



## Year 5/6 Long Term Plan

Year 5 and 6 are this year on Year 2 of a 2 year rolling plan to accommodate the fact that we have had a mixed year group class (2015-2016)

The Curriculum will be separate Year 5 and Year 6 content from 2017 - 2018

Year 5/6	Autumn		Spring		Summer	
<b>Topic</b>	The Groovy Greeks		Pole to Pole		Rivers of Life	
					SATS	Year 6, End of Year Production
<b>Visits/visitors</b>	Visit to <b>Ilkley Literary Festival</b> Team building trip to <b>Herd Farm</b>  Macmillan Coffee Morning	<b>Leeds city museum</b> Year 5 – Macbeth Performance. Artist from Leeds Gallery workshop – Greek architecture and sculptures.  Christmas Service at St John’s	Maths Week – theme tbc.  Winter expedition (local)	<b>Science Week</b>  <b>Visit to Leeds University</b> – Department of Fuel and Energy – Science-aspirations Science Week visitors – Allerton High Ex pupils.	Transition High School visits.  The Deep, Hull – Rivers Workshop (5 and 6)	Year 6 Residential  Leavers’ Service at Leeds Cathedral  Year 6 Forbidden Corner Trip
<b>English</b> (EEF Calderdale Excellence Partnership Literacy Project – see Literacy Co-ordinator for details of project)	Cold writes of various genres.  Biography – Martin Luther King – Black History Recounts.  Discussion text Persuasion	Poetry Narrative – novel as a theme/myth	Narrative – detective and crime Instructions Biography	Narrative – science fiction Information texts Explanation texts	Narrative- classic fiction	Narrative – flashback (journey through school). Discussion texts
<b>Spellings</b>	Suffixes 1, 2, 3	Suffixes, sh sound spelt ti, ci	Sh sound spelt si, ssi; Silent letters	Spellings of ei, ie; hyphens, -ible, -able	Common mistakes, plural nouns 1, 2	Homophones

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<b>Hook with a book</b>	<b>Percy Jackson and the Lightning Thief</b> - Rick Riordan	<b>Percy Jackson and the Lightning Thief</b> - Rick Riordan	<b>Ice Trap</b> – Meredith Hooper	<b>Ice Trap</b> – Meredith Hooper	<b>Wind in the Willows</b> – Kenneth Grahame	<b>Wind in the Willows</b> – Kenneth Grahame
<b>Mathematics Y5</b>	Numbers to 1 million Whole numbers: addition and subtraction	Whole numbers: addition and subtraction Whole numbers: multiplication and division	Whole numbers: word problems Graphs Fractions	Decimals Percentages	Geometry Position and Movement Measurements	Measurements Area and Perimeter Volume Roman Numerals
<b>Mathematics Y6</b>	Four operations on whole numbers. Numbers to 10 million	Four operations on whole numbers Fractions	Word Problems Decimals Measurements	Algebra Area and Perimeter Percentages Ratios	Position and Movement Volume Geometry	Negative Numbers Graphs and Averages
<b>Science (AT 1 covered throughout the year)</b>	<b>How do we identify materials? How can they change?</b> <b>Properties and changes of materials</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and	<b>How do we identify materials? How can they change?</b> <b>Properties and changes of materials</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to	<b>What is in our Skies and how are we affected by it?</b> <b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to	<b>What is in our Skies and how are we affected by it?</b> <b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to	<b>What forces make us move as we do?</b> <b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms,	<b>How do we change and grow?</b> <b>Animals, including humans</b> Describe the changes as humans develop to old age. SRE

	<p>response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p>the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
	<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this</p>	<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>				

	kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.					
<b>RE</b> (See Subject tab for faiths covered in Key Stage)	Why are some places and journeys special?	Why are some places and journeys special?	Should we forgive others?		How does growing up bring responsibilities and commitments?	
<b>Values</b>	Belonging, joy, kindness	Belonging, joy, kindness	Thankfulness, democracy, forgiveness.	Self-control, faithfulness	service, forbearance, gentleness ,	humility, endurance, change
<b>SMSC</b>	Moral: Developing and expressing personal views or values Moral: Investigating moral values and ethical issues Moral: Recognising right and wrong and applying it Social: Participating, cooperating and resolving conflicts Spiritual: Exploring the values and beliefs of others					

Year 5/6	Autumn	Spring	Summer
<p><b>History</b></p>	<p><b>How did the Ancient Greeks affect how we live now?</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p><b>How did we discover what’s in our World?</b></p> <p>Explorers of the past linked to geography No explicit history objectives.</p> <p>Geography focus for term – see below.</p>	<p><b>How did life in the Indus Valley affect how we live now?</b></p> <p>The achievements of the Indus Valley – an overview of where and when the first civilizations appeared in that area.</p>
<p><b>Geography</b></p>		<p><b>How did we discover what’s in our World?</b></p> <p>Arctic and Antarctica, location knowledge: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Geography skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p>	<p><b>How do rivers affect landscapes and people over time?</b></p> <p>Rivers and Mountains (linked to Indus Valley), location knowledge: Name and locate key physical and topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Human and physical geography: Describe and understand key aspects of rivers, mountains and the water cycle.</p> <p>Geography skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (The Deep workshop)</p>

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<b>Ongoing geographical skills</b>	<p>Meteorologists recording the <b>weather</b>. To interpret the data collected and present in a variety of ways. (Monthly blog the weather stats and give a prediction for the following month, use and interpret live data from Weather Station).</p> <p>Location knowledge: Locate the world's countries, using maps to focus on Europe including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom.</p> <p>Understanding of time zones – clock display in Year 6 building.</p>					
<b>Art</b>		<p>Greek art: pottery, architects.</p> <p><b>Activities:</b> sculptures workshop by visit from Leeds art gallery</p> <p>To improve their mastery of art and design techniques, including drawing and sculpture with a range of materials.</p> <p>About great artists, architects and designers in history.</p>		<p>Silk screen</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>Linked to History</p> <p>Indus valley pottery using clay.</p>	

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<p><b>Design Technology</b></p> <p><b>Evaluating processes and products ongoing throughout the year</b></p>		<p><b>Greek Food:</b> bread making (linked to science)</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Design and make a moving structure to move and hide an egg.</b></p> <p><b>Mechanical systems</b> based on the Trojan horse.</p> <p>Design, make and evaluate. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p><b>Den building</b> – PSHE team building link</p> <p>Design and create a shelter for survival in the Poles.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p><b>Food:</b> Outdoor cooking – linked to explorers work.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><b>Food:</b> Asian cooking – linked to History topic.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><b>Electrical systems:</b> Design and make a game for KS1 to play including an electrical circuit.</p> <p>Using more complex switches and circuits (include programming, control and monitoring).</p>
<p><b>Computing</b></p> <p><b>(E-safety element each half term)</b></p>	<p><b>Programming for problems and designing 3d games</b></p> <p>Design and write programs to solve problems SCRATCH.</p>	<p><b>Programming for problems and designing 3d games</b></p> <p>Kodu – 3d game design</p>	<p><b>Networks and Search Engines</b></p> <p>How the Internet works and web research.</p>	<p><b>Computers and Graphics</b></p> <p>SketchIO using layers in paint packages.</p>	<p><b>Where in the World?</b></p> <p>Understand the differences between google maps v google earth and OS maps (Focus on local area map study –geography).</p>	<p><b>Balancing a budget/Organising information</b></p> <p>Spreadsheets/Databases</p>

Year 5/6	Autumn	Spring		Summer		
<b>Music</b>	<b>Ongoing – Composer of the Week in classes</b>					
<b>Activities in rotation for Yr 5 and 6</b>	<p><b>Singing, vocal skills:</b> duration, pitch, dynamics, tempo, structure and performing.</p> <p>Additional work in class: notation – Christmas rehearsal focus.</p> <p>Listen and appraising Gluck-Orpheus and Eurydice.</p>	<p>More complex chord structures and rhythms</p> <p>Christmas concert performance.</p> <p>Developing texture of chords, tune and bassline within an ensemble</p> <p>Listening and appraising performance.</p> <p><b>Singing:</b> covering a range of genres.</p>	<p><b>Pictures at an exhibition compositions:</b> linking art/literacy and music.</p> <p>Appraisal of pictures at an exhibition</p> <p>Writing a short ostinato in notation form.</p> <p>Performance of more complex ensemble pieces.</p> <p>Composition and Notation based on topic work (rotation through Y5, 5/6 and 6)</p> <p><b>Singing:</b> covering a range of genres</p> <p>Focus to compose music for an Antarctica slide show.</p> <p>Listen and Appraising Vaughan Williams – sinfonia for Antarctica</p>	<p>Planning a composition to be performed as a group</p> <p>Chord changes within a bar.</p> <p>Melodies with syncopation or complex chord rhythms as an ensemble.</p> <p>Appraisal of different types of music through history.</p> <p>Composition and Notation based on topic work (rotation through Y5, 5/6 and 6) – As appropriate to link with Topics.</p> <p>Singing– covering a range of genres.</p> <p>Focus to compose music to enhance a presentation on the Indus Valley.</p> <p>Listen and Appraising Ravi Shankar – Discovery of India</p>		
<b>MFL</b> <b>1<sup>st</sup> column</b> <b>Year 5</b> <b>2<sup>nd</sup> column</b> <b>Year 6</b>	<b>Refer to Le Petit Ronde Scheme of Work:</b> Numbers 1-10 Name Age Colours Months of the year Nativity	<b>Refer to Le Petit Ronde Scheme of Work:</b> Parts of the body Revision of asking for French translation Zoo Animals Verb – etre Christmas theme	<b>Refer to Le Petit Ronde Scheme of Work:</b> Revision of previous topics. Speaking skills Days of the week Birthdays Food – What is good for you and what is bad. Shrove Tuesday. Easter	<b>Refer to Le Petit Ronde Scheme of Work:</b> Members of the family Vocabulary for pets Revision	<b>Refer to Le Petit Ronde Scheme of Work:</b> Move onto year 4 scheme of work. Numbers 1 -20 Body parts French translation Animals Family members Hobbies Weather	<b>Refer to Le Petit Ronde Scheme of Work:</b> Dictionary skills Playground songs and activities Hobbies Numbers 12-31 Revision of leisure activities Weather Clothes

Year 5/6	Autumn		Spring		Summer	
<b>PSHE</b>  <b>Weekly values lessons</b>	<b>We're All Stars:</b>  Devising a class charter Gifts and talents Exploring feelings Working cooperatively Communication skills. Role models	<b>Be Friendly, Be Wise:</b>  Different types of friends Conflict resolution Anti-bullying Drugs Ed: Alcohol First Aid E-safety and cyber-bullying	<b>Year 5:</b>  SRE: talking about puberty, male and female changes and puberty and hygiene  The concept of well-being Being an effective learner Role models  <b>Year 6</b> SRE: puberty and reproduction, relationships and reproduction, conception and pregnancy, being a parent  Common responses to change. Transition and moving on.	<b>Daring To Be Different:</b>  Differences of opinion Agreeing and disagreeing Risky choices Standing out from the crowd Being assertive Anti-bullying	<b>Dear Diary:</b>  Knowing where to go for help Managing uncomfortable feelings - embarrassment Put-downs and boost ups Breaking friends Forgiveness Supporting each other	<b>Joining In And Joining Up:</b>  Anti-social behaviour and the consequences of crime Rules and laws The local courts Voting and debating Having a say in the school community Fund-raising
<b>Enterprise</b>	Enterprise Film Nights MacMillan Coffee Morning					
<b>PE</b>	Invasion Games	Health Related Fitness	Outdoor Adventure Activities/ Sports Leaders	Gym	Take part in adventurous and outdoor activities – Residential	
<b>Outdoor provision – possible focus links</b>	Ilkley – map reading		Focus on Outdoor maths – Maths Week. Den building Arctic expedition		Residential activities.	

Year 5/6	Autumn	Spring	Summer
<p><b>British Values</b></p>	<p><b>Democracy:</b> Class Charters Description - Children agree their class charter and the rights associated with these. All children contribute to the drawing up of a charter.</p> <p><b>Democracy, individual liberty, mutual respect and tolerance.</b> Remembrance day - children made a class poppy wreath and individual poppies and participated in a collective worship where we looked at why remembrance day is celebrated in Britain.</p> <p><b>Democracy:</b> Learning about the Ancient Greek's political system and comparing it to the UK system.</p>	<p><b>Democracy, Individual liberty:</b> FairTrade Fortnight - Allerton has been a Fair trade school for several years. Focus assemblies, Fair trade cafes and breakfasts are held.</p> <p><b>Individual liberty, Mutual respect and tolerance</b> The rule of law - E safety day - Children looked at the rights and responsibilities regarding social networking. They looked at the right of free speech, but being respectful of individuals' feelings.</p>	<p><b>Individual liberty: freedom for all</b> - Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on residential, talking about their experiences and learning. (RE and residential).</p> <p><b>Mutual respect and tolerance:</b> treat others as you want to be treated.</p>