# Nether Alderley Primary School

Key Stage Two Rolling Programme of Study - Year A : **Class 4** (Year 5 and Year 6)

| Topic | Autumn | | Spring | | Summer | |
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| | **Britain Settlement by Anglo Saxons and Scots** | **Investigating the shape of the world's land** | **Suffragettes** | **Are there enough natural resources for everybody?** | **What is the impact of environmental change in South America?** | **The Viking and Anglo Saxon Struggle for the Kingdom of England (Edward the Confessor)** |
| **Whole Class Text** | Survivors | | Malala – The Magic Pencil | The Promise – Nicola Davies | The Water Tower - Gary Crew<br>The Land of Never Believe | |
| **British Values** | Law of the land | Law of the Land | Democracy<br>Rule of Law | Rights and responsibilities | Individual liberty | Tolerance |
| **English** | Fiction – Character based and setting based descriptions, | Non fiction – Explanation texts on natural disasters and phenomenon's. | Non-fiction – Persuasion letter to MP on global issue.<br><br>Blog and diary entry as Malala | Setting descriptions with figurative language<br><br>Stories with flash back and dialogue<br><br>Poetry | Fiction- Fantasy land story settings<br><br>Poetry | Non- Fiction – Non-Chronological Reports<br><br>Recounts<br><br>Diary entries |
| **Mathematics** | White Rose SoL | White Rose SoL | White Rose SoL | White Rose SoL | White Rose SoL | White Rose SoL |
| **Science** | Light | Electricity | Animal including humans | Animal including humans | Living things and habitats | Living things and habitats |
| | Working scientifically through science topics | | | | | |
| **Computing**<br><br>**PSHE/Online Safety Y5** | Game Creator (5)<br><br>Self-Image and Identity (5)<br>Online Relationships (5) | Graphing (6), Spreadsheets (6)<br><br>Online Reputation (5) | Binary (6)<br><br>Online Bullying (5) | Coding<br><br>Health, Wellbeing and Lifestyle (5) | 3D modelling (6)<br><br>Privacy and Security (5) | Microbit (5)<br><br>Managing Online Information (5) |

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| | | | | | | Copyright and Ownership (5) |
| **Geography** | | Link back to LKS2 work on topography.<br>Build on world locational knowledge by linking to major mountain ranges on each continent, with a focus on Europe and South America.<br><br>Discuss why the earth's surface is shaped like it is – tectonic plate movement, recap volcanoes and focus on earthquakes<br>Plot major volcanoes and earthquake zones on a world map (Ring of Fire) | NA | What do we mean by natural resources? (Energy, food, minerals and water)<br>Where do these resources come from?<br>How are natural resources distributed around the world? (carbon footprint)<br><br>Look at fair and unfair distribution<br>Children to discuss/debate 'are there enough natural resources for everyone?' | Describe and understand the physical regions of South America (mountains & highlands, river basins and coastal plains) including climate zones, biomes and vegetation belts<br>Learn climate zones – polar, temperate, tropical, sub-tropical.<br><br>Learn biomes – vegetation, plant and animal life, deserts and forests, grasslands, tundra, freshwater and marine.<br>Look at the impact of environmental changes on at least one of these regions. | |
| **History** | Britain's settlement by Anglo-Saxons and Scots<br><br>When did the time periods start and end and overlap?<br>Why did they settle in England?<br>How and why did they gain more land and Kingdoms?<br>How did their lifestyle and culture change and differ? | | Study of aspect or theme in British history beyond 1066-<br>Why was the war a turning point for the suffragettes?<br>Were they heroines or troublemakers?<br>What impact did the suffragettes movement have and how has is shaped life for women today?<br>Which individuals were the most influential and why?<br>What can sources from the time tell us about the movement? | | | The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor |

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| | Which kings and leaders were the most influential and why? | | | | | |
| **Design Technology** | | Using Computer Aided Design in Textiles | | Celebrating Culture and sustainability (food) | | Monitoring and Control (electrical systems) |
| **Art and Design** | Drawing and painting the natural world | | Digital Art – Animation using Stop Motion | | Pop Art portraits – Printing | |
| **French** | | On the way to school Christmas | Bon Appetit | Planets | Our School | Sports<br>Tour De France |
| **Music** | Placement of strong beat<br>Explore rhythmic patterns within context of time signature<br>Compose and write down simple rhythmic phrases using rhythm cards | | Explore music history incl genres and styles of recording music<br>Listen to music from ancient time to present<br>Female Composers | | Time signatures and keys<br>Use GarageBand to compose simple melody line<br>Some pupils may also add countermelody | |
| **RE** | How have beliefs about God changed over time? | How religious/ non-religious people explain suffering? | How do my personal beliefs affect the way life is lived? | How do my personal beliefs affect the way life is lived? | What does it mean to be human? How do beliefs shape a person's identity? | What does it mean to be human? How do beliefs shape a person's identity? |
| **PHSCE** | New Beginnings | Getting on and falling out | Say no to Bullying | Good to be me | Going for Goals | Changes |
| **Visits** | Castleton residential | Theatre Christmas Visit. | Congleton Museum | | | Manchester Museum |
| **Visitors** | Invaders day | | Local people with links – speakers<br>Powerful female speakers | | | |
| **SRE** | Talking about Puberty | | Male and Female Changes | | Puberty and Hygiene | |

# Nether Alderley Primary School

Key Stage Two Rolling Programme of Study - Year B : **Class 4** (Year 5 and Year 6)

| Topic | Autumn<br>Nether Alderley | | Spring<br>North America | | Summer<br>Saving our Planet | Summer<br>Mayans |
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| **Whole Class Text** | Non-fiction guides and travel leaflets.<br>*A Story Like The Wind by Gill Lewis*<br>*Hansel and Gretel by Neil Gaiman* | The Weirdstone of Brasingaman by Alan Garner | Friend or Foe<br>Hanna's Suitcase | | Journey to River sea<br>Survivors (focus on Juliane Kopecke short story) | |
| **British Values** | Democracy – local level | Democracy – wider level | Law of the Land | Law of the Land – Mayan age punishment | Tolerance | Individual liberty |
| **English** | Non-fiction Biography: Manchester icon: Alan Turing, Emmeline Pankhurst etc…<br><br>Fiction – Scene settings using historical time period. | Narrative -Legend: The Legend of Alderley Edge | Recount – Evacuee diary entries and Hanahs Suitcase entries.<br><br>Balanced Argument – Should David and Tucky help the German soldiers. | WW poetry<br><br>Narrative – Using speech to move the action on. | Narrative – Stories with flash backs. | Poetry – Animal and Rainforest poetry.<br><br>Non fiction – Travel brochures. |
| **Mathematics** | White Rose SoL | White Rose SoL | White Rose SoL | White Rose SoL | White Rose SoL | White Rose SoL |
| **Science** | Evolution and inheritance | Earth, Sun and Moon (Space) | Forces | | Properties and Changes of Materials | |
| | Working scientifically through science topics | | | | | |
| **Computing**<br><br>**PSHE/Online Safety Y6** | Networks (6)<br><br>Self-Image and Identity (6)<br>Online Relationships (6) | Coding<br><br>Online Reputation (6) | Databases (5), Data Detectives (6)<br><br>Online Bullying (6) | Intro to python (6)<br><br>Health, Wellbeing and Lifestyle (6) | Blogging (6)<br><br>Privacy and Security (6) | Microbit (6)<br><br>Managing Online Information (6)<br>Copyright and Ownership (6) |

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| **Geography** | Investigating reasons for population trends<br>Locational knowledge: Manchester, Greater Manchester, Cheshire - links to Nether Alderley (mills- Macc and silk)<br><br>Expansion of trade - Manchester Ship Canal; Railways; | Field work: Is the building development a positive for Nether Alderley?<br>Local geographical features: land use, trade, population, climate. | Understand geographical similarities and differences through the study of human and physical geography of the regions, countries and major cities in North America (Plan Bee North America)<br>Use OS and digital maps to describe features | | How can countries of the world work together to save our planet?<br><br>Locate the countries that would link together and why to address the issues. | |
| **History** | | History of Nether Alderley- platting key events on a timeline.<br>Sources: Interviewing residents for first hand recounts of events.<br><br>Source studies | | | | Mayan lifestyle beliefs and civilization. |
| **Design Technology** | | Design and make an emblem for Alderley. | Pulleys or Gears<br>(Mechanical Systems) | | Frame Structures | |
| **Art and Design** | Painting: Lowry, alette<br><br>Batik: Manchester landmarks | Landscape field sketches and water colours. | . Textile Printing<br>(Textiles) | | Sculpture | |
| ***French*** | *The Four Seasons* | *Places in Town* | *Easter in France*<br>*Past and Present* | *Places in town*<br>*Then and now* | *At the beach* | *At the café (regional food)* |
| **Music** | Placement of strong beat<br>Explore rhythmic patterns within context of time signature | | Explore music history incl genres and styles of recording music<br>Listen to music from ancient time to present<br>Female Composers | | Time signatures and keys<br>Use GarageBand to compose simple melody line<br>Some pupils may also add countermelody | |

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| | Compose and write down simple rhythmic phrases using rhythm cards | | | | | |
| **RE** | How do Hindus make sense of their world? Why is light important? | How do people use sources of authority to determine beliefs? | How can other people's beliefs inspire our lives? | How have expressions of belief influenced art and music? | What do people believe about the origins of the world? | Are journeys important? Is life a journey? |
| **PHSCE** | New Beginnings | Getting on and falling out | Say no to Bullying | Good to be me | Going for Goals | Changes |
| **Visits** | Residential Edale | Church. Mill and Edge visit | Liverpool War museum | | Manchester museum | |
| **Visitors** | Local residents speaker | | WW2 day | | Conservationist speakers | |
| **SRE** | Puberty and Reproduction | | Relationships and Reproduction | | Conception and Pregnancy | |

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