

Topic: Tudors
Year group: 5/6

Term:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
H i s t o r y	Q u e s t i o n	Who were the Tudors and when did they reign?	Who was Henry VII?	Why was Henry VIII so famous? Why did he have so many wives?		How did religion change in Britain?	Was Edward VI a King or a puppet?	Why was Mary I known as 'Bloody Mary'?	Why was Elizabeth I image so important?
	S k i l l s	I can place the Tudor period on a timeline.	I can explain how the Tudor period began.	I can select and use the most appropriate source of evidence to gather information. I can identify who the monarchs were and who they married. I can explain who was in charge during the Tudor period and why they were important		I can analyse and debate the fairness of King Henry's actions.	I can select and use the most appropriate source of evidence to gather information and recognise bias.	I can use dates and abstract historical terms to critically analyse historical events I can form an opinion based on a range of evidence	I can use a range of prior skills: analysing, selecting appropriate sources and forming opinions.
	K n o w l e d g e	I know when the Tudor period was. I know what came before the Tudors and after.	I know how he became king. I know when the Tudor period began and why.	I know when and how he became king. I know who his first 3 wives were. I know what royal court life was like at the start of his reign.	I know who his next 3 wives were. I know why he had so many wives. I know how his life and behaviour changed.	I know how the Church of England was formed. I know why Catholicism was dissolved.	I know what the reign of Edward VI was like. I can explain who Lord Protector was and why he was in charge.	I know why she was given the name 'Bloody Mary'. I know what life was like during her reign.	I know what propaganda means and how it was used during her reign I know what the reign of Elizabeth I was like.
A c t i v i t y	Timeline activity.	Design a coat of arms to represent Henry VII as a king.							

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S c i e n c e	Q u e s t i o n	How are fossils formed?	What do fossils show us?		What is inheritance?	How do animals adapt to their environment?	How do animals adapt to their environment?		What is evolution?
	S k i l l s	I can recognise that fossils provide information about living things that inhabited the Earth millions of years ago	I can recognise that fossils provide information about living things that inhabited the Earth millions of years ago		I can understand that offspring are similar to their parents	I can identify how animals are adapted to suit their environment	I can identify how animals are adapted to suit their environment		I can understand how mammals have evolved.
	K n o w l e d g e	I know how fossils were created.	I know what information fossils show us.		I know what inheritance is.	I know some adaptations animals make to live in their environment.	I know some adaptations animals make to live in their environment.		To know how adaptation leads to evolution
	A c t i v i t y	Ordering fossils according to the process they are created. Summarising how fossils are created- possibly a short writing task or through discussion.	Information report/fact-file on Mary Anning.		Look at images- is it inheritance or environmental? Children either agree or disagree with statements.	Children to label or write about how the Galapagos tortoises have adapted to suit their environment.	For this lesson, children will be working in pairs or groups. They can be mixed ability if you wish. They need to design a creature which has adapted to a given habitat.		Working in pairs, children are to find information on different types of animals and how they have adapted to survive using Ipads or laptops.
G e o g r a p h y	Q u e s t i o n								

Topic: Tudors
Year group: 5/6

H E	Sk ill s								
	Kn ow led ge								
	A ct ivi ty								
C o m p u t i n g	Q ue sti on	Can you use repeat commands?	Can you deconstruct a problem into smaller steps?	Can you use logical reasoning to select an action and detect and correct errors?	Can you change an input to a program to achieve a different output?				
	Sk ill s	I can refine an algorithm/program by using repeat commands and variables.	I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.	I can use logical reasoning to select an action and detect and correct errors in algorithms and programs.	I can change an input to a program to achieve a different output.				
	Kn ow led ge	I know how to refine an algorithm by using repeat commands and variables.	I know how to deconstruct a problem into smaller steps and can recognise similarities to solutions used before.	I know how to use logical reasoning to select an action and detect and correct errors in algorithms and programs.	I know how to change an input to a program to achieve a different output.				
	A ct ivi ty	Chn to use scratch to create an algorithm that requires repeat commands and variables - ghost hunter	Chn to be presented with the challenge of creating a new game using their previous knowledge of making ghost hunter.	Chn to design and make their own game and consider which blocks will be required.	Chn to use starter projects on Scratch Online and complete challenges to change output.				

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A r t	Q u e s t i o n	Can you draw an image including reflection and light direction?		Can you draw a realistic self portrait?	Can you draw a realistic self portrait in a tudor style?	Can you recreate a realistic colour palette that captures the mode of the piece?
	S k i l l s	SC: I can use a range of drawing materials to add interesting effects such as reflections, direction of sunlight.		SC: I can choose a style of drawing that is suitable for the work.	SC: I can lightly sketch before painting to combine line and colour.	SC: I can create a colour palette based upon colours observed in the natural or built world according to topic.
	K n o w l e d g e	I know about reflection and light direction and can show it by shading		I know the style that is suitable for the piece of work I am completing	I know how to lightly sketch the outline before including paint	I know how to mix colours using the primaries and how to create tones and shades
	A c t i v i t y	Create a pencil drawing from a photograph		identify the style of tudor portraits. Practise a self portrait in the tudor style.	Create a pencil drawing of a self portrait in the style of a tudor monarch.	Paint using realistic colours and colours that match the style and mood of tudor paintings
D e s i g n	Q u e s t i o n					
	S k i l l s					
	K n o w l e d g e					
	A c t i v i t y					

Autumn 2
 Year group: 5/6

Term:		Week 1	Week 2 Remembrance Week	Week 3	Week 4	Week 5	Week 6	Week 7
H i s t o r y	Q u e s t i o n		What was it like to be a 'boy soldier' in WWI?					
	S k i l l s		I can ask questions and use a greater variety of evidence to find answers to questions about the past					
	K n o w l e d g e		I can identify why boys enlisted into the army. I can explain what the 'Battle of the Somme' was.					
	A c t i v i t y		Research into boy soldiers (Sidney Lewis) Art work representing trenches, battlefield - poppies.					

Autumn 2

Year group: 5/6

S c i e n c e	Q u e s t i o n	How do we see objects? What is reflection?	How does light travel?	How does light travel?	Which materials reflect light?	What are the main parts of the human eye? How do they help us to see?	What types of technology help us see better and how do they work?	
	S k i l l s	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions. Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.						
	K n o w l e d g e	I can explain that objects are seen because they give out or reflect light into the eye.	I can use my knowledge of how light appears to travel in straight lines to describe and explain how a periscope works.	I can describe how light behaves in convex and concave lens I can describe how light behaves in water and understand this is a form of refraction	. I understand a light source reflects from objects into our eyes.	I can name the main parts of the human eye and how it helps us to see	I know different types of technology that help us to see better and can begin to describe how they work	
	A c t i v i t y	Recording of light reflecting. Brief description of how we see things.	Make a periscope - investigate using mirrors around a corner, above a table etc	Investigate light refraction with concave and convex lenses - draw diagrams of the effect of different shaped prisms on the light source.	Investigating which materials reflect light	Use pinhole cameras to observe how light passes and the image is inverted.	Using black out glasses/goggles - investigate how loss of sight or impaired sight can affect daily life/ tasks	
G e o g r a p h y	Q u e s t i o n	What is the difference between a continent and a country?	Remembrance week	What are the capital cities of European countries?	Can you give accurate directions?			
	S k i l l s	I can locate the world's continents and oceans on a world map, atlas or globe.		I can name and locate countries of Europe and their capital cities on a map, atlas and globe.	I can use 8 points on a compass to describe routes and when giving directions.			

Autumn 2

Year group: 5/6

	Knowledge	I know there are 7 continents in the world. I can name a country in each continent.		I know the capital cities of European countries.		I know the different points of the compass.		
	Activity	Video - BBC Teach						
RE	Question	What does Christmas mean to you?	Why is love important at Christmas?	What does it mean to be a refugee?	What are the differences between Christian and secular cards?	What is the meaning behind Christmas carols?	Has the true meaning of Christmas been lost?	
	Skills	I can explain what Christmas means to me and to Christians.	I can explain the importance of love at Christmas time in Christianity.	I can explain how God took human form and explain the importance of this vulnerability in modern situations.	I can compare Christian and secular Christmas cards.	I can analyse the meaning of a popular Christmas carol.	I can participate in a class debate about whether the true meaning of Christmas is lost.	
	Knowledge	I know what Christmas is and how it is celebrated.	I know how love plays an important part at Christmas.	I know that Jesus was a refugee.	I can explain what secular means. I can give similarities and differences between Christian and secular Christmas cards.			
	Activity		Link to the Xmas Truce WW					

Autumn 2

Year group: 5/6

P S H E	Cel ebr atio n	Accept that everyone is different.	Include others when working and playing	Know how to help if someone is being bullies	Try to solve problems	Try to use kind words	Know how to give and receive compliments	
	Pi ec e	Different cultures	Racism	Rumours and Name-calling	Types of Bullying	Does Money Matter?	Celebrating Difference across the world	
	PS HE le ar ni ng int en tio n SE D	I understand that cultural differences sometimes cause conflict I am aware of my own culture	I understand what racism is I am aware of my attitude towards people from different races	I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth	I can understand a different culture from my own I respect my own and other people's cultures	
	A ct ivi ty	Culture wheel Discussions	Anti-racism ribbon Discussions	Delayed above due to Anti-bullying week wb16.11.20 No recording. Discussions around bullying. Advice can gain. Different				

Autumn 2
Year group: 5/6

				between banter and bullying				
C o m p u t i n g	Q u e s t i o n	Can I search a database for information and present it appropriately?	See DT		Can I use media to create animation using a variety of effects?			
	S k i l l s	I know how to appropriately present data I know how to search a database efficiently			I know how to edit a variety of different media I know how to create different effects			
	K n o w l e d g e	I can present data in an appropriate way. I can search a database using different operators to refine my search.			I can use text, photo, sound and video editing tools to refine my work. I can select, use and combine the appropriate technology tools to create different effects			
	A c t i v i t y		Design and make a stop start animation using movable puppet characters		Use software on chromebooks to create stop start animation of planned storyline			
A r t	Q u e s t i o n							
	S k i l l s							
	K n o w l e d g e							

Autumn 2
Year group: 5/6

	A c t i v i t y							
D e s i g n	Q u e s t i o n		Can you make a template? Can you choose an appropriate technique to join materials?					
	S k i l l s		I can design a purposeful and functional product for myself and others. I can generate and develop my ideas through talking, drawing, templates and mock-ups. I can communicate my ideas for my design.					
	K n o w l e d g e		I can join materials using tape & glue. I can mark out materials using a template I can use tape and glue to create temporary joins, fixed joins, & moving joins.					
	A c t i v i t y		Make figures with movable limbs and components for stop start animation - links to ICT					
M F L	Q u e s t i o n	Planned for and delivered by cover tutor						
	S k i l l s							
	K n o w l							

Autumn 2
Year group: 5/6

	ed ge							
	A ct ivi ty							

Term:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
H i s t o r y	Q u e s t i o n	Not taught this term					
	S k i l l s						
	K n o w l e d g e						
	A c t i v i t y						
S c i e n c e	Q u e s t i o n	How do the life cycles of amphibians, mammals, insects and birds differ? What are the different ways in which animals reproduce?	What are the different ways in which animals reproduce?		How do the lengths of time that different animals depend on their mother compare to each other?		
	S k i l l s	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.					
	K n o w l e d g e	I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	I can describe the life process of reproduction in some plants and animals.		I can recognise differences in the length of time humans and other animals are dependent upon parents		

	A c t i v i t y	Watch clips and identify the stages of different life cycles e.g. frog, human Draw the life cycle	Watch clips and answer questions based upon life cycles.	Create a fact-file showing the reproduction processes of a plant and an animal.		Look at the term gestation. Research different gestation periods of identified mammals. Input them into a table (google sheets?) and create a graph.	
G e o g r a p h y	Q u e s t i o n	Where are the world's rainforests? Which continents have rainforests?	What are the key features of rainforests? What is their global importance in terms of climate? How have people used natural resources to survive in different rainforest regions?		Why are people treated unfairly in the place we are studying?	How can the rainforest be protected? What are the global consequences if we do/don't do this? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?	
	S k i l l s	I can use an atlas to locate and identify rainforests I can use keys to find information on a map	I can research and investigate biomes I can compare the rainfall and		I can research how crops (e.g. chocolate) are grown in rainforest areas. I can explain how and why the	I can compare sustainable use of rainforest resources with non-sustainable uses	

			temperature in a rainforest to the UK		poorest workers are sometimes unfairly treated. I can evaluate the impact of Fair Trade on communities.	I can research and evaluate reasons for deforestation I can explain the importance of rainforests in terms of global climate I can explain the impact of deforestation and how it is linked to global warming I can identify, promote and evaluate actions that can be taken to protect the environment	
	Knowledge	I know that rainforests are found near the equator	I know the key features of rainforest weather and landscape. I can explain the term 'biome' and know		I know that people in the rainforest use natural resources for trade. I know that people are not always paid fairly for their goods and crops. I	I know about non-sustainable uses of the rainforest, e.g. logging and cattle farming I understand some of the reasons why deforestation takes place	

			about the plants and animals specific to rainforest climate. I understand the global importance of the rainforest in absorbing CO2, stabilizing climate and producing oxygen. I understand how indigenous people use natural resources to survive. I know some of the ways that rainforest crops and resources are used		understand how Fair Trade can make a difference to communities	I understand the global importance of rainforests and the impact of deforestation on climate I know about some of the actions that are being taken to prevent further deforestation	
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R E	Q u e s t i o n	Why do people follow a religious path?		What impact does religious teaching have in different religions?			Is God real? What is God like?
	S k i l l s					Express their own ideas about religious issues and questions, giving reasons for their thoughts	
	K n o w l e d g e	Explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom		Describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example might be about the practice of harmlessness			Discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people
P S H E	C e l e b r a t i o n	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	
	P i e c e	When I Grow Up (My Dream Lifestyle)	Investigate Jobs and Careers	My Dream Job. Why I want it and the steps to get there	Dreams and Goals of Young People in Other Cultures	How Can We Support Each Other? Puzzle Outcome: Charity fundraising	

	PSHE Learning intention SEND	I understand that I will need money to help me achieve some of my dreams	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	I can describe the dreams and goals of young people in a culture different to mine	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	
	Activity	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	
Computing	Question	Which software is the most suitable for the media I need to present?	Can I present media using microsoft word or google docs?	Can I use previous knowledge of Microsoft Word to create a powerpoint presentation?	Can I create media for an intended audience? Can I use software to create different effects that will have an impact?	Can I search a database for the required information?	
	Skills	I can use a variety of software edit a variety of different media		I can use previous knowledge of a different software program to explore a new one. I can use the skills I have already developed to create content using unfamiliar technology.	I can select, use and combine the appropriate technology tools to create different effects that will have an impact on others	I can interrogate a database (links to next terms internet/search engines).	
	Knowledge	I know how to edit a variety of different media I can combine a range of media, recognising the contribution of each to achieve a particular outcome.		I know how to use previous knowledge of a different software program to explore a new one	I know how to create different effects I know how to appropriately present data	I know how to search a database efficiently	

	A c t i v i t y	Children to learn about different microsoft software and google applications and when we would use each one. powerpoint/slides for presentations word/docs for word documents publisher for pictures excel/sheets for tables/databases	Introduce children to the basics of microsoft word or google docs. Can they type and present a word document?	Children use their knowledge of microsoft word to create a powerpoint presentation	Children can create a webpage/poster etc for a researched product.	children to explore databases and how to filter search using excel.
A r t	Q u e s t i o n	No art this half term				
	S k i l l s					
	K n o w l e d g e					
	A c t i v i t y					
D e s i g n	Q u e s t i o n	Can you design, create and evaluate a prototype against a criteria and use this to inform and evaluate your final design?				

g n	Sk ill s	I can research and develop design criteria to design a product fit for purpose.	I can design a product aimed at a specific individual or group.		I can use a seam allowance.	I can join fabrics using a running stitch, over stitch & back stitch.	I can show precision in techniques.
	Kn ow led ge						
M F L	Q ue sti on	Planned for and delivered by cover tutor					
	Sk ill s						
	Kn ow led ge						
	A ct ivi ty						

Term:		Week 1	Week 2	Week 3	Week 4	Week 5
H i s t o r y	Q u e s t i o n	Not taught this term				
	S k i l l s					
	K n o w l e d g e					
	A c t i v i t y					
S c i e n c e	Q u e s t i o n				What are the different ways in which animals can be classified?	What factors might be considered when classifying animals into different groups?
	S k i l l s				Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions	

					and predictions.	
	K n o w l e d g e				I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	
	A c t i v i t y				Make animal top trumps - animal group, fertilization (internal/external), development of offspring (internal/external), development time, number of young, survival rate, time dependent on parents.	
G e o g r a p h y	Q u e s t i o n			How can we reduce the amount of space we use as a society?	What can I do to eliminate the amount of waste I produce? What does Carbon Neutral mean?	What can I do to improve the oceans?
	S k i l l s					
	K n o w l e d g e			I can explain what deforestation is and the impact it has on our planet.	I can identify ways I can reduce the amount of waste I produce. I can identify different types of waste.	I can identify the differences between plastics. I can suggest ways I can help the oceans.

R E	Q u e s t i o n			What do different places of worship look like?	What happens in holy buildings?	What does worship look like in my local area?
	S k i l l s			Pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study.	consider: Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs	Discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways.
	K n o w l e d g e					
P S H E	C e l e b r a t i o n			Have made a healthy choice	Have eaten a healthy, balanced diet	Have tried to keep themselves and others safe
	P i e c e			Smoking	Alcohol	Body Image

	PSHE learning intention SEED			I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I understand how the media, social media and celebrity culture promotes certain body types
C o m p u t i n g	Q u e s t i o n	Which software is the most suitable for the media I need to present?	Can I present media using microsoft word or google docs?	Can I use previous knowledge of Microsoft Word to create a powerpoint presentation?	Can I create media for an intended audience? Can I use software to create different effects that will have an impact?	
	S k i l l s	I can use a variety of software edit a variety of different media		I can use previous knowledge of a different software program to explore a new one. I can use the skills I have already developed to create content using unfamiliar technology.	I can select, use and combine the appropriate technology tools to create different effects that will have an impact on others	
	K n o w l e d g e	I know how to edit a variety of different media I can combine a range of media, recognising the contribution of each to achieve a particular outcome.		I know how to use previous knowledge of a different software program to explore a new one	I know how to create different effects I know how to appropriately present data	

	A c t i v i t y	Children to learn about different microsoft software and google applications and when we would use each one. powerpoint/slides for presentations word/docs for word documents publisher for pictures excel/sheets for tables/databases	Introduce children to the basics of microsoft word or google docs. Can they type and present a word document?	Children use their knowledge of microsoft word to create a powerpoint presentation	Children can create a webpage/poster etc for a researched product.
A r t	Q u e s t i o n		What influence/ impact did they have on the Art World? Is it fair that graffiti art can be illegal?	Who was Banksy? Why were they important within the Art World and what impact did they have on future artists?	Who was Banksy? Why were they important within the Art World and what impact did they have on future artists?
	S k i l l s			I can analyse art work.	I can create a piece of art to convey an important message
	K n o w l e d g e		Understanding of what street art is and graffiti. Why is some illegal? Knowledge of famous street artists.	Looking into the history of Banksy and his style. Analysing some of his artwork.	Looking into the history of Banksy and his style. Analysing some of his artwork.
	A c t i v		Tag the playground in chalk.	Children to write what they think one of his famous pieces meant.	Decide upon an important message they would like to convey. In pairs,

	ity				children create this image in chalk.
E n g i n e e r i n g	Q u e s t i o n		What do engineers do? What types of engineers are there?	If you were an engineer, what would you do? (Primary Leaders Competition 2021)	Can I write an explanation letter?
	S k i l l s		I can identify what an engineer does and at least 2 different types of engineer I can ask appropriate questions to a real life engineer	I can identify a problem (home/local/world) that needs to be solved	I can write a letter that explains what my invention is for and how it works.
	K n o w l e d g e		I understand what an engineer is I know at least 2 different types of engineer	I know a problem that needs to be solved and I know what a possible solution might look like	I know how to write an explanation letter
M F L	Q u e s t i o n	Planned for and delivered by cover tutor			
	S k i l l s				

Spring 2 - Rainforests/David Attenborough

Year group: 5/6

	K n o w l e d g e					
	A c t i v i t y					