


Class 3 -Cycle A

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

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| D.T. | <p>Cams and mechanical systems Automata Systems - Design, make and evaluate</p> <p>19th century designer: Joseph Faber</p> | <p>Textiles- Design, Make, Evaluate - Felt Phone Cases</p> <p>Felt designer: Mary Anne Williams</p> | <p>Food and Nutrition - Design Make and Evaluate - Grab and Go</p> <p>Who invented the first Calzone?</p> |
| Computing | <p>Mars Rover 1 Data Handling</p> <p>Mars Rover 2 <i>Skills Showcase</i></p> | <p>Toodlebit Unit 4 <i>Programming</i></p> <p>Bletchley Park <i>Computer systems and Networks</i></p> | <p>Programming Music <i>Programming</i></p> <p>Inventing a product <i>Skills showcase</i></p> |
| Music | <p>Sing and Play In Different Styles 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>Improvising with Confidence 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>Whole class instrumental playing (learning a new instrument) Y5-6</p> |
| R.E. | <p>What does it mean if Christians believe God is holy and loving? Christians.</p> <p>Creation and science: conflicting or complementary? Christians.</p> | <p>Why is the Torah so important to Jewish people? Jewish.</p> <p>For Christians what kind of King was Jesus? Christians.</p> | <p>What does it mean to be Humanist in Britain today? Non-religious, Humanist.</p> <p>How does faith help people when life gets hard? Christians, Muslims, and/or Jews and/or Hindus, non-religious.</p> |

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| | | | Green religion? What do religious and non-religious worldviews teach about caring for the Earth? |
| RSE | <p>A world without judgement - British Values</p> <p>Keeping/Staying Healthy - Alcohol</p> | <p>Being Responsible - Stealing</p> <p>A world without judgement - Inclusions and acceptance</p> | <p>The Working World - Enterprise</p> <p>Keeping/Staying Safe - Water Safety - Peer Pressure</p> <p>Growing and Changing</p> |
| P.E. | <p>Invasion Games/Net and Wall Games</p> <p>Gymnastics (Counter Balance and counter tension)</p> <p>Inspirational figures: Simone Biles (gymnast), Pele, Messi, Ronaldo (Football), Serena and Venus Williams, Federer, Andy Murray (tennis).</p> | <p>Rock Climbing/Dance and Swimming and water safety</p> <p>Inspirational figures: Michael Phelps and Mark Spitz (swimming), Anna Pavlova, Fred Astaire (dance).</p> | <p>Athletics and Striking and Fielding(Cricket)</p> <p>Outdoor and Adventure(Y6) - Barton Hall Residential</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>Phonics lessons 3 & 4</p> <p>At School</p> | Clothes | Do you have a pet? |

