Year 5/6 Cycle A

Aut 1	Aut 2	SP 1	SP 2	SU 1	SU 2
Greece (Geography/ History)		**Charles Darwin (Science)**	**Materials (Science/DT) Shakespeare (English)**	**SATs/ Sex Ed (Science)**	**20th Century (History) Electricity (Science) Residential-Avon Tyrell**
Beginnings (2 weeks) Right and responsibilities Class Charter **Geography** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **History** • Ancient Greece – a study of Greek life and achievements and their influence on the western world		NATURAL HISTORY MUSEUM VISIT **Science** **Living things and their habitats Y5** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals **Living things and their habitats Y6** • 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 **Evolution and inheritance Y6** • give reasons for classifying plants and animals based on specific characteristics • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	**Science** **Properties and changes of materials Y5** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic **Shakespeare** See separate English overview	**Science** **Animals including humans Y5** • describe the changes as humans develop to old age	**History** • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, leisure and entertainment in the 20th Century) **Science** **Electricity Y6** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram

Christmas Carol concert **Music** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **Art** • to improve their mastery of art and design techniques		• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution			
Discrete subjects	**Discrete subjects** **Maths:** **Science: Earth and Space** • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Discrete subjects**	**Discrete subjects**	**Discrete subjects** **Maths:** **Science: Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	**Discrete subjects**
Maths (see related overviews)	**Maths (see related overviews)**	**Maths (see related overviews)**	**Maths (see related overviews)**	**Maths (see related overviews)**	**Maths (see related overviews)**
English (see related overviews)	**English (see related overviews)**	**English (see related overviews)**	**English (see related overviews)**	**English (see related overviews)**	**English (see related overviews)**
RE: Introduction to Islam (Community)	**RE: The Magi (Prophecy)**	**RE: Muhammad and the Qur'an (Submission)**	**RE: Eucharist (Ritual)**	**RE: The Journey of Life (Rites of Passage)**	