




## Whole School Overview by Year Group - Cycle A 2021/22

Year 5/6 Willow	Term 1 (7 weeks)	Term 2 (7½ weeks)	Term 3 (5 weeks)	Term 4 (6 weeks)	Term 5 (6 weeks)	Term 6 (7½ weeks)
Value	Friendship	Hope	Dignity	Honesty	Aspiration	Courage
Topic	Vikings	Vikings/Christmas	Land-use, Trade and Economics	Mayans	World War II European Case-Study.	Climates, Physical Geography, Human Geography- Based on France
Trip/Event	Viking Visitor (Hrothgar the Viking)	IMPS visit	Trip to mosque and take part in a debate (Milestone Moment - Hope)	Oxford University Museum of Natural History	Online workshop – National Holocaust Museum	One-night residential (Oxfordshire)
English:  Core text/ cross-curricular link	<p>Fiction Viking Myths- Developing Settings Story Openings Recounts NF</p> 	<p>Fiction - recounts Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader and drawing independently on what they have read as a model for own writing (e.g., literary language, characterisation, structure)</p> 	<p>Fiction Tale of fear – fiction, recounts, atmosphere, dialogue..</p> 	<p>Fiction narrative Traditional tale</p> 	<p>Portal story Settings, characters, dialogue</p> 	<p>Fiction – tale of quest Settings Characters Atmosphere</p> 
Fiction Mastery	Myths: write your own version of a myth explaining how	New chapter in style of author: add a	Tale of Fear: MC fears something, fear actually happens, overcomes fear,	Write your own traditional tale	Portal story: Main Character in normal setting. MC goes through a portal,	Tale of quest: write a narrative whereby MC goes on journey, overcomes a series of



		something has happened in nature Defeating the monster: write a story about how your characters are attacked by a terrible creature and the vanquish it	new challenge in space that Liam and the children must overcome. Add humour	reflects on events and is pleased by success	Take part is storytelling sessions with younger pupils (Milestone Moment – Dignity)	Something happens. Main character sees something, helps someone, learns something etc. MC can't find portal but gets back home another way, reflects on what they earned and is a better person.	obstacles and achieves goal, reflects on what they have learned
Non-Fiction Mastery		Report: non-chronological report about the gods/monsters/heroes from mythology	Report: Non-chronological report about own made up planet	Discursive texts- Membership of the EU and impact on trade	Explanation text – how to play the ball game	Diary entry	Persuasion text – write an advert for a burglar to accompany the dwarves
Poetry		Narrative poetry, Beowulf - Special effects: simile, metaphor and personification	Christmas performance poetry	Calligrams and shape poems	Haiku poems about Gods	Analyse war poems, and rewrite own in the same style	Ballads in the style of Tolkien
Consolidation of text types		Recount: diary from Thor's point of view when he lost his hammer	Formal writing: the features of a letter – a letter from Liam to the company who organise space flights	Report: eye-witness report on the appearance of Mr Bunting outside Amanda's house.	Discussion: Oral rehearsal on how the boy could approach defeating the god?	Persuasive: poster to promote the closure of concentration camps	Viewpoint: Thorin's point of view of the recruitment of Bilbo as burglar
Basic skills	Year 5	tense consistency, standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials	apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials, commas used for clarity	apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials, commas used for clarity	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail



	Year 6	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly, passive voice	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly
Whole Class Reading Texts		D'Aulaires' Book of Norse Myths	See You in the Cosmos by Jack Cheng	The Girl of Ink and Stars by Kiran Millwood Hargrave	Animal Farm by George Orwell	Floodland by Marcus Sedgwick	When the Sky Falls Philip Earl
Maths:		Number and place value Mental/written calculations Addition and Subtraction Multiplication Division	Mental/written calculations Addition and Subtraction Multiplication Division Fractions Geometry – position and direction	Decimals Percentages Algebra Measurement – converting units	Measurement – perimeter area and volume Ratio Mental and written calculations	Statistics Geometry – properties of shape Fractions Calculations Algebra	Mental calculations Addition Subtraction Multiplication Division Investigations Geometry Statistics
Key Areas	RE	God: What does it mean if God is holy and loving?	Is “God made man” a good way to understand the Christmas story?	Does the community of the Mosque help Muslims lead better lives?	Salvation: What did Jesus do to save human beings?  Clergy visit to discuss Jesus’ crucifixion (Milestone Moment – Friendship)	Creation: Creation and science – conflicting or complimentary?	Gospel: What would Jesus do?
	Science	<b>Forces</b>  explain that unsupported objects fall towards the Earth because of the force of gravity acting between	<b>Earth and space</b>  describe the movement of the Earth, and other planets, relative to the Sun in the solar system	<b>Scientists SC1 skills</b>  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	<b>Properties and changes of materials</b>  compare and group together everyday materials on the basis of their properties, including their hardness, solubility,	<b>Living things and their habitats Yr 6</b>  describe how living things are classified into broad groups according to common observable	<b>Evolution and Inheritance</b>  recognise that living things have changed over time and that fossils provide information about



<p>Key Areas</p>		<p>the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Including designing, building and flying a kite (Milestone Moment - Creativity)</p>	<p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>	<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p>living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
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	HISTORY/GEOG	Vikings	Vikings/Christmas	Land-use, Trade and Economics	Mayans	World War II European Case-Study.	Climates, Physical Geography, Human Geography- Based on France
PE		Indoor: Dance, Viking battle Outdoor: real PE Agility – Ball Chasing (11) Coordination with Equipment (8) Application	Indoor: Gymnastics Outdoor: real PE Static Balance – Seated (2) Static Balance – Floor Work (3)	Indoor: real PE Dynamic Balance (5) Counterbalance in Pairs (7) Outdoor: Invasion – tag rugby	Indoor: real PE One Leg Standing (1) Dynamic Balance to Agility (6) Outdoor: Invasion - hockey	Indoor: real PE Static Balance – Small Base (4) Coordination – Floor Movement Patterns (10) Outdoor: Striking and fielding - cricket	Outdoor: real PE Coordination – Ball Skills (9) Agility - Outdoor: Athletics/Swimming
Music		Viking myth songs	Ten Pieces and the Planets	Charanga – classic rock	Charanga – Classroom jazz	Folk music – composing and performing ballads	Festival of Voices  Perform a programme of songs from memory as part of a massed choir at Dorchester Abbey (Milestone Moment – Aspiration)
Computing		Online safety	Networks – the internet and searching	E-book	Scratch game	Augmented reality	Programming – variables in games
ART/DT		Viking/ Nordic art boat building linked to science	Viking/ Nordic art Christmas games (Milestone Moment - Generosity)	Perspective: artist focus - Lowry	Portraits Chocolate/ cooking	Research and make food, host families for a VE day style street party (Milestone Moment – Compassion)	Set design for Willow class play
PSHE linked to values		Inside Out	Inside Out	Inside Out	Inside Out	Inside Out	Inside Out



MFL	Mandarin Tell the time	Mandarin Where do you live?	Mandarin School	Mandarin Daily routine	Mandarin We went to China	Mandarin YCT 1
Global Citizenship links e.g. Fair trade and justice Human rights Sustainable development Participative learning Peace Education Race Equality Media Awareness	Were they right to raid? Vikings needed to steal to survive.	Different cultural experiences of Christmas (Relate to RE focus)	Fair Trade	Human sacrifice, slavery	Difference in demographics- immigration Genocide of the Jews	Slaves – treatment of people in those times