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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 CoatObjectives: 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
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| 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: SuffragetteObjectives: 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 MailObjectives: 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. |