyoncé. 	
Disciplinary Knowledge	<p>Similarities, differences and changes</p> <ul style="list-style-type: none"> - Ask and answer questions about changes, similarities and differences and challenge responses. - Discuss and debate trends and themes over time. - Describe changes across an historical period (considering social, political, cultural and technological changes). <p>Cause and consequence</p> <ul style="list-style-type: none"> - Independently ask and answer clear and accurate questions about the past. - Discuss and compare a range of plausible causes and effects. - Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. <p>Evidence and artefacts</p> <ul style="list-style-type: none"> - Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. - Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources. <p>Historical significance</p> <ul style="list-style-type: none"> - Recognise that some events and people are more significant than others, and use evidence to back-up responses. - Understand that historical knowledge comes from a range of sources. - Make links between historical events, changes and cultures across a range of periods studied. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
Historical Enquiry	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Use interpretations, pictures and written sources to build a picture about the past; - Answer questions about the past selecting information from a wide range of sources; <p>Historical Investigations</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Use interpretations, pictures and written sources to build a picture about the past; - Give reasons why peoples account of the same event may be different; - Talk about sources of information that contain negative views and accounts; - Answer questions about the past selecting information from a wide range of sources; - Identify different ways in which people have represented and interpreted the past; - Give reasons for negative views and accounts in written sources of information. <p>Historical Investigations</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Use interpretations, pictures and written sources to build a picture about the past; - Give reasons why peoples account of the same event may be different; - Talk about sources of information that contain negative views and accounts; - Answer questions about the past selecting information from a wide range of sources; - Identify different ways in which people have represented and interpreted the past; - Give reasons for negative views and accounts in written sources of information. <p>Historical Investigations</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

	<ul style="list-style-type: none"> - accurately use dates and terms to describe historical events; Knowledge and Understanding of Events and People in the Past - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - Investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding - Use dates and historical terms to describe periods; - Describe how the past has been divided into different period of times. Use the terms BC and AD to locate dates of invasion and occupation. Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives. Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - Investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding - Use dates and historical terms to describe periods; - Describe how the past has been divided into different period of times. Use the terms BC and AD to locate dates of invasion and occupation. Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives. Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
--	---	---	---

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
GEOGRAPHY		
<p align="center">Maps, Rivers and the UK</p> <p align="center"><i>What human features were created in the Victorian era?</i></p>	<p align="center">How People Live</p> <p align="center"><i>How can we live more sustainably?</i></p>	<p align="center">The Commonwealth</p> <p align="center"><i>What impact does the commonwealth have on the wider world?</i></p>
<p>Human and Physical Geography Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> I can explain the UK's trade links with other countries I can explain the importance of Fair Trade I can explain how trading has changed through history I can explain the global supply chain <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> I can use maps to show the UK's trade links with other countries I can use atlases and maps to identify the key features of a river system <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> I can describe the impact of damming rivers I can describe the ways rivers are used I can describe the key features of a river system I can explain the water cycle <p>Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> I can locate the key rivers of the UK <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> I can locate the key rivers of the world 	<p>Human and Physical Geography Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> I can find information in an atlas using the index and simple co-ordinates I can find countries in Europe and North/South America on a map <p>Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> I can describe how land use has changed over time <p>Geographical skills and fieldwork Use the eight points of a compass, four and six figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> I can use a key to describe features of an OS map I can use the eight compass points to describe routes on a map I can use four or six figure grid reference to locate place on a map I can plan a journey using the eight compass points and four or six figure grid references <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> I can identify the capital city of a country <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To identify the physical characteristics and key topographical features of the countries within North America.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <ul style="list-style-type: none"> I can compare features of eastern European landscapes with my own area I can compare the climate of eastern European regions with that of my own area I can compare the human geography of eastern European regions with that of my own area I can present information about one area of eastern Europe <p>Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Human and Physical Geography Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <ul style="list-style-type: none"> I can explain trade links between El Salvador and the UK 		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> I can identify the countries of Europe I can explain the impact of the Chernobyl nuclear disaster
---	--	---

Year B Autumn World War Two	Year B Spring Explorers	Year B Summer Groovy Greeks
GEOGRAPHY		
<p align="center">Allies and Enemies How did maps impact the War?</p>	<p align="center">Our World and Natural Disasters How is climate change affecting the world?</p>	<p align="center">Abroad vs Staycation Has Great Britain always been an island?</p>
<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> I can locate key mountain ranges of the world <p>To know the location of capital cities of countries of the British Isles and UK, seas around the UK, European Union countries with high populations and large areas, and the largest cities in each continent.</p> <ul style="list-style-type: none"> I can locate allies and enemies on a world map linked to WW2 <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> I can locate key areas of higher ground in the UK <p>Geographical skills and fieldwork To understand and use a widening range of geographical terms such as climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <ul style="list-style-type: none"> I can describe the key features of a mountain range I can explain how different types of mountain are formed I can describe a mountains climate <p>Human and Physical Geography Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals and water.</p>	<p>Human and Physical Geography Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals and water.</p> <ul style="list-style-type: none"> I can explain how and why landscapes change over time I can identify coastal features of the UK I can explain what settlers need I can explain how electricity is generated and distributed I can explain renewable sources of electricity I can explain where our food comes from I understand the importance of conserving food, water and energy supplies I understand that access to natural resources varies in different countries <p>Geographical skills and fieldwork To understand and use a widening range of geographical terms such as climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <ul style="list-style-type: none"> I can explain how water and weather can change the landscape I understand how coastal features are formed I can predict how physical factors might change the landscape in the future <p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> I can explain how the international borders of Europe have changed over time I can use digital maps to calculate how far food has travelled 	<p>Human and Physical Geography Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> I can identify the countries of North and South America <p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> I can identify the capital city of a country I can name and locate the locations of the ancient and new wonders of the world I can describe the characteristics and significance of a natural wonder of the Americas and those in Europe <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc night and day)</p> <ul style="list-style-type: none"> I can use geographical terminology to describe the location and characteristics of a range of places across the Americas and Europe <p>Geographical skills and fieldwork To understand and use a widening range of geographical terms such as climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <ul style="list-style-type: none"> I can describe the climates and biomes of different regions across the Americas and Europe <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> I can use a map to find countries and their key features I can use a map to find and describe key features of the mountains 	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> I can identify coastal features of the UK I can explain how the makeup of the UK has changed over time I can explain where electricity is generated in the UK 	<ul style="list-style-type: none"> I can identify physical and human geographical features of my local area <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region with in North or South America</p> <ul style="list-style-type: none"> I can identify similarities and differences in the human and physical geography of my local area, Greece and a region of North/South America.
--	--	--

Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
DESIGN AND TECHNOLOGY inc COOKING AND NUTRITION		
Structures: Bridges Electrical Systems: Doodlers	Digital World: Monitoring Devices Digital World: Navigating the World	Food: Come Dine with Me Textiles: Waistcoat
<p>Design Generate, develop, model and communicate their ideas through discussion and prototypes</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups</p> <p>Make Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p>Evaluate Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion and prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</p> <p>Evaluate To understand how key events and individuals in design and technology have helped shape the world</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Apply their understanding of computing to program, monitor and control their products</p> <ul style="list-style-type: none"> To carry out research to develop design criteria To write a program to monitor the ambient temperature including 	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion and prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetics</p> <p>Evaluate To understand how key events and individuals in design and technology have helped shape the world</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> To design a waistcoat To mark and cut fabric according to a design To assemble a waistcoat To decorate your waistcoat <p>Cooking and Nutrition</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<p><i>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p> <ul style="list-style-type: none"> • To explore how to reinforce a beam (structure) to improve its strength • To build a spaghetti truss bridge • To build a wooden truss bridge • To complete, reinforce and evaluate my truss bridge • To explore, analyse and evaluate greeting cards • To experiment and construct a functional series circuit • To create a mood board to help inspire and generate a range of design ideas • To create my final electronic greeting card, complete with a functional series circuit 	<p>an alert</p> <ul style="list-style-type: none"> • To generate creative and unique micro:bit case, stand and/or housing ideas • To learn about and practise 3D CAD skills • To write a design brief and criteria based on a client request • To write a program to include multiple functions as part of a navigation device • To develop a sustainable product concept • To develop 3D CAD skills to produce a virtual model • To present a pitch to 'sell' the product to a specified client 	<p><i>Understand and apply the principle of a healthy and varied diet</i></p> <p><i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i></p> <ul style="list-style-type: none"> • To research and design a three course meal • To prepare a meal using a recipe • To understand where their food comes from • To write up a recipe •
--	---	--

Year B Autumn World War Two	Year B Spring Explorers	Year B Summer Groovy Greeks
DESIGN AND TECHNOLOGY inc COOKING AND NUTRITION		
Textiles: Stuffed Toys Structure: Playgrounds	Mechanical Systems: Automata Toys Cooking and nutrition- Developing a recipe	Mechanical Systems: Automata toys Electrical Systems: Steady Hand Game
<p>Design <i>Generate, develop, model and communicate their ideas through discussion, annotates sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</i></p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups</i></p> <p>Make <i>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</i></p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks</i></p> <p>Evaluate <i>Investigate and analyse a range of existing products</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>To understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Technical Knowledge</p>	<p>Design <i>Generate, develop, model and communicate their ideas through discussion, annotates sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</i></p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups</i></p> <p>Make <i>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</i></p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks</i></p> <p>Evaluate <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>Investigate and analyse a range of existing products</i></p> <p><i>To understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Technical Knowledge <i>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p>	<p>Design <i>Generate, develop, model and communicate their ideas through discussion, annotates sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</i></p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups</i></p> <p>Make <i>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</i></p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks</i></p> <p>Evaluate <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>Investigate and analyse a range of existing products</i></p> <p>Technical Knowledge <i>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p> <p><i>Apply their understand of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world</i></p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<p><i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <ul style="list-style-type: none"> • To design a stuffed toy • To sew a blanket stitch • To create and add decorations to fabric • To use a blanket stitch to assemble the components of a stuffed toy • To design a playground with a variety of structures • To build a range of structures • To improve and add detail to structures • To create surrounding landscape 	<ul style="list-style-type: none"> • to prepare (mark, cut, saw) the materials required for the automata frame • to assemble the automata frame components and supports with the help of an exploded diagram • to explore the relationship between cam profiles and follower movement to inform a design decision • to apply the housing and finishing touches to the automata frame <p>Cooking and Nutrition <i>Understand and apply the principles of a healthy and varied diet.</i> <i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking technique</i> <i>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p> <ul style="list-style-type: none"> • to understand where food comes from • to understand the term 'healthy' • to adapt a traditional recipe • to complete a food product 	<ul style="list-style-type: none"> • to design a pop up book • to follow my design brief to make my pop up book • to use layers and spacers to cover the working of mechanisms • to create a high-quality product suitable for a target user • to research and analyse a range of children's toys • to design a steady hand game • to construct a stable base • to assemble electronics and complete their electronic game
---	--	--

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
ART AND DESIGN		
<p align="center">Art and Design Skills Painting and mixed media- Paul Klee</p>	<p align="center">Art and Design Skills Drawing- I need space <i>Edward Hopper, Kathe Kollwitz, Pablo Picasso, Mark Wallinger</i></p>	<p align="center">Design for a Purpose Formal Elements: Architecture <i>Friedensreich Hundertwasser, Morag Myerscough, Luke Morgan,</i></p>
<p><i>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay)</i></p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas</i></p> <ul style="list-style-type: none"> • <i>To develop observational drawing</i> • <i>To design a new invention</i> • <i>To create a continuous line drawing</i> • <i>To create a collage and draw this from observation</i> • <i>To successfully upscale a drawing and paint accurately</i> • <i>To use imagination and visualisation to create an original piece of artwork</i> 	<p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay)</i></p> <p><i>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><i>To know about great artists, architects and designers in history</i></p> <p><i>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</i></p> <ul style="list-style-type: none"> • <i>To research and adopt the style of a famous group of painters</i> • <i>To use repeated patterns to create artwork</i> • <i>To create a repeated pattern through printing</i> • <i>To design and make a prototype as part of a group</i> • <i>To analyse and evaluate artwork</i> • <i>To create graffiti art</i> • <i>To draw emotions</i> • <i>To create an impactful piece of art</i> • <i>To produce a finished piece of art</i> • <i>To create a sculpture</i> 	<p><i>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><i>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay</i></p> <p><i>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</i></p> <p><i>To learn about great artists, architects and designers in history</i></p> <p><i>Use the sketchbook to make observations and preparatory drawings</i></p> <ul style="list-style-type: none"> • <i>To understand how visual language can be used to communicate personality and interests</i> • <i>To work collaboratively to a specific design brief</i> • <i>To design a product which is appealing and purposeful</i> • <i>To present a product pitch</i> • <i>to draw by interpreting forms from direct observation</i> • <i>to compose a print from a larger observational drawing</i> • <i>to design a building in an architectural style</i> • <i>to design a monument</i>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year B Autumn World War Two	Year B Spring Explorers	Year B Summer Groovy Greeks
ART AND DESIGN		
<p align="center">Painting and mixed media- Portraits <i>Banksy, Hermann Rorschach, John Singer Sargent, Magdalene Odundo</i></p>	<p align="center">Photography <i>Hannah Hoch, Edward Weston, Edvard Munch</i></p>	<p align="center">Making memories- sculpture and 3D <i>Paul Cezanne Ibere Camargo</i></p>
<p><i>To become proficient in drawing, painting and sculpture and other art, craft and design techniques</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay</i></p> <ul style="list-style-type: none"> • to evaluate and analyse creative work using the language of art, craft and design • to understand that art can have both meaning and message • to use symbols to create a meaningful message • to evaluate and analyse creative works using the language of art, craft and design • to demonstrate the meaning of a piece of artwork through drama • to develop ideas for 3D work through sketching, drawing and visualisation in 2D 	<p><i>To become proficient in drawing, painting and sculpture and other art, craft and design techniques</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay</i></p> <ul style="list-style-type: none"> • to create a photo montage using secondary source photographs • to use text and image together to create meaningful and powerful photo posters • to understand abstract art through photography • to develop a self portrait from a photograph and translate it into a drawing • to replicate the mood and expression of a painting through photography 	<p><i>To become proficient in drawing, painting and sculpture and other art, craft and design techniques</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay</i></p> <ul style="list-style-type: none"> • To sketch ideas for a still life study • To draw a still life study in charcoal • To draw using a negative medium • To paint a still life study in colour • To create a box to showcase my work

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
COMPUTING		
<p align="center">Online Safety Programming: Micro Bit</p>	<p align="center">Programming Music: Sonic Pi Skills Showcase</p>	<p align="center">Search Engines Stop Motion Animation</p>
<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Design, write and debug programs that accomplish specific goals, Use sequence, selection, and repetition in programs</p> <p>Work with various forms of input and output</p> <p>Work with variables and various forms of input</p> <p>solve problems by decomposing them into smaller parts</p> <p>use logical reasoning to explain how some simple algorithms work to detect and correct errors in algorithms and programs</p> <ul style="list-style-type: none"> • To understand how apps can access our personal information and how to alter the permissions • To be aware of the positive and negative aspects of online communication • To understand how online information can be used to form judgements • To discover ways to overcome bullying • To understand how technology can affect health and wellbeing • To tinker • To program an animation • To recognise coding structures • To create a program 	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Work with variables and various forms of input and output</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>solve problems by decomposing them into smaller parts</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> • To design an electronic product • To code and debug a program • To use CAD (Computer Aided Design) to design a product • To create a website • To create and edit a video • To understand the techniques used in advertising a product • To tinker • To create a program that plays themed music • To plan a soundtrack program • To program a soundtrack • To program music 	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select use and combine a variety of software (including internet services) to create content that accomplishes given goals, including collecting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part</p> <ul style="list-style-type: none"> • To understand what a search engine is and how to use it • To be aware that not everything online is true • To search effectively • To create an informative poster • To understand how search engines work • To understand what animation is • To understand what stop motion animation is • To plan my stop motion video thinking about the characters I want to use • To create a stop motion animation • To edit and asses my stop motion animation

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year B Autumn World War Two	Year B Spring Explorers	Year B Summer Groovy Greeks
COMPUTING		
Bletchley Park Online Safety	Mars Rover 1 and 2 Intro to Python	Big Data 1 and 2 Skills Showcase
<p>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Solve problems by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> • To describe issues online that give us negative feelings and know ways to get help • To think about the impact and consequences of sharing online • To know how to create a positive online reputation • To be able to describe how to capture bullying content as evidence • To manage personal passwords effectively • To be aware of strategies to help be protected online • To understand that there are lots of different types of secret codes • To understand the importance of having a secure password • To understand the importance of Bletchley Park to the WW2 war effort • To understand about some of the historical figures that contributed to technological advances in computing • To research and present information about historical figures in computing • To tinker with sound • To record, edit and add sound effects to a radio play • To understand how computers have changed and the impact this has had on the modern world 	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Solve problems by decomposing them into smaller parts</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> • To tinker • To understand nested loops • To understand basic python commands • To use loops when programming • To understand the use of random numbers • To identify how and why data is collected from space • To identify how messages can be sent using binary code • To read and calculate numbers using binary code • To identify the computer architecture of the Mars Rovers • To use simple operations to calculate bit patterns • To represent binary as text • To understand how bit patterns represent images as pixels • To explain how the data for digital images can be compressed • To identify and explain 'fetch, decode, execute' cycle • To create a safe online profile and tinker with 3D design software • To modify the design of a 3D object using CAD software 	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> • To identify how barcodes and QR codes work • To know how infrared waves transmit data • To recognise the uses of RFID (Radio Frequency Identification) • To know how encoding keeps data safe • To gather and analyse data in real time • To analyse and evaluate data • To explain how data can be safely transferred • To investigate the data usage of online activities • To identify how data analysis can improve city life • To design a system for turning a school into a smart school • To present ideas for turning a school into a smart school • To design an electronic product • To code and debug a program • To use CAD to design a product • To create a website • To create and edit a video • To understand the techniques used in advertising a product

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<ul style="list-style-type: none"> • To research one of the computers that changed the world and present information about it to the class • To design a computer of the future 		
---	--	--

Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
MUSIC		
Composition notation (Theme: Ancient Egypt) Musical theatre	Film music	South and West Africa Composing and performing a Leavers' song
<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to</p> <p>Singing To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture To follow leader when singing</p>	<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to</p> <p>Singing To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture To follow leader when singing</p>	<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to</p> <p>Singing To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture To follow leader when singing</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<p>To experience rapping and solo singing To listen to each other and be aware of how you fit into the group To sing with awareness of being in tune</p> <p>Playing</p> <p>To play a musical instrument with the correct technique within the context of the unit song To select and learn an instrumental part that matches their musical challenge, from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To lead a rehearsal session</p> <p>Improvisation</p> <p>To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it To know of improvising musicians</p> <p>Composition</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song To explain the keynote or home note and the structure of the melody To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song To record the composition in any way appropriate that recognises the connection between sound and symbol</p> <p>Performance</p> <p>To choose what to perform and crate a programme To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance To discuss and talk musically about it</p>	<p>To experience rapping and solo singing To listen to each other and be aware of how you fit into the group To sing with awareness of being in tune</p> <p>Playing</p> <p>To play a musical instrument with the correct technique within the context of the unit song To select and learn an instrumental part that matches their musical challenge, from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To lead a rehearsal session</p> <p>Improvisation</p> <p>To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it To know of improvising musicians</p> <p>Composition</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song To explain the keynote or home note and the structure of the melody To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song To record the composition in any way appropriate that recognises the connection between sound and symbol</p> <p>Performance</p> <p>To choose what to perform and crate a programme To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance To discuss and talk musically about it</p>	<p>To experience rapping and solo singing To listen to each other and be aware of how you fit into the group To sing with awareness of being in tune</p> <p>Playing</p> <p>To play a musical instrument with the correct technique within the context of the unit song To select and learn an instrumental part that matches their musical challenge, from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To lead a rehearsal session</p> <p>Improvisation</p> <p>To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it To know of improvising musicians</p> <p>Composition</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song To explain the keynote or home note and the structure of the melody To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song To record the composition in any way appropriate that recognises the connection between sound and symbol</p> <p>Performance</p> <p>To choose what to perform and crate a programme To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance To discuss and talk musically about it</p>
---	---	---

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year B Autumn World War Two	Year B Spring Explorers	Year B Summer Groovy Greeks
MUSIC		
Songs of World War 2 Looping and remixing	Blues Composition to represent the festival of colour (Theme: Holi festival)	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)
<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise</p> <p>To identify and move to the pulse with ease</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p>To use musical words when talking about songs</p> <p>To talk about the music dimensions working together in the unit songs</p> <p>To talk about the music and how it makes you feel, using musical language to describe the music</p> <p>To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>To keep the internal pulse</p> <p>To create music ideas for a group to copy or respond to</p> <p>Singing</p> <p>To sing in unison</p> <p>To sing backing vocals</p> <p>To listen to the group when singing</p> <p>To demonstrate a good singing posture</p> <p>To follow leader when singing</p> <p>To experience rapping and solo singing</p> <p>To listen to each other and be aware of how you fit into the group</p> <p>To sing with awareness of being in tune</p> <p>Playing</p>	<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise</p> <p>To identify and move to the pulse with ease</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p>To use musical words when talking about songs</p> <p>To talk about the music dimensions working together in the unit songs</p> <p>To talk about the music and how it makes you feel, using musical language to describe the music</p> <p>To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>To keep the internal pulse</p> <p>To create music ideas for a group to copy or respond to</p> <p>Singing</p> <p>To sing in unison</p> <p>To sing backing vocals</p> <p>To listen to the group when singing</p> <p>To demonstrate a good singing posture</p> <p>To follow leader when singing</p> <p>To experience rapping and solo singing</p> <p>To listen to each other and be aware of how you fit into the group</p> <p>To sing with awareness of being in tune</p> <p>Playing</p>	<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise</p> <p>To identify and move to the pulse with ease</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p>To use musical words when talking about songs</p> <p>To talk about the music dimensions working together in the unit songs</p> <p>To talk about the music and how it makes you feel, using musical language to describe the music</p> <p>To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>To keep the internal pulse</p> <p>To create music ideas for a group to copy or respond to</p> <p>Singing</p> <p>To sing in unison</p> <p>To sing backing vocals</p> <p>To listen to the group when singing</p> <p>To demonstrate a good singing posture</p> <p>To follow leader when singing</p> <p>To experience rapping and solo singing</p> <p>To listen to each other and be aware of how you fit into the group</p> <p>To sing with awareness of being in tune</p> <p>Playing</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<p>To play a musical instrument with the correct technique within the context of the unit song</p> <p>To select and learn an instrumental part that matches their musical challenge, from memory or using notation</p> <p>To rehearse and perform their part within the context of the unit song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To lead a rehearsal session</p> <p>Improvisation</p> <p>To know what improvisation is</p> <p>To use some of the riffs you have heard in your improvisations</p> <p>To create an improvisation and improve upon it</p> <p>To know of improvising musicians</p> <p>Composition</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song</p> <p>To explain the keynote or home note and the structure of the melody</p> <p>To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol</p> <p>Performance</p> <p>To choose what to perform and crate a programme</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To talk about the venue and how to use it to best effect</p> <p>To record the performance and compare it to a previous performance</p> <p>To discuss and talk musically about it</p>	<p>To play a musical instrument with the correct technique within the context of the unit song</p> <p>To select and learn an instrumental part that matches their musical challenge, from memory or using notation</p> <p>To rehearse and perform their part within the context of the unit song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To lead a rehearsal session</p> <p>Improvisation</p> <p>To know what improvisation is</p> <p>To use some of the riffs you have heard in your improvisations</p> <p>To create an improvisation and improve upon it</p> <p>To know of improvising musicians</p> <p>Composition</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song</p> <p>To explain the keynote or home note and the structure of the melody</p> <p>To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol</p> <p>Performance</p> <p>To choose what to perform and crate a programme</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To talk about the venue and how to use it to best effect</p> <p>To record the performance and compare it to a previous performance</p> <p>To discuss and talk musically about it</p>	<p>To play a musical instrument with the correct technique within the context of the unit song</p> <p>To select and learn an instrumental part that matches their musical challenge, from memory or using notation</p> <p>To rehearse and perform their part within the context of the unit song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To lead a rehearsal session</p> <p>Improvisation</p> <p>To know what improvisation is</p> <p>To use some of the riffs you have heard in your improvisations</p> <p>To create an improvisation and improve upon it</p> <p>To know of improvising musicians</p> <p>Composition</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song</p> <p>To explain the keynote or home note and the structure of the melody</p> <p>To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol</p> <p>Performance</p> <p>To choose what to perform and crate a programme</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To talk about the venue and how to use it to best effect</p> <p>To record the performance and compare it to a previous performance</p> <p>To discuss and talk musically about it</p>
--	--	--

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
PSHE		
<i>Families and Relationships</i> <i>Health and Wellbeing</i>	<i>Economic Wellbeing</i> <i>Citizenship</i>	<i>Safety and The Changing Body</i> <i>Identity</i> <i>Transition</i>
<p>Families and Relationships</p> <ul style="list-style-type: none"> Build a friend – what makes a good friend Respect* Respecting myself Marriage Bullying Stereotyping Challenging stereotypes <p>Health and Wellbeing</p> <ul style="list-style-type: none"> Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy Meals Sun safety 	<p>Citizenship</p> <ul style="list-style-type: none"> To begin to understand what happens when the law is broken To recognise prejudice and discrimination and learn how this can be challenged To understand how reducing our use of materials and energy will help the environment To understand how we recognise and value the contribution people make to the community To explore the links between rights and responsibilities To understand human rights, including the right to education To begin to understand how parliament works <p>Economic Wellbeing</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Prioritising spending Risks with money Careers* 	<p>Safety and The Changing Body</p> <ul style="list-style-type: none"> Online friendships Staying safe online First aid: choking Alcohol Drugs, alcohol and tobacco: influences Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: menstruation Year 6: conception Year 5: Emotional changes in puberty Year 6: pregnancy and birth <p>Identity</p> <ul style="list-style-type: none"> What is identity? Identity and body imagine? <p>Transition</p> <ul style="list-style-type: none"> Roles and Responsibilities

Year B Autumn World War Two	Year B Spring Explorers	Year B Summer Groovy Greeks
PSHE		
<i>Families and Relationships</i> <i>Health and Wellbeing</i>	<i>Economic Wellbeing</i> <i>Citizenship</i>	<i>Safety and The Changing Body</i> <i>Identity</i> <i>Transition</i>
<p>Families and Relationships</p> <ul style="list-style-type: none"> Friendship skills Respect Resolving conflict Family life Stereotyping Challenging stereotypes Change and loss <p>Health and Wellbeing</p> <ul style="list-style-type: none"> Relaxation What can I be? 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Stereotypes in the workplace Gambling Careers* <p>Citizenship</p> <ul style="list-style-type: none"> Pressure groups Valuing diversity Food choices and the environment Caring for others Rights and responsibilities* 	<p>Safety and The Changing Body</p> <ul style="list-style-type: none"> Critical digital consumers Social media First aid: Bleeding First aid: Basic life support Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: menstruation Year 6: conception Year 5: Emotional changes in puberty Year 6: pregnancy and birth <p>Identity</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<ul style="list-style-type: none"> • Taking responsibility for my health • The impact of technology on health • Resilience toolbox • Immunisation • Physical health concerns • Good and bad habits 	Parliament and National Democracy*	<ul style="list-style-type: none"> • What is identity? • Identity and body imagine? <p>Transition Roles and Responsibilities</p>
--	------------------------------------	---

Year A Autumn Victorious Victorians	Year A Spring Diversity in our World	Year A Summer Riotous Royals
Religious Education		
<p align="center">Christianity: What does it mean if God is holy and loving?</p> <p align="center">Vol 6: Investigating Good and Evil: If there is a God, why is there evil and suffering – a philosophical and theological exploration?</p> <p align="center">Festival Drop Down Day: Are angels real?</p>	<p align="center">Vol 5: Investigating How we Live. What is the role and impact of the Gurdwara on Sikhs and their local community?</p> <p align="center">Creation and Science: Conflicting or complementary?</p> <p align="center">Festival Drop Down Day: What did Jesus do to save human beings?</p>	<p align="center">Vol 2: Investigating Worldviews: What influences how religious and non-religious people choose to dress?</p> <p align="center">What do religious and non-religious beliefs believe what it means to be human? Is being happy the greatest purpose in life?</p> <p align="center">Racial Justice drop down day: What can be done to reduce racism? Can religion help?</p>
<p>Christianity: What does it mean if God is holy and loving?</p> <p>Engage: consider different texts, poems and prayers and places of worship to contemplate the big question.</p> <p>Enquire and Explore: imagine you are creating a divine being – a god. What would a god need to be like if people are going to worship this god? How will your god benefit the world, what is your god's most useful characteristic? What can your god do to help the world? What do you understand about being omnipotent, omniscient and eternal?</p> <p>Evaluate: when reading texts and thinking about places of worship what are the links between the two?</p> <p>Express: Children to design a new work of art for a cathedral which shows god being holy and loving</p> <p align="center">Festival Drop Down Day: Are angels real?</p> <p>Engage: Gather ideas about what the children believe angels are – no wrong or right answers.</p> <p>Enquire and Explore: how are angels depicted in the bible? The Angel Gabriel? The significance of this angel on the Christmas story. How are angels depicted in art work or stone that can feature in places of worship?</p> <p>Evaluate: Do any other religions talk of angels in any form, what are the similarities and differences of this?</p> <p>Express: children to create their own piece of art using any medium they wish to depict their own version of an angel.</p>	<p align="center">Vol 5: Investigating How we Live. What is the role and impact of the Gurdwara on Sikhs and their local community?</p> <p align="center">Creation and Science: Conflicting or complementary?</p> <p>Engage: discuss different genres with the children, ask them to match the text type to the source. Read Genesis 1:1-2:3. Choose some classical music for the children to draw the events that they hear whilst listening to the story.</p> <p>Enquire and Explore: was this story written for a science text book or for a service to worship God? Stained glass window in the Rondo Chapel. Christians that are scientists and their views. Anglican and Roman Catholic Churches have accepted evolution.</p> <p>Evaluate: Collect images of the universe. Listen to Psalm 8.</p> <p>Express: Write a short piece with your answer to the big question.</p> <p align="center">Festival Drop Down Day: What did Jesus do to save human beings?</p> <p>Engage: explain what Christians mean when they say that Jesus' death was a sacrifice – use theological terms.</p> <p>Enquire and Explore: Look at the art work from the Last Supper. Freeze frame moments of the story. Ask children to come up with some reasons for who was responsible for Jesus' death. Why did Jesus die? Collect children's ideas.</p> <p>Evaluate: make clear the connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy</p>	<p align="center">What do religious and non-religious beliefs believe what it means to be human? Is being happy the greatest purpose in life?</p> <p>Engage: Duck/Rabbit illustration to start a discussion about fact, belief and opinion.</p> <p>Enquire and Explore: Sorting activity – introduce the three viewpoints that we are going to explore. Christian – what is belief? Explore what Christian faith rests on. Humanist – how do we know what is true? Pascal's Wager.</p> <p>Evaluate: what is their personal response? How has this unit challenged your thinking?</p> <p>Express: to write a balanced argument in response to the Big Question.</p> <p align="center">Racial Justice drop down day: What can be done to reduce racism? Can religion help?</p> <p>Engage: racism: what is it, and why is it unfair? What can we learn from 6 examples?</p> <p>Enquire and Explore: what can we learn from the stories of two statues in Bristol? – Colston and Wesley? How did St Peter learn that God has no favourites?</p> <p>Evaluate: The Golden Rule and the Silver Rule – what are they, and why are these rules found in so many religions? Can following the gold rule reduce racism?</p> <p>What can we learn from anti-racist people from different religions?</p> <p>Express: How can I express my own vision for justice and equality?</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

	<p>Communion/Lord's Supper – show how Christians put their beliefs into practice. Express: Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	
--	--	--

Year B Autumn World War Two	Year B Spring Explorers	Year B Summer Groovy Greeks
Religious Education		
<p>What do religions and non-religions mean by truth? Is seeing believing?</p> <p>How do religious groups contribute to the society and culture of the local area?</p> <p>Festival Drop Down: How do the different gospels talk about Christmas?</p>	<p>Vol 1: Investigating God: Where do ideas about God come from?</p> <p>What does sacrifice mean?</p> <p>Festival Drop Down: What are the main messages of the Easter story?</p>	<p>What is the trinity?</p> <p>How do people express commitment to a religion/worldview in different ways?</p>
<p>What do religions and non-religions mean by truth? Is seeing believing?</p> <p>Engage: what is truth? Discuss how people who follow a religion have a belief not necessarily based on evidence. Enquire and Explore: look at the three images – what questions do they raise for the children? Explore the concept of beliefs and evidence further using links provided Evaluate: Christian and Sikh perspectives of God – what is similar and different about these two concepts of God? Express: explore the concept of trust is present through forms and some is evidence based. Ask the class to express their ideas in ways they feel most confident.</p> <p>How do religious groups contribute to the society and culture of the local area?</p> <p>Engage: Watch if the world was a village. Enquire and Explore: what teachings from the Bible cause Christians to want to have a positive impact on their communities and society? E.g. foodbanks, Salvation Army. Perhaps a discussion with Rev Juila. What teachings in Hindusim cause Hindus to want to have a positive impact on their communities and society? Dharma. Life and work of Mahatma Gandhi. Evaluate: what beliefs from the Christian and Hindu religion have they explored are there any similarities and differences? Express: write an explanation text with clear sections: belief, impact, the life and work of.... Present the work so the two religions can be seen side by side</p>	<p>Vol 1: Investigating God: Where do ideas about God come from?</p> <p>Engage: Ask the children to close their eyes and think about the last time they received an important happy message. Discussion around the questions that are posed around the room. Enquire and Explore: as a class read and discuss the three passages which explain some of the ways that Christians, Hindus and no-religious people get message that help them form ideas about God. Evaluate: How might ideas about God affect people's lives? Express: My special book use the template for children to create a guided reflection on their own beliefs and values, to help them understand the lens through which they are considering ideas about God.</p> <p>What does sacrifice mean?</p> <p>Engage: What have you given up? Why? Were there any benefits? Enquire and Explore: I Wonder Wall. Fourth pillar of Islam. Jesus' sacrifice. Evaluate: make connections on the wonder wall with string. Express: Which symbol would you design to represent sacrifice?</p>	<p>What is the trinity?</p> <p>Engage: Look at the two pieces of artwork: The Baptism of the Christ with Dove and The Baptism of Christ. Discuss similarities and differences. Enquire and Explore: Christian religion is Montheistic, Christians believe in one God that has three parts. The Nature of God – the Father. The Nature of God – the Son. The Nature of God – the holy spirit. Evaluate: return to questions that were first posed. Are we able to now answer them? Express: children to express their understanding in symbols and art then ask them to write a short piece to explain their artwork and to answer the big question.</p> <p>How do people express commitment to a religion/worldview in different ways?</p> <p>Engage: explore the idea of commitment by thinking of examples in children's own lives Enquire and Explore: use video clips of baptism services to explore the idea of baptism as a commitment ceremony in the Christian faith. In Judaism there is also a rite of passage ceremony – the is called a Bar and Bat Mitzvah. For Sikhism find out about the history of Khalsa. Evaluate: ask children to write or demonstrate via images the 3 different ceremonies make lists of the features of each and the similarities and differences, evaluate the meaning, purpose and value of commitment ceremonies. Express: children present their learning as a page for each religion.</p>

Curriculum Coverage Shakespeare Class
Year 5 objectives Year 6 objectives

<p>Festival Drop Down: How do the different gospels talk about Christmas?</p> <p>Engage: read the different gospels</p> <p>Enquire and Explore: pick out comparisons and similarities build a vocabulary wall, discuss with each other why there are differences and why that might be. Pose questions to Rev Julia for her to answer.</p> <p>Evaluate: why are there both in the bible? Why not just one?</p> <p>Express: draw/paint a bible scene of the whole story and ask peers to guess which gospel you have chosen to draw from – how do they know?</p>		
---	--	--

MFL - SPANISH		
<p align="center"><i>I Know How</i> <i>Little Red Riding Hood</i></p>	<p align="center"><i>Fruits</i> <i>Vegetables</i></p>	<p align="center"><i>Ice Cream</i> <i>Ancient Britain</i></p>
<p align="center"><u><i>I know how **</i></u></p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). <p align="center"><u><i>Little Red Riding Hood **</i></u></p> <ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale in Spanish. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least four parts of the body in Spanish as seen in the story. 	<p align="center"><u><i>Fruits ***</i></u></p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike. <p align="center"><u><i>Vegetables ***</i></u></p> <ul style="list-style-type: none"> Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<p align="center"><u><i>Ice-cream ***</i></u></p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub. <p align="center"><u><i>Ancient Britain ***</i></u></p> <ul style="list-style-type: none"> Use the Spanish for "I am" (soy), "I have" (tengo) and "I live" (vivo). Name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. Be able to say in Spanish 3 of the types of people who lived in Ancient Britain. Tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain.