

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

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

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						Costume and Set Design for Class 4 Play – including weekend workshop session. Costume design – pattern cutting and sewing skills Design and make a costume accessory for a specific character
MUSIC	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.
MFL French	Salut Gustave! 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.	À l'école! Name school subjects; Talk about likes and dislikes at school; Ask and say the time; Talk about timings of the school day	La nourriture! Ask politely for food items Describe how to make a sandwich; Express opinions about food; Talk about healthy and unhealthy food	En ville! 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	En vacances! 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	Chez moi! Name rooms in the house; Describe rooms in the house; Say what people do at home; Say what people do and where.
PE	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)
RSHE	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					