

**YEAR 5/6**  
**LONG TERM PLAN 2024-25**

SUBJECT	AUTUMN 1 (7 weeks)	AUTUMN 2 (7 weeks)	SPRING 1 (5 weeks)	SPRING 2 (6 weeks)	SUMMER 1 (6 weeks)	SUMMER 2 (7 weeks)
<b>LITERACY</b>	<p>Class Novel – The Girl of Ink and Stars Descriptive writing and personification – Ancient standing stones Book Focus: Mortal Engines My Story - The Titanic Focus on improving our descriptive and creative writing skills in both prose and poetry, using the Philip Reeves’ futuristic story Mortal Engines and a personal tale of the tragedy of the Titanic disaster in My Story - Titanic. SP&amp;G</p>	<p>Book Focus and Class Novel – A Christmas Carole by Charles Dickens (Stories from English Literature) Reading the classic story and producing our own Victorian diary based on the events Scrooge experiences on Christmas Eve. Information and explanation writing – using our solar system knowledge from the previous term’s science. SP&amp;G</p>	<p>Class Novel and book focus – Coraline Pictures by Escher A picture to inspire writing Short Story /Dialogue skills  Formal writing – application letters , complaints and CVs Grammar – test preparation</p>	<p>Class Novel and book focus- ‘Street Child’ Balanced Argument Report – Film Review for The Dragon’s Scale – then independent choice. Summarising Character Pen Portrait/Biography SP&amp;G</p>	<p>Class Novel – Percy Jackson and the Lightning Thief Book:Focus: The Trojan Horse Myths and Legends (Narrative) Greek Mythology Formal and Informal dialogue Grammar knowledge Narrative Poetry –The Minotaur/The Trojan War/Pandora’s Box SP&amp;G Non-Chronological Report – Life for children in Victorian Times</p>	<p>Class Novel – The Goldfish Boy Drama – Emotive Play scripts Biography – Shapers of our World – The Greeks Class Drama Performance SP&amp;G</p>
<b>NUMERACY</b>	<p><b>Maths planning based around the White Rose Maths Mastery Plan for mixed years groups.</b></p> <p>Place Value Four Operations Prime Numbers Statistics</p> <p><b>Opportunities to apply mathematics to other subjects</b> Science - Space – Position and direction Science – Mars – Distance, reading large number, statistics (data) Art – Stones – Measurement Geography – Maps – Measurement, scales , distance</p>		<p><b>Maths planning based around the White Rose Maths Mastery Plan for mixed years groups.</b></p> <p>Fractions Decimals Percentages Algebra Coordinates Area and perimeter Geometry – Angles and shape</p> <p><b>Opportunities to apply mathematics to other subjects</b> Science – Forces- Reading scales, present data. Geography – Volcanoes and Earthquakes - Statistics reading and interpreting data.</p>		<p>Revision Week 1 Revision Week 2 Revision Week 3 SATs week</p> <p><b>Maths planning based around the White Rose Maths Mastery Plan for mixed years groups.</b></p> <p>Converting units Area/Perimeter/Volume Fractions/Decimals/Percentages Four Operations Ratio</p> <p><b>Opportunities to apply mathematics to other subjects</b> Science –living things – collect data about habitats around the school grounds. Art – Geometry History – Ancient Greek mathematicians</p>	
<b>SCIENCE</b>	<p><b>KQ: How are our watches and calendars related to the movements of earth in space?</b> <b>Big Idea: The movement of our planet is key to our experience of time.</b> <b>Earth and Space</b> We will be investigating our own solar system. We will find out the mechanisms which result in earth having day and night and leap year every 4 years.. the impact of the earth’s tilt.</p>	<p><b>KQ: How can we measure the forces we experience on earth?</b> <b>Big Idea: Forces influence our everyday life</b> Forces Newton and his laws Gravity- Inertia</p>	<p><b>Big Idea: A successful trip to Mars requires an understanding of how forces work.</b>  Forces: Friction – Practical investigation – sliding. Levers and pulleys – catapult experiment A fair test and variables. Presenting the data and reliable results. – cushioning the fall using knowledge of air resistance</p>	<p><b>KQ: Why are certain characteristics significant in creating classification groups</b>  <b>Big Idea: Classifying and grouping things can help support our scientific understanding</b>  Living things and their habitats(y6)  Classification of species – micro-organisms,plants and animals The work of Carl Linnaeus</p>	<p><b>KQ: How do environmental conditions affect growth?</b> <b>Big Idea: There are differences and similarities in the lifecycles of mammals, amphibians, insects and birds</b>  Living things and habitats(y5) Lifecycles of mammals, amphibians, insects and birds. How a chick develops in the egg. Reproduction of plants – pollination, fertilization, germination.</p>	<p><b>KQ: How does time affect the development of different animals from infancy to old age?</b> <b>Big Idea: Living things use different mechanisms to reproduce</b> Animals including humans- changes – Changes as humans develop into old age Gestation periods and interpreting data using graphs. Reproduction in some plants and animals. (Year 5/6 – Changes through puberty) (Year 6 – human reproduction – intercourse/conception)</p>
<b>Computing</b>	<p>Online safety. Coding skills</p>	<p>Information Technology (IT): Spreadsheets</p>	<p>IT: Databases (Yr5) Computer Science: Text Adventures (Yr 6)</p>	<p>Computer Science: Games Creator (Yr 5) Computer Science: Networks (Yr 6)</p>	<p>IT: 3D Modelling (Yr 5) Quizzing (Yr 6)</p>	<p>IT: Word Processing (Yr 5) Spreadsheets (Yr6)</p>

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<b>RE</b>	<p><b>RE Block Week Big Question:</b> Pilgrimage and what it means to those who undertake it. Islam and Christianity Focus</p>	<p><b>RE Block Week Big Question:</b> Light and its use as a symbol in Christianity, Judaism and Hinduism. The idea of good and evil. (Block - 1<sup>st</sup> week after Xmas Break)</p>	<p><b>RE Block Week Big Question:</b> What can we learn from religions about deciding what is right and wrong?</p>	<p><b>RE Block Week Big Question:</b> Is it always right to forgive – philosophy focus</p>	<p><b>RE Block Week Big Question:</b> Why is there suffering in the world?</p>	
<b>HISTORY</b>	<p><b>Big idea: Human history stretches back for 10s of thousands of years.</b> <b>KQ: How did life change in the move from stone age to iron age?</b></p> <p><b>Stone to Iron Age</b> 'Pre-history' of Britain Stonehenge (solstice) to the Iron Age – looking at tools and technologies</p>			<p><b>Big Idea: Victorian Britain was a contradiction of good and bad</b> <b>KQ: How did the great innovations, including the use of steam affect Victorian Britain?</b></p> <p>Theme in British History beyond 1066 – The Victorian Age and the Industrial Revolution The explosion of ideas and the revolution in Steam</p>		<p><b>Big Idea: The Ancient Greeks still have influence on the modern world today</b> <b>KQ: Where do we see the Greeks' influence in our lives today?</b></p> <p>Greece and Sparta and their methods of governing Impact on the modern world -Pythagoras and maths -The philosophers and their impact on modern thinking</p>
<b>GEOGRAPHY</b>		<p><b>Big Idea: The surface of the earth can be represented at different scales</b> <b>KQ: How do we know where we are on the surface of the earth?</b></p> <p>Mapping and Geo-Skills Use maps, atlases, globes and digital computer mapping. Latitude and Longitude and mapping scale and coordinates</p>	<p><b>Big Idea: The earth's surface is like a broken eggshell</b> <b>KQ: What are the effects of movements in the earth's surface?</b></p> <p>Volcanoes and earthquakes Their distribution and effects on the earth.</p>		<p><b>Big Idea: The earth is made up of many different environments. World climate affects the past, present and future.</b> <b>KQ: What and where are the world's biomes, and why are they found in the places they are?</b></p> <p>The world's Biomes and ecosystems</p>	
<b>ART</b>	<p><b>Big Idea: The perception of realism can be created in different ways in art.</b> <b>KQ: How can we create the feeling of depth in a picture using different mediums</b></p> <p>Mixing Mediums –Photography/pastel/sculpture Create dramatic skies and combine this effect with photography and miniature natural sculpture, repeating layers to create depth in order to build up a standing stones piece of art</p>	<p><b>Big Idea: Simplicity in art can convey a deeper idea, thought or emotion.</b> <b>KQ: How can we display feeling and emotion using simple shapes in our drawing?</b></p> <p>'Eyes to the Soul' – An art project Observation skills applied to sketching eyes.</p>	<p><b>Big Idea: Design and art can be tightly linked</b> <b>KQ How can we use geometry and simple shapes to build our piece of work?</b></p> <p>Escher – re-arranging Escher The Waterfall – appreciating architectural drawing– re-arranging Escher's 'The Waterfall' Tracing skills and modifying reorganizing art.</p>	<p><b>Big Idea: Tone and shade can create layers and depth</b> <b>KQ How can we use one colour to produce a range of effects?</b></p> <p>Pastel Work and charcoal – Industry destroys the planet – investigation into how introduction of black medium must be used carefully.</p>	<p><b>Big Idea: Choice of paper is important in opening up opportunity for creativity</b> <b>KQ How can we combine mediums to produce a good effect?</b></p> <p>Mythical Beasts and watercolour backgrounds – tracing and reuse of master copies – use of tracing paper as a tactile medium to create effects – movement/ age.</p>	<p><b>Big Idea: Printing allows efficient repetition</b> <b>KQ How can we create a complex design with simple lines and shapes in lino print</b></p> <p>The Power of Waters – repeating designs in print Water related designs created using lino print technique. Children learn to use technique effectively and safely. Studu of Katsushika Hokusai (The Great Wave)</p>
<b>DESIGN TECHNOLOGY</b>		<p><b>Big Idea: An effective design must be aesthetically pleasing and functional</b> <b>KQ: How do I evaluate the success of my design?</b></p> <p>Design a serving stand for Xmas</p>		<p><b>Big Idea: Good design meets a purpose effectively</b> <b>KQ: How to I design a hands-on product which will be resilient?</b></p> <p>Design a volcano teaching model</p>		<p><b>Big Idea: Certain food provide energy while still being considered healthy.</b> <b>KQ: Can a snack be tasty, and healthy and practical to eat during an event?</b></p> <p>Designing a light, healthy, energy giving snack for a summer sports event, using seasonal vegetables.</p>

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						<b>Costume and Set Design for Class 4 Play – including weekend workshop session.</b> Costume design – pattern cutting and sewing skills Design and make a costume accessory for a specific character
<b>MUSIC</b>	Listening and Appraising:  Rhythm Work and Composing: Music and Genres: Bolero, Rock and Roll Sea Shanties Bollywood and Indian music	Listening and Appraising:  Rhythm Work and Composing: Music and Genres: Gospel Choir, Soul, Reggae, Pop, Shanty Learning the ocarina/xmas carols –intro reading music. Xmas Performance Nativity	Listening and Appraising:  Rhythm Work and Composing: Music and Genres: Choral (Ladysmith Black Mabazo) 20 Century 80s Pop/Synth  Ocarina skills – performing	Listening and Appraising:  Rhythm Work and Composing: Music and Genres: Pop, Electronic, Jazz, African	Listening and Appraising:  Rhythm Work and Composing: Music and Genres: Celtic Sounds Pop, Jazz, 60s (Beatles)	Class Performing:  Singing skills and performing.
<b>MFL French</b>	<b>Salut Gustave!</b> Greet people& give personal information; Ask and talk about sisters/brothers; Say what people have and have not using 3rd person avoir; Say what people are like using 3rd person être including negatives.	<b>À l'école!</b> Name school subjects; Talk about likes and dislikes at school; Ask and say the time; Talk about timings of the school day	<b>La nourriture!</b> Ask politely for food items Describe how to make a sandwich; Express opinions about food; Talk about healthy and unhealthy food	<b>En ville!</b> Name places in the town; Ask the way and give directions; Say where you are going; Give the time and say where you are going	<b>En vacances!</b> Ask and say where you're going on holiday; Express opinions about holidays; Talk about what you're going to do on holiday; Talk about holiday plans	<b>Chez moi!</b> Name rooms in the house; Describe rooms in the house; Say what people do at home; Say what people do and where.
<b>PE</b>	Real PE Skills Tag Rugby	Real PE Skills Hockey / Indoor Athletics Adventure Activities – Norfolk Lakes Residential– Caving, Fencing, clip-climbing, orienteering	Real PE Skills Basketball	REAL PE Skills Netball	REAL PE Skills Kwik Cricket/rounders	REAL PE Skills Athletics/sportsday dance (Haka)
<b>RSHE</b>	We will be taking part in a full program of Relationship, Sex, and Health education lesson, discussions and workshops throughout the year in a weekly lesson, amnd through other subject we study. The RSHE map details the week by week activities: In summary, we will be addressing the following: - Termly RE block studying world views and religions - Daily mile – health and fitness - PE/Swimming - Basic First Aid - Relationships Education - Physical Health and Mental Well-being - Sex Education					