Cycle A (2024-25; 2026-27…)
Cycle B (2025-26; 2027-28…)

English	*Cycle A* Chinese Stories: Willow Pattern Story / The Four Dragons / The Crane Wife. Non-Chronological Reports: e.g. Chinese History and Culture. Cogheart. Brightstorm. Goodnight Mr Tom: WW2 / diary writing. The Explorer. Boss of the Plains. Space. Balanced Arguments. Letter from the Lighthouse. Phoenix. *Cycle B* Way Home – Libby Hathorn. Formal Writing: Letters of Complaint. The Arrival. The Journey. The Adventures of Odysseus. Percy Jackson. Lost for Words. Biographies: Picasso / Kahlo. Flotsam. Macbeth.
Mathematics	We make use of the *White Rose Maths* scheme of work. Year 5 Place value; addition and subtraction; multiplication and division A; fractions A; multiplication and division B; fractions B; decimals and percentages; perimeter and area; statistics; shape; position and direction; decimals; negative numbers; converting units; volume. Year 6 Place value; addition, subtraction, multiplication and division; fractions A; fractions B; converting units; ratio; algebra; decimal; fractions, decimals and percentages; area, perimeter and volume; statistics; shape; position and direction.
Science	*Cycle A* Forces; Mechanisms; Human bodies – circulation; Light and Shadow; Earth & space; Living Things; Evolution & Inheritance; Human body – reproduction. *Cycle B* Materials and their Properties; Changing States; Electricity; Living things - Plants and Animal Classification; Life Cycles; Healthy bodies; Impact of Diet, Drugs, Exercise and Lifestyle; Humans – Change & Development.
Art & Design	*Cycle A* Sketching and different media; Human Figures; Clay; American Artists; Rousseau Rainforests; WW2 Propaganda Posters; Peter Thorpe, Space Painting. *Cycle B* Seascapes and skylines; Greek pots, clay architecture; Botanicals; Georgia O'Keefe and William Morris; Landscapes; Photos, Ansel Adams Collage.
History	*Cycle A* Victorian Inc transport- (Local area & Study since 1066); Victorians Shackleton's Expedition. World War II; History of Space Exploration; The Maya. *Cycle B* Immigration over time / America; Ancient Greece; Reivers / Romans - Local History.

Geography	*Cycle A* Locality & UK; Longitude/ latitude equator, poles, maps and mapping; Europe & UK; Rainforests – Biomes; South America/ Amazon Comparison; Map work; North and South America - human and physical geography; mountains. *Cycle B* World Geography/ Local Area – Mapping; Settlements; Global trade routes; Europe – Greece; Natural Resources; Energy use; Our Changing World / Coasts; Rivers.
PE (3-year cycle)	*Cycle A* *1) Football, 2) Dance* *1) Netball-Bench ball, 2) Gymnastics-Travelling and Stretching* *1) Rugby 2) Gymnastics - equipment use* *1) Tennis, 2) Circuits* *1) Swimming, 2) Rounders* *1) Swimming, 2) Outdoor and Adventure skills / Athletics* *Cycle B* 1) Circuits, 2) Dance-Topic link 1) Basketball, 2) Gymnastics-Travelling and taking weight on different parts 1) Hockey, 2) Dance-Topic Link 1) Cricket, 2) Badminton 1) Swimming, 2) Athletics and Mini Olympics 1) Swimming, 2) Outdoor and Adventure skills. *Cycle C* 1) Football, 2) Gymnastics - Travelling and Stretching 1) Circuits, 2) Gymnastics 1) Rugby 2) Dance 1) Netball-Bench ball, 2) Rounders 1) Swimming, 2) Tennis 1) Swimming, 2) Outdoor and Adventure skills / Athletics
PSHE	We make use of the *KidSafe* and *Scarf* schemes of work. Health and Well-being - Mental Health Keeping Safe Friendships Managing hurtful behaviour and bullying Safe Relationships Respecting self and others Media literacy and digital resilience British Values Healthy Lifestyles
RE	We make use of the *Cumbria SACRE* scheme of work. *Cycle A* What Can We Learn From Religious Leaders? [Focus on Mohammed with a look at Buddha]; How and Why do we Celebrate Festivals (inc. Vesak, Christmas); What Is Faith and how do people show faith through the arts? What Can Be Learned from the Holocaust?; How and Why do we Celebrate Festivals (inc. Easter); How and Why do we Celebrate Festivals (inc. Vesak). Humanism. *(cont'd...)*

	Cycle B Why Do People Make Pilgrimages? Is Life Like A Journey?; What Religions Are Found In Our Communities?; How And Why Do People Pray?; Why Can Holding Beliefs Be Difficult?; What Can We Learn From Religious Texts?
Design & Technology	We make use of the *Kapow* scheme of work. *Cycle A* Mechanical systems – Gears and Pulleys; Electrical systems – Doodlers; Cooking and nutrition – Developing a recipe; Textiles – Stuffed toys. *Cycle B* Mechanical systems – Automata toys; Cooking and nutrition – global trade; Electrical systems – steady hand game; Textiles – Waistcoats.
Music	We make use of the *Charanga* scheme of work. **Unit:** Livin' On A Prayer **Style:** Rock **Unit:** Classroom Jazz 1 **Style:** Jazz **Unit:** Make You Feel My Love **Style:** Pop Ballads **Unit:** Fresh Prince Of Bel-Air **Style:** Hip Hop **Unit:** Dancing In The Street **Style:** Motown **Unit:** Reflect, Rewind and Replay **Style:** Western Classical music and your choice from Year 5 **Unit:** Happy **Style:** Pop/Motown **Unit:** Classroom Jazz 2 **Style:** Jazz, Latin, Blues **Unit:** Benjamin Britten - A New Year Carol **Style:** Benjamin Britten (Western Classical Music), Gospel, Bhangra. **Unit:** You've Got A Friend **Style:** The Music of Carole King **Unit:** Music and Me **Unit:** Reflect, Rewind and Replay **Style:** Western Classical Music and your choice from Year 6
Computing	We make use of the *Discovery Education Coding* scheme of work for the coding element of Computing. Year 5 Dance Mat Typing. Creating complex programs using conditional statements, loops, and variables. Create more advanced programs with multiple sequences and conditions. Introduce debugging and optimising code. Building advanced interactive projects and learning Python basics. Build a project (e.g., an interactive game or simulation). Introduce basic Python coding skills. Exploring online reputation and the concept of digital citizenship. Explore online reputations and the implications of the digital world. Teach responsible digital citizenship. Year 6 Dance Mat Typing. Advanced programming with Python. Create programs using Python. Solve complex problems and use Python to develop solutions. Analyse online safety issues and developing strategies for digital well-being. Explore the risks and benefits of technology, focusing on the impact of digital footprints and privacy concerns.
Languages	French: Me and My School; What Would You Like?; Sport; Clothes; I Live…; A French-Speaking Country.