

# Eagle Class: Year A


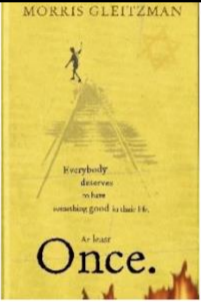
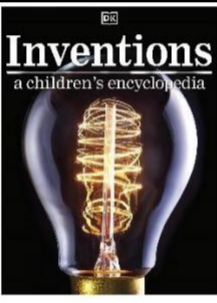
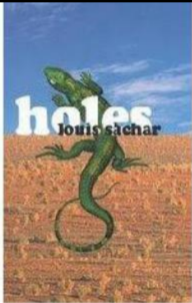
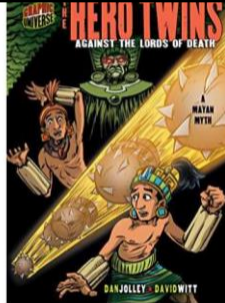
|                             | Autumn Term 1  | Autumn Term 2   | Spring Term 1  | Spring Term 2  | Summer Term 1   | Summer Term 2   |
|-----------------------------|--|---|--|--|---|---|
| <b>Leading Questions</b>    | <p><b>Ancient Egypt</b></p> <p><i>What was it like to live in Ancient Egypt – and how do we know?<br/>How did Egypt's landscape have impact on its human population?</i></p> | <p><i>Where does slavery still exist today, and what can we do about it?</i></p>    | <p><b>Earth in Space<br/>Climatic Zones and Biomes<br/>Earthquakes</b></p> <p><i>Where is the Earth in space and how does its movement and position affect our lives on this planet?<br/>Could we survive anywhere else in the Solar System?</i></p> | <p><b>Anglo-Saxons, Scots and Vikings</b></p> <p><i>What did the Anglo-Saxons, Scots and Vikings leave behind? What can we learn from this?<br/>How have other European countries influenced and affected Britain?</i></p> | <p><b>Fossils and Dinosaurs</b></p> <p><i>How did life on earth develop?<br/>What was the earth like when the dinosaurs were alive?<br/>How has it changed?</i></p> |   |
| <b>Writing</b>              | Diary<br>Biography<br>Settings & descriptions  | Explanation text<br>Persuasive letter<br>Recount                                    | Science fiction<br>narrative writing<br>Non-chronological report   | Newspaper report<br>Narrative writing:<br>Myths/legends<br>Poetry  | Poetry<br>Character/dialogue<br>Extended narrative  | Book/film review<br>Discussion text / debate  |
| <b>Texts<br/>Class Book</b> |   |  |    |   |    |  |
| <b>Reading</b>              | VIPERS skills: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising<br>Book review discussion  |   | VIPERS skills: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising  |  | VIPERS skills: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising<br>Performance: reading aloud   |   |
| <b>Mathematics Y5</b>       | Number – Place value<br>Number – Addition and subtraction<br>Number – Multiplication and Division<br>Statistics<br>Measurement – Perimeter and Area                          |   | Number – Multiplication and Division<br>Number – Fractions<br>Number – Decimals and Percentages  |  | Number – Decimals<br>Geometry – Properties of shape<br>Geometry – Position and direction<br>Measurement – converting units<br>Measurement – volume                  |   |
| <b>Mathematics Y6</b>       | Number – Place value<br>Number – Addition and subtraction<br>Number – Multiplication and Division<br>Number – Fractions  |   | Geometry: position and direction<br>Review of four operations<br>Decimals and Percentages<br>Algebra<br>Ratio  |  | Statistics<br>Geometry: properties of shape<br>Consolidation / revision   |   |
| <b>Science</b>              | <b>Forces:</b> gravity; air resistance; water resistance; friction<br><b>Mechanisms:</b> levers; pulleys; gears  |   | <b>Earth and space:</b> the solar system; day & night; seasons; the moon   |  | <b>Light:</b> sources of light; the eye; how light travels; reflection; shadows   | <b>Living things over time:</b> Dinosaurs, fossils, evolution and inheritance         |

# FOUNDATION SUBJECTS

|                  |  |   |  |   |  |   |
|------------------|--|---|--|---|--|---|
| <b>History</b>   | Ancient Egypt: achievements of earliest civilisations; chronological understanding | Slavery in Ancient Egypt<br>Slavery through the ages  |  | Anglo-Saxons, Vikings & Scots: Migration, invasion & shaping of Britain   | Anglo-Saxons, Vikings & Scots: Society, Religion & Differing Perceptions                                 |   |
| <b>Geography</b> | Physical Geography including rivers, coasts<br>Countries of the world              | Human Geography: fair and unfair distribution of resources  | Topographical features<br>Climate zones & Biomes         | European geography<br>Settlements and Trade                               |  | Geography skills: map reading, grid references & compasses  |
| <b>Art</b>       | Pop Art<br>Self-portraits in the style of Julian Opie                              |   | Painting: watercolours and acrylics<br>Constable, Turner | The body in motion<br>Drawing techniques; wire sculpting<br>Da Vinci      | Printmaking<br>Including lino prints   | Observational detailed study, including photography, drawing and painting (focus on insects)<br>Photographer Levon Bliss & Scientific illustrator Cornelia Hesse-Honegger |
| <b>DT</b>        | Sculpture: ancient Egyptian clay work  | Textiles: batik work and sewing (linked with study of textile industry as part of topic work)                                   | Problem solving-<br>springtime watering plants           |   | Food Technology: soup-making   |   |
| <b>ICT</b>       | Computing Systems and Networking   | Creating Media-Video Productions  | Programming A-<br>Selection in Physical Computing        | Data and Information-Flat file databases                                  | Creating Media-<br>Introduction to Vector Graphics   | Programming B-<br>Selection in quizzes.   |
| <b>PE</b>        | Outdoor Adventurous Activity (OAA)   | Invasion Games: Tag<br>Rugby  | Invasion Games: Football (Kings College)                 | Invasion Games: Handball (Kings College)                                  | Year 6<br>Gymnastics (Kings College)<br>Year 5: Dance  | Year 5 Athletics (Kings College)<br>Year 6: Dance   |
| <b>French</b>    | The date   | My home   | Clothes  | Planets   | Me in the world  | Regular Verbs   |
| <b>Music</b>     | Composition notation (Theme: Ancient Egypt)  | Blues   | Theme and variations (Theme: Pop Art)                    | Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) | South and West Africa  | Composing and performing a Leavers' song  |
| <b>RE</b>        | Creation and science: conflicting or complementary?                                | Incarnation: what kind of king is Jesus?<br><i>Including exploring religious-based campaigning organisations (anti-slavery)</i> | Why do Humanists say happiness is the goal of life?      | Salvation: what difference does the resurrection make to Christians?      | How did Buddha teach his followers to find Enlightenment?<br><i>Including celebration of Vesak (May)</i> | How do 'heroes of the faith' encourage Christians today?  |
| <b>PSHE</b>      | Myself & My Relationships: Beginning and Belonging                                 | Myself & My Relationships: Conflict Resolution  | Myself & My Relationships: My Emotions                   | Healthy and Safer Lifestyles: Drug Education                              | Citizenship and Working Together; Diversity and Communities  | Healthy and Safer Lifestyles: Relationships and Sex Education   |

|                    | Autumn Term 1                          | Autumn Term 2                 | Spring Term 1                    | Spring Term 2 | Summer Term 1                   | Summer Term 2  |
|--------------------|--|-------------------------------|----------------------------------|---------------|---------------------------------|--|
| <b>Excursions</b>  | Fitzwilliam Museum (Ancient Egyptians) |                               |                                  |               | West Stow (Anglo-Saxon village) | Sedgwick Museum / Zoology Museum (Dinosaurs / Evolution) |
| <b>Assessments</b> |  | End of term assessments (Dec) | Year 6: practice SATs (February) |               | Year 6: SATs (May)              | End of year assessments (July)                           |

# Eagle Class: Year B

|                         | Autumn Term 1   | Autumn Term 2   | Spring Term 1  | Spring Term 2  | Summer Term 1  | Summer Term 2  |
|-------------------------|---|---|--|--|--|--|
| Leading Questions       | <b>World War Two</b><br><br>Is freedom worth fighting for?<br><br>What is our connection to WW2? What can we learn from personal stories?<br>How have the countries of Europe changed since 1939? |   | <b>Inventors and Inventions</b><br><br>How have they changed my world?   | <b>Our World: America &amp; mountains</b><br><br>How would our lives be different if we lived in America? Are there any similarities? How does topography affect people's lives? | <b>The Mayans</b><br><br>What happened to them and where did they go?  | <b>Maps and Mapping</b><br><br>How do we know where we are?            |
|                         | <b>Writing</b><br><br>Newspaper reports<br>Poetry   | Biography<br>Narrative Writing  | Non-chronological report<br>Discussion text<br><br>Persuasive letters  | Narrative writing<br>Instructions / explanation  | Diary entries<br>TBC   | Will depend on topic choice, e.g. narrative, script-writing, reporting |
| <b>Texts Class Book</b> |    |  |                                        |   |   |  |
| <b>Reading</b>          | VIPERS skills: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising<br><br>Book review discussion   |   | VIPERS skills: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising                                      |  | VIPERS skills: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising<br>Performance: reading aloud                                    |  |
| <b>Mathematics – Y6</b> | Number – Place value<br><br>Number – Addition and subtraction<br><br>Number – Multiplication and Division<br>Number – Fractions   |   | Geometry: position and direction<br><br>Review of four operations<br><br>Decimals and Percentages<br>Algebra<br>Ratio      |  | Statistics<br><br>Geometry: properties of shape<br>Consolidation / revision  |  |
| <b>Mathematics – Y5</b> | Number – Place value<br>Number – Addition and subtraction<br><br>Number – Multiplication and Division<br>Statistics<br><br>Measurement – Perimeter and Area                                       |   | Number – Multiplication and Division<br>Number – Fractions<br><br>Number – Decimals and Percentages                        |  | Number – Decimals<br>Geometry – Properties of shape<br><br>Geometry – Position and direction<br>Measurement – converting units<br>Measurement – volume |  |
| <b>Science</b>          | <b>Properties and changes of materials:</b> comparing different materials; exploring solids, liquids & gasses; exploring changes of state & identifying reversible changes                        |   | <b>Electricity:</b> different levels of brightness of lamps; understanding and building circuits; using switches & symbols |  | <b>Animals including humans:</b> human circulatory system; how nutrients & water are transported around bodies; impact of diet, lifestyle & exercise   |  |
|                         | <b>Lifecycles of different animals:</b> reproduction in plants and animals; classification of living organisms  |   |  |  |  |  |

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|----------------|---|---|--|--|---|--|
| <b>History</b> | WW2: an aspect or theme of British history; extending skills of historical enquiry, concepts and perspectives | Developing knowledge and understanding of changes over time connected to different inventions |  |  | Mayan civilisation: study of a non-European society |  |
|----------------|---|---|--|--|---|--|

**FOUNDATION SUBJECTS**

|                  |   |  |   |   |  |  |
|------------------|---|--|---|---|--|--|
|                  |   |  |   |   |  |  |
| <b>Geography</b> | Countries of Europe: map skills and knowledge; location of principal cities<br><br>Countries of the world as relevant to aspects of study (re-visited Summer 1) |  |   | Our World: America and Mountains<br><br>Human and physical geography of the Americas, with comparison to our own region; mountains, volcanoes | Countries of the world: map skills and knowledge<br><br>Human Geography: study of natural resources, settlements & trade | How do we know where we are? Local fieldwork around Cambridge: map skills, compass points, grid refs & coordinates |
| <b>Art</b>       | Communication & advertising: using drawing skills Fougasse  |  | M.C Escher- optical illusions and 3D sketches                           | Mask- making masks based on the animals of the American Southwest   | Mayan Art- acrylic paintings of Mayan temple landscape   | Art: watercolours of our own maps based on historical cartography  |
| <b>DT</b>        |   | Make, do, and mend.<br><br>Build a working model<br><br>Spitfire | Mechanisms<br><br>Cam toys<br><br>(building on forces work from autumn) | 3D Salt Dough Maps- topographical map   | Food Technology – Exploring development<br><br>and use of chocolate through making Xocolatl and healthy chocolate bars   |  |
| <b>Computing</b> | Computing Systems and Networks- Communication and collaboration   | Creating Media- Webpage creation                                 | Programming A-Variables within games                                    | Data and Information- Spreadsheets  | Creating Media-3D modelling  | Programming B- Sensing Movement  |

|               |  |  |  |  |  |   |
|---------------|--|--|--|--|--|---|
| <b>PE</b>     | Outdoor Adventurous Activity (OAA)   | Invasion Games: Hockey (Kings College)     | Invasion Games: Basketball (Kings College)   | Year 6 Gymnastics (Kings College)<br>Year 5: Dance                     | Year 5: Athletics (Kings College)<br>Year 6: Dance         | Tag Rugby (Kings College)   |
| <b>French</b> | Les Saisons (the seasons)  | La Famille (family)                        | Animaux domestiques (pets)   | Les Sports (sports / Olympics)   | A l'école (at school)                                      | Au Weekend (at the weekend)   |
| <b>Music</b>  | Songs of World War 2   | Musical theatre                            | Looping and remixing   | Composition to represent the festival of colour (Theme: Holi festival) | Film music   | Composing and performing a Leavers' song**  |
| <b>RE</b>     | Judaism: what is holiness for Jewish people: a place, a time, an object or something else? | Christianity: was Jesus the Messiah?       | Hinduism: How do questions about Brahma and atman influence the way a Hindu lives? | Christianity: what did Jesus do to save humans?                        | Christianity: what does it mean if God is holy and loving? | Hinduism: what spiritual pathways to Moksha are written about in Hindu scriptures? (including celebration of Janmashtami) |
| <b>PSHE</b>   | Citizenship & Working Together: Rights, Rules & Responsibilities                           | Myself and my relationships: Anti-Bullying | Healthy and Safer Lifestyles: Personal Safety                                      | Healthy and Safer Lifestyles: Managing Safety and Risk                 | Economic Wellbeing: Financial Capability                   | Relationships & Sex Education: Managing Change  |

|                    | <b>Autumn Term 1</b> | <b>Autumn Term 2</b>          | <b>Spring Term 1</b>             | <b>Spring Term 2</b>                                   | <b>Summer Term 1</b> | <b>Summer Term 2</b>                 |
|--------------------|----------------------|-------------------------------|----------------------------------|--|----------------------|--------------------------------------|
| <b>Excursions</b>  | Local synagogue      | Imperial War Museum Duxford   | Museum of Technology             | Visit to a play / production (ahead of summer 2 topic) | Anthropology Museum  | Related to chosen topic / production |
| <b>Assessments</b> |                      | End of term assessments (Dec) | Year 6: practice SATs (February) |  | Year 6: SATs (May)   | End of year assessments (July)       |