

Subjects	Autumn Term 1 School of Rock	Autumn Term 2 School of Rock	Spring Term 1 World War 2	Spring Term 2 World War 2	Summer Term 1 Blue Planet	Summer Term 2 You're Hired
Immersion and Visits.	Immersion: Rock star day.	Visit: School of Rock performance, London	Visit: Evacuee experience at Holdenby House.	Visit: Duxford Imperial War Museum.	Visit: Hunstanton Sealife Centre? Watch the final episode of Blue Planet 2.	Engage: Watch Junior Apprentice and Junior Dragon's Den. Chindogu inventions.
Celebrations and parental engagement		Battle of the bands evening, including performance by local band.		VE day celebration.		Hosting stalls at the Summer Fayre.
English	Biography (The Beatles). Persuasive: radio advert script; poster; letter. Poetry (song lyrics). Descriptive writing about music. Narrative: Short story (magical instrument).	Police report. Newspaper report. Narrative: Short story. Autobiography: book/blog/diary. Balanced argument. Recount: Diary entry/letter.	Short stories with flashbacks (Mourning Dove stimulus). Persuasive letters: Job application. Goodnight Mr. Tom: Diary, newspaper report, explanation. The Diary of Anne Frank.	Information text / non-chronological report: The Home Front / Weaponry. Short story from evacuee's perspective. Procedural: How to construct an Anderson Shelter. Rose Blanche book.	#TrashTag. Clean-up, including involvement of Lewis Hamilton. Debate current environmental issues. Narrative: Natural disaster. Persuasive leaflet: Single-use plastic. Informative: Present findings to classes.	Persuasion: Product launch speech; adverts; formal letters to sell product, responses to complaints. Q and A forum (speaking and listening). Explanation text about product. Script for leaver's assembly.
<ul style="list-style-type: none"> • Writing – transcription: Spelling, handwriting and presentation. • Writing – composition: plan writing; draft and write; evaluate and edit. • Writing – vocabulary, grammar and punctuation: develop understanding of grammatical concepts and structures; high level punctuation; the Year 5/6 spelling list. • Reading – word reading: knowledge of root words, prefixes and suffixes. • Reading – comprehension: maintain positive attitudes to reading. Read a wide range of books which include: different genres; different structures; books that have been recommended; literature from other cultures; and poetry. Develop skills such as: inference; summarising; discussing and evaluating texts and author intent, providing reasoned justifications for their views; make comparisons within and across books. 						

<p>Maths</p>	<p>Number and place value</p> <p>Multiplication and division</p> <p>Four operations</p> <p>Measurement (time)</p> <p>Geometry (properties of shapes)</p>	<p>Fractions, decimals and percentages</p> <p>Measurement (volume, capacity and mass)</p> <p>Measurement (length and money):</p> <p>Four operations (measurement context)</p> <p>Statistics</p>	<p>Number and place value</p> <p>Fractions, decimals and percentages</p> <p>Four operations</p> <p>Algebra</p>	<p>Four operations (money context)</p> <p>Measurement (time)</p> <p>Geometry (position and direction)</p> <p>Geometry (properties of shapes)</p> <p>Ratio and proportion</p>	<p>Number and place value</p> <p>Four operations (money context)</p> <p>Algebra</p> <p>Fractions, decimals and percentages</p> <p>Geometry (properties of shapes)</p> <p>Ratio and proportion</p> <p>Statistics:</p>	<p>Geometry (position and direction)</p> <p>Geometry (properties of shapes)</p> <p>Measurement (volume, capacity and mass)</p> <p>Four operations (measurement context)</p> <p>Measurement (length and money)</p>
<p>Science</p>	<p>Evolution and inheritance.</p> <ul style="list-style-type: none"> Describe how the Earth and living things have changed over time; Explain how fossils can be used to find out about the past; Explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents; Explain how animals and plants are adapted to suit their environment. Link adaptation over time to evolution. Explain evolution. 	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities and differences; Describe how living things have been classified; Give reasons for classifying plants and animals a specific way. 	<p>Light: how we see things.</p> <ul style="list-style-type: none"> Explain how light travels; Explain and demonstrate how we see objects; Explain why shadows have the same shape as the object that casts them; Explain how simple optical instruments work. 	<p>Electricity: changing circuits.</p> <ul style="list-style-type: none"> Explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer; Compare and give reasons for why components work and do not work in a circuit 	<p>Animals including humans: health & the circulatory system.</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system; Describe the function of the heart, blood vessels and blood; Discuss the impact of diet, exercise, drugs and life style on health; Describe ways in which nutrients and water are transported in animals, including humans. 	<p>Application of investigative skills.</p>
<ul style="list-style-type: none"> Plan different types of scientific enquiry; Control variables in an enquiry; Measure accurately and precisely using a range of equipment; Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; Use the outcome of test results to make predictions and set up further comparative, and fair tests; Report findings from enquiries in a range of ways; 						

	<ul style="list-style-type: none"> • Explain a conclusion from an enquiry; • Explain causal relationships in an enquiry; • Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory; • Read, spell and pronounce scientific vocabulary accurately. 					
Computing	E-safety.	Photography.	Networks:	Coding (Scratch):	Coding: designing,	Using computers:
	Publishing band posters. <ul style="list-style-type: none"> • Use technologies safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Green screen – music videos. <ul style="list-style-type: none"> • Select, use and combine software on a range of digital devices; • Use a range of technology for a specific project. 	Computer networks. Internet. <ul style="list-style-type: none"> • Discuss the risks of online use of technology; • Identify how to minimize risks. 	designing, creating and evaluation programs. <ul style="list-style-type: none"> • Design a solution by breaking a problem up; • Recognise that different solutions can exist for the same problem; • Use logical reasoning to detect errors in algorithms; • Use selection in programs; • Work with variables; • Explain how an algorithm works; • Explore 'what if' questions by planning different scenarios for controlled devices. 	creating and evaluation programs.	Collecting, analysing, Presenting and evaluating data.
History	History of music.		World war II.			
	Non-European study: compare and contrast the 1960s in Britain and America. <ul style="list-style-type: none"> • Research in order to find similarities and differences between two or more periods in history. • Place features of historical events and people from the past societies and periods in a chronological framework. 		Effect on Peterborough, Britain and the lives of children. <ul style="list-style-type: none"> • Summarise main events from a period of history, explaining the order of events and what happened; 			
Geography	Plan the tour for the band using an atlas and OS maps, with grid references. Calculate duration of visits using times zones.					
	<ul style="list-style-type: none"> • Use an atlas by using the index to find places. • Use some basic Ordnance Survey map symbols. • Use 6-figure grid references. • Explain how time zones work and calculate time differences around the world. • Name the largest desert in the world and locate desert regions in an atlas. 				<ul style="list-style-type: none"> • Collect and accurately measure information; • Describe how some places are similar and dissimilar in relation to their human and physical features. 	

D&T	<p>Textiles: Clothing design for the tour of the bands.</p> <ul style="list-style-type: none"> • Use market research to inform plans and ideas. • Follow and refine plans. • Justify plans in a convincing way. • Show that I consider culture and society in plans and designs. • Test and evaluate own products. • Evaluate own product against clear criteria. 		<p>Anderson Shelters.</p> <ul style="list-style-type: none"> • Follow and refine plans; • Work within a budget; • Test and evaluate own products; • Evaluate own product against clear criteria. 	<p>Self-propelling vehicles.</p> <ul style="list-style-type: none"> • Explain how products should be stored and give reasons; • Follow and refine plans; • Test and evaluate own products. 		<p>Design and make products for sale, based upon market research.</p> <ul style="list-style-type: none"> • Work within a budget; • Use market research to inform plans and ideas; • Consider culture and society in plans and designs; • Justify plans in a convincing way; • Evaluate my product against clear criteria.
Art & Design	<p>Logo design for bands.</p> <p>Andy Warhol record sleeves. Pop Art. Critique, produce own artwork for a gallery.</p> <ul style="list-style-type: none"> • Use a range of e-resources to create art. 	<p>Design own album cover/icon for online sales to represent song lyrics and band image.</p> <ul style="list-style-type: none"> • Use feedback to make amendments and improvements to my art. 	<p>Blitz pictures.</p> <p>Propaganda posters.</p> <ul style="list-style-type: none"> • Explain why I have used different tools to create art 	<p>Paul Nash – war artist.</p> <ul style="list-style-type: none"> • Explain the style of my work and how it has been influenced by a famous artist. 	<p>Sculpture using recycled materials.</p> <ul style="list-style-type: none"> • Explain why I have chosen specific techniques to create my art. 	
Music	<p>Explore history of music. Compare and contrast composers.</p> <p>Compose a song for a chosen theme, writing lyrics and developing the melody using tuned instruments.</p> <ul style="list-style-type: none"> • Use a variety of different musical devices in my composition; • Evaluate how the venue, occasion and purpose affects the way a piece of music is created; • Analyse features within different pieces of music. 	<p>Rehearse and perform own composition at The Battle of the Bands.</p> <ul style="list-style-type: none"> • Sing in harmony confidently and accurately; • Perform parts of a melody. • Perform parts from memory; • Take the lead in a performance. 	<p>Wartime songs / singers.</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. 	<p>Use & understand basics of staff notation: notating and playing the national anthems of GB.</p>		

	<ul style="list-style-type: none"> Compare and contrast the impact that different composers from different times have had on people of that time. 					
PE/Games	<p>Cross Country and different exercises to keep fit.</p> <ul style="list-style-type: none"> Demonstrate stamina. 	<p>Gymnastics in the hall using the apparatus and putting together a sequence in a group.</p> <ul style="list-style-type: none"> Combine own work with that of others; Formulate sequences to specific timings. 	<p>Netball and Basketball in different types of games.</p> <ul style="list-style-type: none"> Play to agreed rules; Explain rules to others; Umpire; Make a team and communicate a plan; Lead others in a game situation. 	<p>OAA to build on skills learnt from last year using new pieces of equipment to problem solve.</p> <ul style="list-style-type: none"> Plan a route and series of clues for someone else; Plan with others, taking account of safety and danger. 	<p>Rounders and Cricket working as a team.</p> <ul style="list-style-type: none"> Play to agreed rules; Explain rules to others; Umpire; Make a team and communicate a plan; Lead others in a game situation. 	<p>Swimming catch up.</p> <p>Athletics to prepare for Sports Day.</p> <ul style="list-style-type: none"> Demonstrate stamina.
RE	<p>Sikhism</p> <ul style="list-style-type: none"> Explore Sikh belief about God, expressed in the Mool Mantarr. How do Sikhs meditate? Serving Gurdwaras in their homes. What happens in Sikh celebrations and ceremonies in the Gurdwarra? Why is Seva (selfless service) such an important aspect of human life? 		<p>Judaism</p> <ul style="list-style-type: none"> Know that there are different groups of Jewish people and compare and contrast traditional and progressive Judaism. Understand the basic difference between a traditional and progressive Synagogue. Know some differences between the ways traditional and progressive Jews celebrate Shabbat. Develop a deeper understanding of the Jewish scriptures and their teachings. Know the Jewish calendar, develop knowledge of key festivals/dates. 		<p>Humanism</p> <ul style="list-style-type: none"> How do Humanists decide what to believe? What are Humanist views on happiness? What do Humanist celebrations tell us about what Humanists value? What do Humanists value in life? Why don't Humanists believe in a god or gods? How do Humanists believe we can lead a morally good life? 	
Religious celebrations	<p>Harvest</p> <p>Yom Kippur / Sukkot - Jewish</p>	<p>Christmas</p> <p>Diwali – Hindu</p> <p>Hanukkah - Jewish</p>	<p>Shrove Tues/Ash Wed</p> <p>Lent</p>	<p>Easter</p> <p>Holi - Hindu</p> <p>Vaisakhi - Sikh</p>	<p>Vesak – Buddhist</p> <p>Ramadan - Muslim</p>	<p>Eid-Al-Fitr - Muslim</p>

SMSC/PSHE	<p>Going for goals.</p> <ul style="list-style-type: none"> Identify effective learning skills; Set a goal and plan to meet this; Take responsibility for learning and behaviour; Explore longer-term future, dreams and aspirations and make a long-term plan. Realise the importance in resilience in overcoming obstacles in order to reach a goal. Consider how to make 'wise choices'. <p>Rights, rules and responsibilities.</p>	<p>Getting on and falling out.</p> <ul style="list-style-type: none"> Know that relationships differ and what type of behavior is appropriate; Recognise when judgement is being made and make an effort to overcome this; Understand a situation from another person's perspective; Identify features of a good leader; Listen to others in a group, even if I have differing opinions; Know what happens when we feel anger and how to manage this; Know our responsibility for the choices we make; Use skills to resolve conflict. <p>British Values.</p>	<p>Personal safety.</p> <ul style="list-style-type: none"> Show an awareness of dangers; Know what I need to do to keep myself safe in a range of contexts; Understand why it is important to stay safe; Know my role in the safety of others. 	<p>Good to be me.</p> <ul style="list-style-type: none"> Accept myself for who and what I am; Explain the difference between feeling proud and boasting; Understand why I might make mistakes and the role feelings play in these; Identify when I am feeling overwhelmed and have strategies to calm down; Know I need to stop and think before acting; Stand up for what I think after listening to others and know that it is ok for others to think differently; Make a judgement about whether to take a risk. 	<p>Say no to bullying.</p> <ul style="list-style-type: none"> Explain the difference between direct and indirect types of bullying; Explain some of the ways in which people can have power over another; Know some of the reasons why people use bullying behaviours; Know ways to encourage others who show bullying behaviours to make better choices. 	<p>Sex and relationships education.</p> <p>New beginnings.</p> <ul style="list-style-type: none"> Understand how it feels to start something new and why; Develop strategies to cope with uncomfortable feelings and to calm myself when necessary; Help others to feel valued and welcomed; Work well in a group and explain what helps the group to work well together; Understand my rights and responsibilities in school.
MFL (French)	Food and drink	Sports and free time activities	Clothes and shopping	School Life	Home town	Weather and holidays