


## Class 3 -Cycle A

 <b>GULWORTHY</b> <small>ACADEMY</small>	Autumn	Spring	Summer
Science	Electricity(Y6) <b>Research, identifying and classifying, pattern seeking, testing, observing.</b>  Animals including humans (Y5) <b>Research, observing.</b>	Forces (Y5) <b>Research, identifying and classifying, pattern seeking, testing, observing.</b>	Animal, including humans (Y6) <b>Research, pattern seeking, testing.</b>  Living Things and their habitats (Y6) <b>Research, pattern seeking, testing.</b>
History	Why did the ancient Maya change their way of life?  <b>Ancient Civilisations -Pupils should be taught about a non-European society that provides contrasts with British history.</b>	Why did Britain once rule the largest empire the world has ever seen?  <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b>	What did King George VI mean when he said "The history of York is the history of Britain?"  <b>Local Study</b>
Geography	What is a river?  <b>Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere. The United Kingdom. Rivers and the water cycle Natural resources.</b>	How do Volcanoes affect the lives of people?  <b>Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones. Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade.</b>	Why is trade fair?  <b>Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere. Climate zones Economic activity and trade Natural resources.</b>
Art	Drawing and Painting - Leaves plants and flowers  <b>Artist Study: Henri Rousseau</b>	Street Art -  <b>Artist Study: Banksy</b>	Drawing and Sculpture(including printing) - The Seaside  <b>Artist Study: Alfred Wallis and Hokusai</b>

D.T.	<p><b>Cams and mechanical systems Automata Systems</b> - Design, make and evaluate</p> <p>19<sup>th</sup> century designer: Joseph Faber</p>	<p><b>Textiles- Design, Make, Evaluate</b> - Felt Phone Cases</p> <p>Felt designer: Mary Anne Williams</p>	<p><b>Food and Nutrition</b> - Design Make and Evaluate - Grab and Go</p> <p>Who invented the first Calzone?</p>
Computing	<p><b>Mars Rover 1</b> Data Handling</p> <p><b>Mars Rover 2</b> <i>Skills Showcase</i></p>	<p><b>Toodlebit Unit 4</b> <i>Programming</i></p> <p><b>Bletchley Park</b> <i>Computer systems and Networks</i></p>	<p><b>Programming Music</b> <i>Programming</i></p> <p><b>Inventing a product</b> <i>Skills showcase</i></p>
Music	<p><b>Sing and Play In Different Styles</b> Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat - or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p>	<p><b>Improvising with Confidence</b> You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases - just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p>	<p><b>Whole class instrumental playing (learning a new instrument) Y5-6</b></p>
R.E.	<p><b>Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for a Hindu to show commitment to god? <b>Religion:</b> Hinduism</p> <p><b>Theme:</b> Christmas <b>Key Question:</b> Is the Christmas</p>	<p><b>Theme:</b> Hindu Beliefs <b>Key Question:</b> How can Brahman be everywhere and in everything? <b>Religion:</b> Hinduism</p> <p><b>Theme:</b> Easter <b>Key Question:</b> How significant is it for Christians to</p>	<p><b>Theme:</b> Beliefs and Moral Values <b>Key Question:</b> Do beliefs in Karma, Samsara and Moksha hel Hindus lead good lives? <b>Religion:</b> Hinduism.</p> <p><b>Theme:</b> Beliefs and practises <b>Key Question:</b> What</p>

	<p>Story True?  <b>Religion:</b>  Christianity</p>	<p>believe God  intended Jesus to  die?  <b>Religion:</b>  Christianity</p>	<p>is the best way for a  Christian to show  commitment to God?  <b>Religion:</b> Christianity</p>
RSE	<p><b>A world without  judgement -  British Values</b></p> <p><b>Keeping/Staying  Healthy - Alcohol</b></p>	<p><b>Being Responsible -  Stealing</b></p> <p><b>A world without  judgement -  Inclusions and  acceptance</b></p>	<p><b>The Working World  - Enterprise</b></p> <p><b>Keeping/Staying  Safe - Water Safety  - Peer Pressure</b></p> <p><b>Growing and  Changing</b></p>
P.E.	<p><b>Invasion  Games/Net and  Wall Games</b></p> <p><b>Gymnastics  (Counter Balance  and counter  tension)</b></p> <p>Inspirational  figures: Simone  Biles (gymnast),  Pele, Messi, Ronaldo  (Football), Serena  and Venus Williams,  Federer, Andy  Murray (tennis).</p>	<p><b>Rock  Climbing/Dance  and Swimming and  water safety</b></p> <p>Inspirational figures:  Michael Phelps and  Mark Spitz  (swimming), Anna  Pavlova, Fred Astaire  (dance).</p>	<p><b>Athletics and  Striking and  Fielding(Cricket)</b></p> <p><b>Outdoor and  Adventure(Y6) -  Barton Hall  Residential</b></p> <p>Inspirational figures:  Michael Phelps and  Mark Spitz (swimming),  Brian Lara (cricketer),  Jesse Owens, Mo  Farah, Cathy Freeman,  Usain Bolt (running).</p>
French	<p><b>Phonics lessons 3  &amp; 4</b></p> <p><b>At School</b></p>	<p><b>Clothes</b></p>	<p><b>Do you have a pet?</b></p>

