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| Year 5/6 – Autumn – Long Term Plan | | | |
| RE: (Lancs Plans) |  |  |  |
| PSHE: (Thought Box) |  |  |  |
| PE: Scheme |  |  |  |
| Literacy Tree Books |  |  |  |
| Autumn 1 – Book 1  3 weeks  Theme: The world and all it’s glory | Autumn 1 – Book 2  3 weeks  Theme: The world and all it’s glory | Autumn 2 – Book 1  3 weeks  Theme: Dreams and Curiosity | Autumn 2 – Book 2  3 weeks  Theme: Dreams and Curiosity |
| Book 1: The Unforgotten Coat  Objectives:  Geography: Comparing Mongolia / UK   * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and another region outside of the UK * Geographical skills and fieldwork): ‘Use maps, atlases, globes and digital/computer mapping to locate countries (Mongolia) and describe features studied’   Science:   * Start Electricity topic (linked to next book – Robot Girl) * Science experiment – linked to book – see Literacy Tree Planning   Music:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression   RE/PHSE:   * Looking at the wider issues surrounding refugees * What do religious charities do to help | Book 2: Robot Girl  Objectives:  Science: Electricity   * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * 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 * use recognised symbols when representing a simple circuit in a diagram.   Design Technology: design/create own robot  Design   * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design   Make   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   Evaluate   * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   Computing: coding – linked to making robots   * evaluate and apply information technology including new or familiar technologies, analytically to solve problems * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Book 1: Anne Frank  Objectives:  Science: Animals, including humans   * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * describe the ways in which nutrients and water are transported within animals, including humans.   History: British History – WW2/Anne Frank:   * ‘the lives of significant individuals in the past who have contributed to national and international achievements * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066’   RE   * Judaism | Book 2: Hidden Figures  Objectives:  Science – Animals including humans – continued  History   * the story of the space race * changes in an aspect of social history * other significant black figures in history   PHSE:   * Black History – acceptance and tolerance   Art and Design: Portraits of ‘Hidden Figures’ in the style of Andy Warhol   * to improve their mastery of art and design techniques, including drawing * about great artists – find artist |
| Working Scientifically: Throughout all science lessons  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  ♣ using test results to make predictions to set up further comparative and fair tests  ♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  ♣ identifying scientific evidence that has been used to support or refute ideas or arguments. | | | |

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| Year 5/6 – Spring – Long Term Plan | | | |
| RE: (Lancs Plans) |  |  |  |
| PSHE: (Thought Box) |  |  |  |
| PE: Scheme |  |  |  |
| Literacy Tree Books |  |  |  |
| Spring 1 – Book 1  3 weeks  Theme: Confidence and Courage | Spring 1 – Book 2  3 weeks  Theme: Confidence and Courage | Spring 2 – Book 1  3 weeks  Theme: Overcoming adversity | Spring 2 – Book 2  3 weeks  Theme: Overcoming adversity |
| Book 1: Suffragette  Objectives:  Science: Living Things and their habitats   * 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 * give reasons for classifying plants and animals based on specific characteristics   History:   * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * changes in an aspect of social history * a significant turning point in British history.   Art – Frida Kahlo   * to improve their mastery of art and design techniques, including **painting** * learn about great artists   PHSE (over the half term)   * Equality – women’s rights * Being uncategorised * Stonewall links – equality – ‘fitting in’ | Book 2: The Lost Thing  Objectives:  Science: Living Things and their habitats – continued  Design and Technology and Computing: - Stop Motion Animation – design a set for The Lost Thing – then create film and edit   * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * Design - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * Technical Knowledge - apply their understanding of computing to program, monitor and control their products. | Book 1: The Boy in the Tower  Objectives:  Science: Evolution and inheritance   * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution   Geography: Over the whole half term – linked to both books  Human and physical geography:  describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water * Fieldwork: link knowledge of human / physical geography learnt to the local area – compare * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Book 2: The Tempest  Objectives:  Science – Evolution and inheritance continued  Geography – continued  PHSE:   * Depression * Anxiety – linked to SATS   Music:   * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations |
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| Year 5/6 – Summer – Long Term Plan | | | |
| RE: (Lancs Plans) |  |  |  |
| PSHE: (Thought Box) |  |  |  |
| PE: Scheme |  |  |  |
| **This half term has less objectives as will be focusing on SATS and then end of year performances etc** | | | |
| Literacy Tree Books |  |  |  |
| Summer 1 – Book 1  3 weeks  Theme: Exploration and Discovery | Summer 1 – Book 2  3 weeks  Theme: Exploration and Discovery | Summer 2 – Book 1  3 weeks  Theme: Fantasy | Summer 2 – End of Year activities |
| Book 1: Night Mail  Objectives:  Science: Light   * recognise that light appears to travel in straight lines * 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 * 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 * use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.   History:   * a significant turning point in British history (use of railways)   Design and Technology   * Make a train – with a light – link to science | Book 2: Firebird  Objectives:  Science: Light – continued  RE   * Hinduism   Music   * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | Book 1: A beautiful lie  Objectives:  Science   * Complete an investigation overtime – over the half term   Geography:   * Human and physical geography: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   RE – Islam |  |
| Working Scientifically: Throughout all science lessons  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  ♣ using test results to make predictions to set up further comparative and fair tests  ♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  ♣ identifying scientific evidence that has been used to support or refute ideas or arguments. | | | |