|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Cycle A UKS2**  2022 / 2023 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Theme | **World War 1 and 2** | **Fair Trade** | **Mayan Civilization** | **Volcanoes** | **Ancient Greece** | **Rivers** |
| **History** | An aspect in British history that extends pupils’ chronological knowledge beyond 1066. |  | A non- European society that provides contrasts with British history. |  | A study of Greek life and achievements and their influence on the western world. |  |
| **Geography** |  | Why is fair trade fair? |  | How do volcanoes affect lives? |  | What is a river? |
| **Science** | Light - including how the eye works | Microorganisms |  | Forces – Buoyancy | Evolution and inheritance | Life Cycles - from Y5 NC objectives |
| **Computing** |  | | | | | |
| **Art** | History of Art – Periods / Styles from Ancient to Modern – WW1 – silhouettes, WW2 *John* *Piper* (battlefield collage) |  |  | History of Art – Periods / Styles from Ancient to Modern –  Pop Art-Andy Warhol (colour theory) |  | Painting water  *Hokusai/ Alfred Wallis/Helen Frankenthaler*  Print making-  Creating prints |
| **DT** |  | Food & Nutrition –  Willie Wonka’s Fair-Trade Cookies.  Or Fair-Trade Bread | Mechanical Systems- Pulleys or Gears or Cams  Design a Moveable Object |  | Computer Aided Design-  Design and produce a key ring using the tinkercad ipad app. and 3D printer. |  |
| **Music** | Livin’ On A Prayer – Y5 | Classroom Jazz 1 – Y5 | Make You Feel My Love – Y5 | The Fresh Prince Of Bel Air – Y5 | Dancing In The Street – Y5 | Reflect, Rewind and Replay – Y5 |
| **RE** | **LAS Compulsory**  Being Human – Islam  *The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals*  &  **LAS Compulsory**  Life Journey – Islam  *Islam: How do Muslims show they belong?* | | **Understanding Christianity-**  UC 2b.2  Creation and Science: Conflicting or Complementary? | | **LAS Additional –**  Expressing Beliefs through the Arts  (including Christianity)  [*How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?*  *How do religious and non-religious people express their beliefs creatively?* | |
| **PE** | Games –Tag Rugby  Dance - Jive | Games Dodgeball  Gym Bridges –  Unit T | Games Football  Outdoor Adventurous | Games Basketball  Gym Flight –  Unit U | Games Rounders / kickball  Dance Volcanoes - Unit 4 | Games Athletics  Gym Spinning and Turning - Unit W |
| **French** | Bon appetite, bonne santé (Healthy eating) – Y5 | Je suis le musician (I am the musician) – Y5 | Le retour du printemps (The return of spring) – Y5 | En route l’ecole (On the way to school) – Y5 | Scene de plage (Beach scene) – Y5 | Les planets – (The planets – Y5 |
| **PSHEE / SRE** | Health & Wellbeing – Y5 | | Relationships – Y5 | | Living in the Wider World – Y5 | |

|  |  |
| --- | --- |
| **Oracy** | Speaking, listening, collaboration and discussion framework used across the curriculum, in conjunction with Wellcomm (Primary) guidelines. |