

Year 5				
Theme number	Theme name	Subject focus	Content summary	Link to overview
1	Framed	Art	Pupils learn about: <ul style="list-style-type: none"> <li>• Key artists, such as Gaudi, Banksy, Gormley</li> <li>• Art movements, such as modernism, neo-gothic, graffiti, street art, contemporary art and sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Framed: theme overview</a></li> </ul>
	We are game developers	Computing	Pupils learn to: <ul style="list-style-type: none"> <li>• create original artwork and sound for a game</li> <li>• design and create a computer program for a computer game, which uses sequence, selection, repetition and variables</li> <li>• detect and correct errors in their computer game</li> <li>• use iterative development techniques (making and testing a series of small changes) to improve their game</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">We are game developers: Teacher notes</a></li> </ul>
	Growing up and growing old	Science	Pupils: <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Growing up and growing old: Teacher notes</a></li> </ul>
2	Bloodhound	Design and technology	Pupils learn about: <ul style="list-style-type: none"> <li>• Biomes: desert climates</li> <li>• Air resistance and friction</li> <li>• Building a model electric car</li> <li>• Mechanisms and electricity</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bloodhound: theme overview</a></li> </ul>
	We are web developers	Computing	Pupils learn: <ul style="list-style-type: none"> <li>• the name and function of components making up the school's network</li> <li>• how information is passed between the components that make up the Internet</li> <li>• what the source code for a web page looks like, and how it can be edited</li> <li>• how a website can be structured</li> <li>• how to add content to a web page</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">We are web developers: Teacher notes</a></li> </ul>
	Let's get moving	Science	Pupils: <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Let's get moving: Teacher notes</a></li> </ul>
3	Galaxy Quest	Science	Pupils learn about: <ul style="list-style-type: none"> <li>• Solar system</li> <li>• Significant individuals, such as Neil Armstrong, Mia C Jemison, Galileo, Tim Peake</li> <li>• ISS and the space race</li> <li>• Day, night and seasons, including phases of the moon</li> <li>• Forces of gravity</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Galaxy Quest: theme overview</a></li> </ul>
	We are adventure gamers	Computing	Pupils learn: <ul style="list-style-type: none"> <li>• how to plan a non-linear presentation</li> <li>• to create text as part of a presentation</li> <li>• to add and edit images in a presentation</li> <li>• to use hyperlinks for navigation between the slides of a presentation</li> <li>• to record and add audio narration to a presentation</li> <li>• to use commenting tools to give feedback on a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">We are adventure gamers: Teacher notes</a></li> </ul>

	Out of this world	Science	Pupils: <ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the Sun in the Solar System</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky</li> <li>describe the movement of the Moon relative to the Earth</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Out of this world: Teacher notes</a></li> </ul>
4	Mummified	History	Pupils learn about: <ul style="list-style-type: none"> <li>Ancient Egypt: civilisations and class system</li> <li>The River Nile</li> <li>Pyramids</li> <li>Hieroglyphics</li> <li>Significant individuals: Howard Carter and Tutankhamen</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Mummified: theme overview</a></li> </ul>
	We are VR designers	Computing	Pupils learn to: <ul style="list-style-type: none"> <li>explore real-world and imagined locations in VR (if possible)</li> <li>create 360° photosphere images</li> <li>link physical objects to digital content using QR codes</li> <li>create their own VR scene</li> <li>program objects and interactions in VR</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">We are VR designers: Teacher notes</a></li> </ul>
	Amazing changes	Science	Pupils: <ul style="list-style-type: none"> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Amazing changes: Teacher notes</a></li> </ul>
5	Amazing Islands	Geography	Pupils learn about: <ul style="list-style-type: none"> <li>Islands of the world, including their formation and their human and physical geographical features</li> <li>Island usage</li> <li>Cultural development of art forms: Colleen Wilson and Vincent Basham</li> <li>Develop an understanding of the history of island music such as Hawaii / Cuban / Japanese</li> <li>Global significant place - Galapagos and Charles Darwin</li> <li>Climate change</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Amazing Islands: theme overview</a></li> </ul>
	We are architects	Computing	Pupils learn to: <ul style="list-style-type: none"> <li>understand the work of architects, designers and engineers working in 3-D</li> <li>develop familiarity with a simple CAD (computer-aided design) tool</li> <li>develop spatial awareness by exploring and experimenting with a 3-D virtual environment</li> <li>develop greater aesthetic awareness</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">We are architects: Teacher notes</a></li> </ul>
	Circle of life	Science	Pupils: <ul style="list-style-type: none"> <li>describe the life process of reproduction in some plants and animals</li> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Circle of life: Teacher notes</a></li> </ul>
6	What the Dickens?	History	Pupils learn about: <ul style="list-style-type: none"> <li>The reign of Queen Victoria</li> <li>The Industrial Revolution</li> <li>Significant individuals, such as Charles Dickens, Isambard kingdom Brunel, Dr Barnardo and Lord Shaftesbury</li> <li>Workhouses and the great exhibition</li> <li>Great artists and designers, such as William Morris</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">What the Dickens: theme overview</a></li> </ul>

	We are cryptographers	Computing	<p>Pupils learn to:</p> <ul style="list-style-type: none"><li>• be familiar with semaphore and Morse code</li><li>• understand the need for private information to be encrypted</li><li>• encrypt and decrypt messages in simple ciphers</li><li>• appreciate the need to use complex passwords and to keep them secure</li><li>• have some understanding of how encryption works on the Internet</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">We are cryptographers: Teacher notes</a></li></ul>
	Material world	Science	<p>Pupils:</p> <ul style="list-style-type: none"><li>• 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</li><li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li><li>• know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li><li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Material world: Teacher notes</a></li></ul>

Year 6				
Theme number	Theme name	Subject focus	Content summary	Link to overview (where available)
1	Forensic	Science	Pupils learn about: <ul style="list-style-type: none"> <li>Evolution and inheritance, including DNA, cloning and fingerprints</li> <li>Online safety and personal data security</li> <li>Classification systems and keys</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Forensic: theme overview</a></li> </ul>
	We are connected	Computing	Pupils learn: <ul style="list-style-type: none"> <li>about appropriate rules or guidelines for a civil online discussion</li> <li>how search results are selected and ranked</li> <li>how to argue their point effectively, supporting their views with sources</li> <li>how to counter someone else's argument while showing respect and tolerance</li> <li>how to judge the reliability of an online source</li> <li>some strategies for dealing with online bullying</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">We are connected: Teacher notes</a></li> </ul>
	Evolution and inheritance	Science	Pupils: <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Evolution and inheritance: Teacher notes</a></li> </ul>
2	Iceberg Ahead	Geography	Pupils learn about: <ul style="list-style-type: none"> <li>Significant events in history: The <i>Titanic</i></li> <li>Maps and grid referencing</li> <li>Causes of migration</li> <li>The impact of humans on the environment</li> <li>Significant individuals: Robert Falcon Scott</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Iceberg Ahead: theme overview</a></li> </ul>
	We are computational thinkers	Computing	Pupils learn to: <ul style="list-style-type: none"> <li>develop the ability to reason logically about algorithms</li> <li>understand how some key algorithms can be expressed as programs</li> <li>understand that some algorithms are more efficient than others for the same problem</li> <li>understand common algorithms for searching and sorting a list</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">We are computational thinkers: Teacher notes</a></li> </ul>
	The Titanic	Science		<ul style="list-style-type: none"> <li><a href="#">The Titanic: Teacher notes</a></li> </ul>
3	Blitz	History	Pupils learn about: <ul style="list-style-type: none"> <li>Cause and consequence, and the significance of the Second World War</li> <li>Methods of historical enquiry and source bias via propaganda</li> <li>Declaration of human rights</li> <li>Musical composition and structures in wartime music</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Blitz: theme overview</a></li> </ul>
	We are toy makers	Computing	Pupils learn: <ul style="list-style-type: none"> <li>how computers use stored programs to connect input to output</li> <li>how to generate and evaluate designs in response to a brief</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">We are toy makers: Teacher notes</a></li> </ul>

			<ul style="list-style-type: none"> <li>to plan a complex project by decomposing it into smaller parts</li> <li>to work with physical components of a system</li> <li>how to design and write a program for an embedded system</li> <li>to use criteria to provide others with feedback on their work</li> </ul>	
	Healthy bodies	Science	Pupils: <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Healthy bodies: Teacher notes</a></li> </ul>
4	Mozart Mash-Up	Music	Pupils learn about: <ul style="list-style-type: none"> <li>Classical composers and their influence on modern-day music</li> <li>Musical elements, including pitch, tempo, melody, rhythm, dynamics, mood and effect</li> <li>Improvisation and composition</li> <li>Notation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Mozart Mash-Up: theme overview</a></li> </ul>
	We are AI developers	Computing	Pupils learn: <ul style="list-style-type: none"> <li>how decision trees can be trained automatically to classify data</li> <li>how speech recognition works</li> <li>how a neural net recognises images</li> <li>to train a neural net to classify images</li> <li>to train a machine learning system to identify sentiments</li> <li>to consider some ethical principles in designing AI systems</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">We are AI developers: Teacher notes</a></li> </ul>
	Classifying living things	Science	Pupils: <ul style="list-style-type: none"> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Classifying living things: Teacher notes</a></li> </ul>
5	The Globe	History	Pupils learn about: <ul style="list-style-type: none"> <li>Discussion of a wide range of Shakespearean texts</li> <li>Communication of ideas through sketches and diagrams, e.g. set design</li> <li>Self-portrait and miniatures</li> <li>Significant individuals: Shakespeare and his birthplace</li> <li>Musical composition and structures influenced by the Elizabethan era</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The Globe: theme overview</a></li> </ul>
	We are publishers	Computing	Pupils learn to: <ul style="list-style-type: none"> <li>manage or contribute to large collaborative projects, facilitated using online tools</li> <li>write and review content</li> <li>source digital media while demonstrating safe, respectful and responsible use</li> <li>design and produce a high-quality print document</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">We are publishers: Teacher notes</a></li> </ul>
	Light	Science	Pupils: <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Light: Teacher notes</a></li> </ul>

6	Digital Dragons' Den	Design and technology Geography	Pupils learn about: <ul style="list-style-type: none"> <li>• The role of charities</li> <li>• Charitable materials, e.g. advertisements, posters, leaflets, logos etc.</li> <li>• Website design and development</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Digital Dragons' Den: theme overview</a></li> </ul>
	We are advertisers	Computing	Pupils learn to: <ul style="list-style-type: none"> <li>• think critically about how video is used to promote a cause</li> <li>• storyboard an effective advert for a cause</li> <li>• work collaboratively to shoot original footage and source additional content</li> <li>• acknowledge intellectual property rights</li> <li>• work collaboratively to edit the assembled content to make an effective advert</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">We are advertisers: Teacher notes</a></li> </ul>
	Electricity	Science	Pupils: <ul style="list-style-type: none"> <li>• use recognised symbols when representing a simple circuit in a diagram</li> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Electricity: Teacher notes</a></li> </ul>