

	Autumn Term Ancient Greeks	Spring Term Climate Change and Sustainability	Summer Term The Stone Age
Subjects taught through topic time	<p>History – Ancient Greece and its influence on the western world</p> <p>Geography –Focus on Ancient Greeks</p> <p>Art – Visiting University Classics Museum; Fitzwilliam Museum & looking at Greek pottery and artefacts</p> <p>Design and Technology – Greek food; Greek vase</p>	<p>Geography – identify the position and significance of latitude, longitude, Equator, Northern/Southern hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic, Prime/Greenwich Meridian and time zones</p> <p>Use maps, atlases, globes, digital mapping to locate countries and describe features studied</p> <p>Locate the world's countries (Europe, Russia, N&S America)</p> <p>Art – Comparing industrial/urbanscapes with pastoral/rural/natural landscapes and exploring ways of creating negative/positive images (photography, charcoal); Varmints animation</p> <p>Design and Technology – Bug house; seasonal food</p>	<p>Geography - (History focus)</p> <p>History – Changes in Britain from the Stone Age to the Iron Age</p> <p>Art – Cave paintings (e.g. Lascaux, Werner Herzog's "Cave of Forgotten Dreams" - 3D documentary)</p> <p>Design and Technology – Sun dials; water clocks</p>
Satellite subjects	<p>English – Y5 Traditional stories, myths and legends Y6 Myths and Legends</p> <p>Digital Literacy – E-books</p>	<p>English – Y5 Persuasive Writing Y6 Persuasion</p> <p>Understanding Technology – Research and search engines</p>	<p>English – Y5 Explanation Y5 Text Based Unit (Stone Age Boy?) Y6 Short Stories with Flashbacks</p> <p>Programming – scratch - making a game</p>
Discrete subjects	<p>Science – Animals, Living things and their habitats Tables: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, <i>tables</i>, scatter graphs, bar and line graphs</p> <p>RE – What can stories and images of deities tell us about Hindu beliefs? What codes do people live by? (RE today)</p> <p>Languages – French. Numbers, food & drink</p> <p>Music – Y5 Don't stop Believin (Rock); 5 Gold rings Y6 Livin' on a prayer (Rock analysis); New Year Carol</p> <p>PSHE – Beginning and belonging</p> <p>English – Y5 Classic and Narrative Poetry. Graphic novels Y6 Biography and Autobiography, Poetry</p> <p>PE – Dance, gymnastics. Tennis, rugby</p> <p>English – Y5 Instructions Y6 Imagery in Poetry</p>	<p>Science – Properties and Changes of Materials Measuring and Observing: taking measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate Fair testing: planning different types of scientific enquiries to answer questions, <i>including recognising and controlling variables where necessary</i></p> <p>RE – What is it like to be a Christian in Vellore? Who do people say I am? (Jesus)</p> <p>Music – Y5 Classroom Jazz; A Tragic Story (Britten) Y6 Classroom Jazz 2; Fresh Prince (Hip hop)</p> <p>Languages: French</p> <p>PE – Football, netball Y5 swimming Y6 Gymnastics, dance</p> <p>English – Y5 Classic Children's Literature; Scripts Y6 Fiction Genres; Classic Stories and Plays</p>	<p>Science – Earth and Space Graphs and charts: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Planning: <i>planning different types of scientific enquiries to answer questions</i>, including recognising and controlling variables where necessary</p> <p>RE – Is religion what you say or what you do? What is fair? (Ely)</p> <p>Languages: French</p> <p>PE - Cricket, athletics Y5 Gymnastics, dance Y6 Rounders, outdoor activities</p> <p>Music – Y5 Stop! (Composing); Reflect (Classical) Y6 – Make you feel (ballad); Reflect (Classical)</p> <p>English - Y6 Extended Narrative Y5 Novels and Stories by Significant Children's Authors. Y5 Poetic Style; Y6 Journalistic Writing</p>