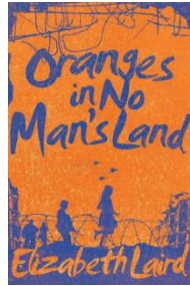
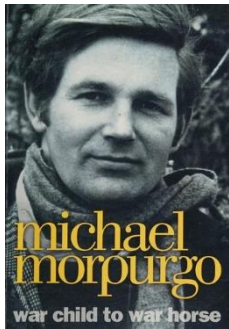


Drivers	Community	Resilience	Creativity	Aspiration	Diversity	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Learning Vehicle and Lenses</b>	<b>Early Islamic Civilisation</b> <ul style="list-style-type: none"> <li>➤ Location</li> <li>➤ Culture and Pastimes</li> <li>➤ Main Events</li> <li>➤ Society</li> <li>➤ Travel and Exploration</li> </ul>	<b>Geography of the UK</b> <ul style="list-style-type: none"> <li>➤ Physical Features</li> <li>➤ Human Features</li> <li>➤ Location</li> <li>➤ Techniques</li> </ul>		<b>Global Warming in the Changing World</b> <ul style="list-style-type: none"> <li>➤ Physical Processes</li> <li>➤ Human Processes</li> <li>Location</li> </ul>	<b>Crime and Punishment</b> <ul style="list-style-type: none"> <li>➤ Main events</li> <li>➤ Culture and Pastimes</li> <li>➤ Society</li> <li>➤ Beliefs</li> </ul>	<b>Pudsey during the World Wars</b> <ul style="list-style-type: none"> <li>➤ Location</li> <li>➤ Main events</li> <li>➤ Settlements</li> <li>➤ Conflicts</li> </ul>
<b>Visits &amp; Workshops</b>		Askham Bryan Wildlife Park	SPLATS: Macbeth	Year 5 Whitby Residential		Year 6 Weardale Residential
<b>Theme Days</b>	Black History Month European Day of Languages	Anti-Bullying Week Geography Awareness Wk Author Day Be Internet Legends Day Hanukkah	Children's Mental Health Wk Off By Heart Poetry	World Book Day British Science Week International Women's Day Easter		Music Day Art Week Sports Day Class Transition
<b>ENGLISH</b>  Key: Fiction. Non-Fiction. Persuade. Writing to Discuss. Poetry.	<b>Non-Fiction:</b> Biography <b>Outcome:</b> Biography of Michael Morpurgo <b>Key Text:</b> A Bit of a Daredevil  <b>Non-Fiction:</b> Recount <b>Outcome:</b> Diary entry from the point of view of Ayesha <b>Key Text:</b> Oranges in No Man's Land	<b>Non-Fiction:</b> Non-chronological report <b>Outcome:</b> Comparative report on Arctic and Fennec Foxes <b>Key Text:</b> Range of texts children have researched from the internet  <b>Fiction:</b> Description <b>Outcome:</b> A setting description of Glockenheim <b>Key Text:</b> Clockwork  <b>Poetry:</b> Nonsense <b>Outcome:</b> Performing and writing nonsense poems <b>Key Text:</b> Jabberwocky	<b>Fiction:</b> Narrative <b>Outcome:</b> Character description and retelling <b>Key Text:</b> The Promise  <b>Non-Fiction:</b> Argument and Debate <b>Outcome:</b> Should Macbeth kill King Duncan? <b>Key Text:</b> Macbeth	<b>Non-Fiction:</b> Explanation <b>Outcome:</b> Lifecycle of a Butterfly <b>Key Text:</b> Children self-select sources from the internet  <b>Fiction:</b> Fictional recount <b>Outcome:</b> Diary entry from the point of view of Cherry <b>Key Text:</b> The Giant's Necklace  <b>Non-Fiction:</b> Newspaper <b>Outcome:</b> Report of the storm and missing girl <b>Key Text:</b> The Giant's Necklace	<b>Poetry:</b> Classic narrative <b>Outcome:</b> Performing and writing a narrative <b>Key Text:</b> The Highwayman  <b>Non-fiction:</b> Persuasion <b>Outcome:</b> 'Come to Whitby' persuasive leaflet <b>Key Text:</b> Range of leaflets e.g. Whitby Abbey, Captain Cook Museum and Whitby Museum	<b>Non-Fiction:</b> Argument and Debate <b>Outcome:</b> Should children be sent to correctional facilities? <b>Key Text:</b> Holes

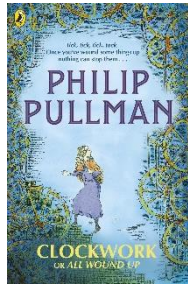
**GUIDED  
READING**



Oranges in No Man's Land,  
Elizabeth Laird  
(Reflecting Realities:  
War)



A Bit of a Daredevil  
(Autobiography),  
Michael Morpurgo  
(Theme: Aspirations)



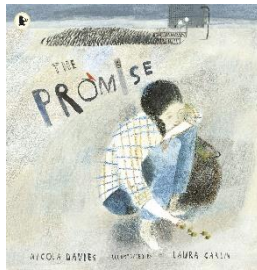
Clockwork,  
Philip Pullman  
(Narratively Complex)

JABBERWOCKY

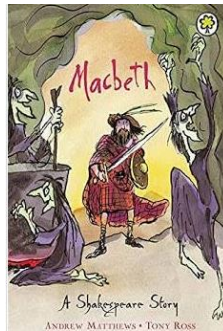


LEWIS  
CARROLL

Jabberwocky  
(Poem),  
Lewis Carroll  
(Resistant)



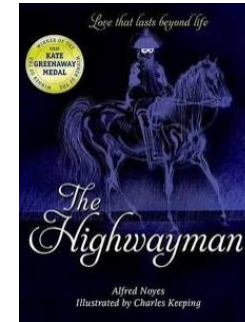
The Promise,  
Nicola Davies  
(Symbolic)



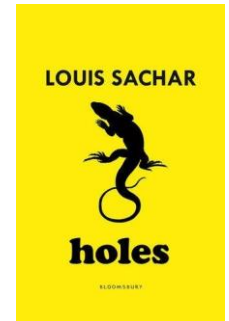
Macbeth  
(Abridged),  
William Shakespeare and  
Andrew Matthews  
(Archaic Language)



The Giant's Necklace,  
Michael Morpurgo  
(Narratively  
Complex/Resistant)



The Highwayman (Poem),  
Alfred Noyes  
(Archaic Language)



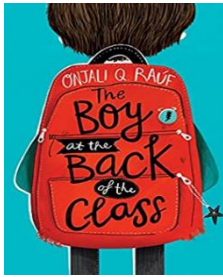
Holes,  
Louis Sachar  
(Non-Linear Time  
Sequence)

<b>MATHS</b>	<p><u>Year 5</u> Place Value Addition &amp; Subtraction</p> <p><u>Year 6</u> Place Value Four Operations</p>	<p><u>Year 5</u> Multiplication &amp; Division Fractions A</p> <p><u>Year 6</u> Fractions A Fractions B Converting Units</p>	<p><u>Year 5</u> Multiplication &amp; Division Fractions B</p> <p><u>Year 6</u> Ratio Algebra Decimals</p>	<p><u>Year 5</u> Decimals &amp; Percentages Perimeter &amp; Area Statistics</p> <p><u>Year 6</u> Fractions, Decimals &amp; Percentages Area, Perimeter &amp; Volume Statistics</p>	<p><u>Year 5</u> Shape Position &amp; Direction Decimals</p> <p><u>Year 6</u> Shape Position &amp; Direction</p>	<p><u>Year 5</u> Negative Numbers Converting Units Volume</p> <p><u>Year 6</u> Consolidation Projects</p>
<b>SCIENCE</b>	Y6 Light (PHYSICS)	Y6 Evolution and Inheritance (BIOLOGY)	Y6 Animals and Humans (Circulatory System) (BIOLOGY)	Y6 Living Things and Their Habitats (Plants and Animals) (BIOLOGY)	Working Scientifically	Y6 Electricity (PHYSICS)
<b>HISTORY</b>	<b>Non-European Society: Early Islamic Civilisation</b>				<b>Study of a Theme: Crime &amp; Punishment</b>	<b>Local History Study: Pudsey during the World Wars</b>
<b>GEOGRAPHY</b>		<b>Geography of the UK</b> Including name and locate counties and cities in the UK. Name and locate geographical regions and their identifying human and physical features. Identify key hills, mountains, rivers and coasts. Identify land use patterns in the UK and how they have changed over time.		<b>Global warming in the changing world</b> Describe and understand key aspects of climate zones, biomes and vegetation belts. Describe and understand key aspects of the distribution of natural resources including energy.		
<b>PSHE</b>	<b>Identity, Society and Equality (Y5)</b> Stereotypes, discrimination and prejudice (including tackling homophobia) <i>*Link to BHM*</i>  + MindMate Lesson	<b>Keeping Safe and Managing Risk (Y5)</b> When things go wrong  + MindMate Lesson	<b>Mental health and emotional wellbeing (Y5)</b> Dealing with feelings  + MindMate Lesson	<b>Physical Health and Wellbeing (Y5)</b> In the media  + MindMate Lesson	<b>Drug, Alcohol and Tobacco Education (Y5)</b> Different influences  + MindMate Lesson	<b>Sex and Relationship Education RSE</b> Friendships, Keeping Safe, Changes in Puberty  + MindMate Lesson
<b>RE</b>	Why are some journeys and places special?	How do Jews remember the Kings and the Prophets in worship and life?	Should we forgive others?		What values are shown in codes for living?	

<b>ART</b>	<b>Drawing and Sculpture</b> – Architecture Study Famous Arist (International/Diverse Artist): Zaha Hadid		<b>Drawing</b> – Art of Anatomy	<b>Collage</b> – UK Landscapes		
<b>DT</b>		<b>Materials &amp; Construction</b> - Christmas Wreaths			<b>Textiles</b> – Flags/Bunting for Pudsey Carnival	<b>Electrical and Electronics</b> – Circuits – Making Games  <b>Cooking and Nutrition</b> – Biscuit Project (Y5 - Enterprise)
<b>COMPUTING</b>	Word Processing	Online Safety: Be Internet Legends - Be Internet Sharp, Alert & Brave for 9-11	Y5 - Espresso Coding Block Coding Level 5  Y6 - Espresso Coding Block Coding Level 6	NCCE Unit (Y6): Computing Systems & Networks – Communication	NCCE Unit (Y5): Creating Media – Video Production	Espresso Coding – HTML: Introduction to HTML
<b>PE</b>	<b>Real PE Unit 1 – Throw Tennis &amp; Endball</b> Coordination: ball skills Agility: reaction/response  <b>Invasion Games</b> THE PE HUB – <b>Netball</b>	<b>Real PE Unit 3 – Crossing the River &amp; Kabbadi</b> Static Balance: stance & Coordination: footwork  <b>Dance</b> Real Dance	<b>Real PE Unit 2 – Seated Volleyball &amp; Scorpion Handball</b> Dynamic Balance: on a line Counter Balance: with a partner  <b>Invasion Games</b> The PE Hub - <b>Hockey</b>	<b>Real Gym</b> Gymnastics  <b>Invasion Games</b> THE PE HUB – <b>Rugby</b>	<b>Real PE Unit 6 - Scatterball</b> Static Balance – Sending and receiving. Coordination – Ball Chasing  <b>Striking and Fielding</b> THE PE HUB - <b>Cricket</b>	<b>The PE Hub</b> Athletics  <b>Net Games</b> THE PE HUB – <b>Tennis</b>
<b>MUSIC</b>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Developing Ensemble Skills</b> How Does Music Connect Us With Our Past? (Charanga) Musical Dimensions and Accompanying <i>You're My Best Friend</i> <i>Singing Swinging Star</i>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>All: Christmas Songs and Concert</b> Singing and Performing How Does Music Help Us To Celebrate? (Charanga)	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Macbeth Songs</b> Singing and Composition How Can Music Help to Tell a Story? <i>Sonic Battle</i> <i>Destiny</i> <i>Temptation</i>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Creative Composition</b> Accompanying and Composing How Does Music Improve Our World? (Charanga) <i>Disco Fever</i> <i>La Bamba</i>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Musical Styles Connect Us</b> Improvising and Composing How Does Music Teach Us About Our Community? (Charanga) <i>Let's Rock</i> <i>Simple Gifts</i>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Ravi Shankar – Hindustani Music</b> Composing with Drones and Ragas What Can Music Teach us About Cultures?
<b>MFL (SPANISH)</b>	Phonics (L3 & 4) & La fecha (The date)	Qué tiempo hace? (What is the Weather?)	La clase (The classroom)	Mi casa (My home)	La ropa (Clothes)	Consolidation & Revision

Drivers	Community	Resilience	Creativity	Aspiration	Diversity	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Learning Vehicle and Lenses</b>	<b>North America</b> ➤ Location ➤ Diversity ➤ Physical Features ➤ Human Features ➤ Techniques ➤ Society/Conflict ➤ Diversity (Native Americans) (Ellis Island immigration)	<b>Grand Canyon – Erosion and deposition by a river contrast with local river</b> ➤ Location ➤ Physical Features ➤ Human Features	<b>Vikings &amp; Jorvik</b> ➤ Location ➤ Beliefs ➤ Main Events ➤ Travel and Exploration ➤ Conflict	<b>Yorkshire</b> ➤ Location ➤ Physical Features ➤ Human Features ➤ Food and Farming/ (Comparison-Industrial Revolution) ➤ Techniques ➤ Diversity	<b>Ancient Greeks</b> ➤ Culture and Pastimes ➤ Main Events ➤ Society ➤ Artefacts ➤ Settlements ➤ Beliefs ➤ Location	
<b>Visits &amp; Workshops</b>		Sam's Safari	Jorvik Viking Museum	Y5 Whitby Residential	Malham	Y6 Weardale Residential
<b>Theme Days</b>	Black History Month European Day of Languages Dia de los Muertos	Anti-Bullying Week Environment/Climate Week Author Day Be Internet Legends Day	Children's Mental Health Wk Off By Heart Poetry	World Book Day International Women's Day	Engineering Week	Music Day Art Week Sports Day Class Transition Eid al Adha
<b>ENGLISH</b>  <b>Key:</b> Fiction. Non-Fiction. Persuade. Writing to Discuss. Poetry.	<b>Fiction:</b> Narrative <b>Outcome:</b> Character description of Ahmed <b>Key Text:</b> The Boy at the Back of the Class  <b>Poetry:</b> Spoken Word/Narrative <b>Outcome:</b> Performing and writing own poem <b>Key Text:</b> Windrush Child	<b>Fiction:</b> Narrative <b>Outcome:</b> Writing opening to the wordless story <b>Key Text:</b> The Arrival <b>Non-Fiction:</b> Informal Letter <b>Outcome:</b> Informal letter from the point of view of a character. <b>Key Text:</b> The Arrival <b>Non-Fiction:</b> Biography <b>Outcome:</b> Biography of Jane Goodall <b>Key Text:</b> Jane Goodall – A Life with Chimps <b>Non-Fiction:</b> Balanced Argument <b>Outcome:</b> Should a dragon be given as a Christmas present? <b>Key Text:</b> TV advertisement for John Lewis	<b>Fiction:</b> Narrative <b>Outcome:</b> Setting description of Jotunheim <b>Key Text:</b> Odd and the Frost Giants  <b>Fiction:</b> Narrative <b>Outcome:</b> Retelling of the story <b>Key Text:</b> Odd and the Frost Giants	<b>Non-Fiction:</b> Non-chronological Report <b>Outcome:</b> Report on Jorvik <b>Key Text:</b> Leaflets on Jorvik  <b>Non-Fiction:</b> Informal Diary <b>Outcome:</b> Informal diary entry from the point of view of Mina <b>Key Text:</b> Skellig	<b>Non-fiction:</b> Persuasion <b>Outcome:</b> 'Come to Whitby' persuasive leaflet <b>Key Text:</b> Range of leaflets e.g. Whitby Abbey, Captain Cook Museum and Whitby Museum	<b>Fiction:</b> Narrative <b>Outcome:</b> 1 <sup>st</sup> person character description of Perseus and Medusa <b>Key Text:</b> Who Let the Gods Out?

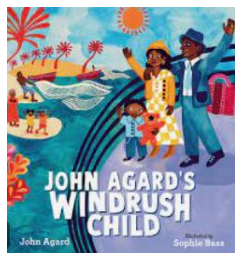
**GUIDED  
READING**



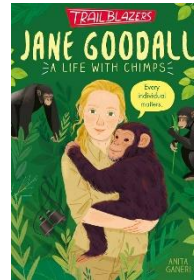
The Boy at the Back of the Class,  
*Onjali Q Rauf*  
(Reflecting Realities: Refugees)



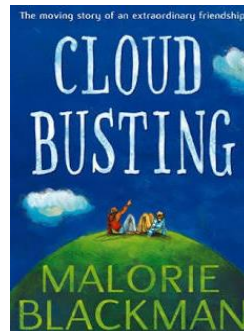
The Arrival,  
*Shaun Tan*  
(Resistant/Complexity of Plot)



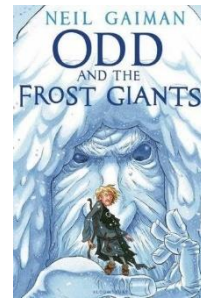
Windrush Child (Poem),  
*John Agard*  
(Resistant/Symbolic)



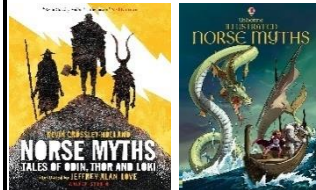
Jane Goodall – A Life with Chimps,  
*Anita Ganeri*  
(Theme: Aspirations)



Cloud Busting (Poem),  
*Malorie Blackman*  
(Resistant)

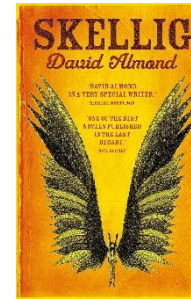


Odd and the Frost Giants,  
*Neil Gaiman*  
(Non-Linear Time Sequence)



Norse Myths: Tales of Odin, Thor and Loki,  
*Kevin Crossley-Holland*  
(Archaic Language/Complexity of Plot/Symbolic)

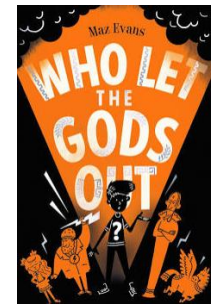
Norse Myths (Compilation),  
*Alex Frith and Louie Stowell*  
(Archaic Language/Complexity of Plot/Symbolic)



Skellig,  
*David Almond*  
(Complexity of Plot/Symbolic)



Room 13,  
*Robert Swindells*  
(Complexity of Plot)



Who Let The Gods Out?  
*Maz Evans*  
(Complexity of Plot/Symbolic)

<b>MATHS</b>	<u>Year 5</u> Place Value Addition & Subtraction  <u>Year 6</u> Place Value Four Operations	<u>Year 5</u> Multiplication & Division Fractions A  <u>Year 6</u> Fractions A Fractions B Converting Units	<u>Year 5</u> Multiplication & Division Fractions B  <u>Year 6</u> Ratio Algebra Decimals	<u>Year 5</u> Decimals & Percentages Perimeter & Area Statistics  <u>Year 6</u> Fractions, Decimals & Percentages Area, Perimeter & Volume Statistics	<u>Year 5</u> Shape Position & Direction Decimals  <u>Year 6</u> Shape Position & Direction	<u>Year 5</u> Negative Numbers Converting Units Volume  <u>Year 6</u> Consolidation Projects
<b>SCIENCE</b>	Y5 Properties and Changes of Materials <b>(CHEMISTRY)</b>	Y5 Living Things and Their Habitats <b>(BIOLOGY)</b>	Y5 Earth and Space <b>(PHYSICS)</b>	Y5 Forces <b>(PHYSICS)</b>		Y5 Animals and Humans <b>(BIOLOGY)</b>
<b>HISTORY</b>			<b>Vikings</b>	<b>Jorvik (Local History)</b>		<b>Ancient Greeks</b>
<b>GEOGRAPHY</b>	<b>Study of North America</b> Including trade focus.	<b>Study of the Grand Canyon</b> Erosion and deposition by a river and contrast with a local river (River Aire).			<b>Region of the UK: Yorkshire</b> Including fieldwork.	
<b>PSHE</b>	<b>Identity, Society and Equality (Y6)</b> Human rights <i>*Link to BHM*</i>  + MindMate Lesson	<b>Careers, Financial Capability and Economic Wellbeing (Y5)</b> Borrowing and earning money  + MindMate Lesson	<b>Mental health and emotional wellbeing (Y6)</b> Healthy Minds  + MindMate Lesson	<b>Keeping Safe and Managing Risk (Y6)</b> Keeping safe – out and about. FGM.  + MindMate Lesson	<b>Drug, Alcohol and Tobacco Education (Y6)</b> Weighing up risk  + MindMate Lesson	<b>Sex and Relationship Education RSE</b> Making Babies, Identity & Prejudice, Equality & Law.  + MindMate Lesson
<b>RE</b>	How do Sikhs show commitment?	What do Christians believe about the old and new covenants?	What do Christians believe about Jesus' death and resurrection?		How does growing up bring responsibilities?	
<b>ART</b>	<b>Drawing</b> - The Arrival (use of HB pencils/biros to sketch) Local Artist: Georgia Brooks		<b>Textiles</b> – Viking Money Pouches		<b>Painting Acrylic Paints on Canvas</b> Famous Artist (National): David Hockney	
<b>DT</b>		<b>Cooking &amp; Nutrition: Food</b> Caribbean Food (Roti Wraps)		<b>Woodwork:</b> Viking Longboats		<b>Computing Project</b> – Micro-bit Coding. Making a music device.

<b>COMPUTING</b>	Word Processing	Online Safety: Be Internet Legends - Be Internet Secure, Kind & Brave for 9-11	Y5 - Espresso Coding Block Coding Level 5  Y6 - Espresso Coding Block Coding Level 6	NCCE Unit (Y5): Data and Information Flat-file Databases	NCCE Unit (Y6): Creating Media – 3D Modelling	Coding Micro: Bits: Micro: Bit Music
<b>PE</b>	<b>Real PE Unit 1</b> Co-ordination – Ball Skills. Agility – Reaction/Response.  <b>Invasion Games</b> THE PE HUB – <b>Basketball</b>	<b>Real PE Unit 3</b> Static Balance – Stance Coordination: Footwork  <b>Dance</b> Real PE	<b>Real PE Unit 2</b> Dynamic Balance: on a line Counter Balance: with a partner  <b>Invasion Games</b> The PE HUB: <b>Handball</b>	<b>Gymnastics</b> Real Gym  <b>OAA</b> THE PE HUB - <b>OAA</b>	<b>Real PE Unit 5</b> Static Balance – Small Base. Coordination – Floor Movement Patterns.  <b>Striking and Fielding</b> THE PE HUB - <b>Rounders</b>	<b>Real PE Unit 4 -</b> Static Balance – Seated Static Balance - Floorwork  <b>Athletics</b> The PE HUB
<b>MUSIC</b>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Developing Ensemble Skills</b> How Does Music Connect Us With Our Past? (Charanga) Musical Dimensions and Accompanying <i>You're My Best Friend</i> <i>Singing Swinging Star</i>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>All: Christmas Songs and Concert</b> Singing and Performing How Does Music Help Us To Celebrate? (Charanga)	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Viking Saga Songs</b> Singing and Composition How Can Music Help to Tell a Story? (BBC Schools Radio) <i>Loki the Joker</i> <i>Odin, Mighty World Creator</i> <i>Goblins a Go Go</i>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Creative Composition</b> Accompanying and Composing How Does Music Improve Our World? (Charanga) <i>Disco Fever</i> <i>La Bamba</i>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Musical Styles Connect Us</b> Improvising and Composing How Does Music Teach Us About Our Community? (Charanga) <i>Let's Rock</i> <i>Simple Gifts</i>	<b>Y5: Whole Class Glockenspiel Tuition</b>  <b>Y6: Ravi Shankar – Hindustani Music</b> Composing with Drones and Ragas What Can Music Teach us About Cultures?
<b>MFL (SPANISH)</b>	Phonics (L3 & 4) & Qué hora es? (What time is it?) (L1-3)	Me presento (Presenting myself)	Mi familia (My Family)	Tienes una mascota? (Do you have a pet?)	En la cafetería (At the café)	Consolidation & Revision