





 Year 5/6/B Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (History)
	Living on the Edge 	Lest we Forget (The Wars) 	Inside Out 	Light It Up 	Endangered 	Our Local Area 
Memorable Experience	Build a lighthouse with a working lightbulb	PGL + shelter building for pupils who are not attending PGL	Dissect a heart	Walk to the park and draw	Botanical art day	Bagshaw Museum (TRIP)/ Oakwell Hall
English Group 1 (SK + LW)	Floodland Climate change report Letter writing Balanced Arguments	Letters from the Lighthouse Letters/postcard writing Diary entries Persuasive speech	Runaway Robot Letter writing Diary entries Information text Playscripts	Runaway Robot Poetry performances Poetry writing Letter writing	Shackleton's Journey Character descriptions Letter writing Illustration poetry Narrative – setting descriptions	The Matchbox Diary Poetry Diary entries Instructions Report writing Autobiographical writing
English Group 2 (HH + JB)	The Lighthouse (Video stimulus) Recount Newspaper Report Character Profile	Rose Blanche Diary Character Description Letter Writing Recount Non Chronological Report Comparison Report	Poetry Pie Riddle/Rhyme/Concrete poems. Trip Advisor Review Diary Adventure Story	Lights Out (Video Stimulus) Glitch! Non Chronological Report Character Description Instruction Text	Shackleton's Journey Narrative – setting descriptions Letter writing Illustration poetry	Matchbox Diary Poetry Arguments/debate Diary entries
Maths Maths Hub	Y6 Number- Place Value Number- Addition, Subtraction, Multiplication and Division	Y6 Number- Addition, Subtraction, Multiplication and Division Number- Fractions Geometry- Position and Direction	Y6 Number- Decimals Number- Percentages Number- Algebra Measurement- Converting Units	Y6 Measurement- Perimeter, Area and Volume Number- Ratio	Y6 Statistics Geometry- Properties of shape	Y6 Consolidation and themed project
Science	DE-Living things and their Habitats. (Yr6) I can classify living organisms. I can understand the kingdoms of life.	DE- Animals inc Humans- The human life cycle. (Yr5) I can identify the key stages of a mammal's life cycle.	DE-Animals including humans- The human circulatory system. I can understand the function of the heart and its	DE-Electricity. (Yr6) I can describe the parts of an electric circuit.	DE-Evolution and Inheritance. (Yr6) I can understand how offspring vary and are not identical to their parents.	DE- Looking after our environment. (Yr6) I can learn about climate change.

	<p>I can classify living things using the Linnaean system.</p> <p>I can identify the characteristics of different types of microorganisms.</p> <p>I can investigate asexual reproduction through spore dispersal.</p> <p>I can classify and describe a living organism.</p>	<p>I can explore the gestation periods of mammals.</p> <p>I can learn about foetal development.</p> <p>I can investigate the hand span of different aged children.</p> <p>I can learn about the changes experienced in puberty.</p> <p>I can describe the changes humans may experience during old age.</p>	<p>role in the circulatory system.</p> <p>I can identify and compare blood vessels.</p> <p>I can explore blood.</p> <p>I can learn how the body transports water and nutrients.</p> <p>I can investigate what affects your heart rate.</p> <p>I can learn about the impact of drugs and alcohol on the body.</p>	<p>I can explore voltage and its effect on an electrical circuit.</p> <p>I can apply knowledge to identify and correct problems in a circuit.</p> <p>I can investigate what affects the output of a circuit.</p> <p>I can build a set of traffic lights.</p> <p>I can apply knowledge of conductors and insulators.</p>	<p>I can learn about animal adaptations.</p> <p>I can learn about plant adaptations.</p> <p>I can explore what we can learn from fossils.</p> <p>I can explore the theory of evolution by natural selection.</p> <p>I can explore human evolution.</p>	<p>I can explore ways to reduce how much rubbish is sent to landfill.</p> <p>I can explore ways to reduce energy consumption.</p> <p>I can explore what happens when fuels are burnt.</p> <p>I can explore the outcomes of COP26.</p> <p>I can compare data associated with weather.</p>
<p>Art & Design</p>		<p>Art focus-Sculpture Using a variety of media to explore texture and effect Create a 3D Poppy Key artist Georgia O Keeffe Key artwork Red poppy 1927 Sketchbook Record observations (Yr5). Target Tracker Focus: Develop skills in using clay including slabs, coils and slips. NC Key Skills: Experiment with and combine materials and processes to design and make a 3D for. Sculpt clay and other mouldable materials.(Yr.5)</p>		<p>Art focus- Painting A Still life using light effects. Key artist Willem Kalf Key artwork Willem Kalf, Still Life with Drinking Horn, 1653 (Yr6) Sketchbook Record observations (Yr6) Target Tracker Focus: Develop an awareness of composition, scale and proportion in their work Use simple perspective in their work using a single focal point and horizon. Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand,</p>	<p>Art focus –Drawing Botanical pencil drawings using shading and hatching Key artist Elizabeth Blackwell Key artwork Examples of Botanical drawings Sketchbook Record observations (Yr5) Target Tracker Focus: Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. NC Key Skills: Identify and draw simple objects, and use marks and lines to produce texture. Successfully use shading to create mood and feeling? Organise line, tone, shape and colour to represent figures and forms in</p>	

				<p>watercolour bleeds to show clouds.</p> <p>NC Key Skills: Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques.(Yr. 6)</p>	<p>movement. Can they show reflections. Can they explain why they have chosen specific materials to draw with?(Yr5)</p>	
<p>Computing Rising Stars</p>	<p>We are web developers (5.4)</p> <p>Pupils will learn how the school network and the Internet work. Will we be exploring how HTML is used to create websites and we will create our own website about on-line safety.</p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> the name and function of components making up the school's network how information is passed between the components that make up the Internet what the source code for a web page looks like and how it can be edited how a website can be structured how to add content to a web page. <p>Computing PoS focus: Digital Literacy – Online Safety</p>	<p>We are cryptographers (5.2)</p> <p>Pupils will be investigating early methods of communicating over distances. We will learn about two early ciphers, and encrypt and decrypt messages in various ciphers.</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> be familiar with semaphore and Morse code understand the need for private information to be encrypted encrypt and decrypt messages in simple ciphers appreciate the need to use complex passwords and to keep them secure have some understanding of how encryption works on the Internet. <p>Computing PoS focus: Computer Science – Computational Thinking</p>	<p>We are architects (5.3)</p> <p>Pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery. Finally, they use the gallery to exhibit their own artwork.</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> understand the work of architects, designers and engineers working in 3-D develop familiarity with a simple CAD tool develop spatial awareness by exploring and experimenting with a 3-D virtual environment develop greater aesthetic awareness. <p>Computing PoS focus: Information Technology - Media</p>	<p>We are connected (6.4)</p> <p>Pupils use the school's blogging platform to explore issues related to social media.</p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> about appropriate rules or guidelines for a civil online discussion how search results are selected and ranked how to argue their point effectively, supporting their views with sources how to counter someone else's argument while showing respect and tolerance how to judge the reliability of an online source some strategies for dealing with online bullying. <p>Computing PoS focus: Digital Literacy – Online Safety</p>	<p>We are AI developers (6.6)</p> <p>Pupils use a variety of websites to learn about different aspects of artificial intelligence including machine learning. Finally, they program a self-driving car and consider the ethics of AI.</p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> how decision trees can be trained automatically to classify data how speech recognition works how a neural net recognises images to train a neural net to classify images to train a machine learning system to identify sentiments to consider some ethical principles in designing AI systems. <p>Computing PoS focus: Computer Science - Coding</p>	<p>We are publishers (6.3)</p> <p>Pupils produce a class yearbook or school magazine using desktop publishing tools. They source, write, edit and combine images and text from a range of sources.</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> manage or contribute to large collaborative projects, facilitated using online tools write and review content source digital media while demonstrating safe, respectful and responsible use design and produce a high-quality print document. <p>Computing PoS focus: Information Technology - Media</p>
<p>Design & Technology</p>	<p>Electrical circuits B – Electrical systems - make a light up sign</p>		<p>Food and nutrition seasonal</p>			<p>Textiles B – make a draw string bag</p>

	<p>I know the electrical circuit will need more bulbs and power source to light up a sign.</p> <p>I can draw, annotate and explain my light circuit.</p> <p>I know that if the switch is closed the light will work and if it is open the light will not operate.</p> <p>I know I can make a switch with material that conducts electricity.</p>		<p>B – Make a cheese and onion pie risk assessment oven, knives, grater</p> <p>I know what a healthy and varied diet is.</p> <p>I know about seasonal food and where it is grown.</p> <p>I can peel and chop onions and potatoes</p> <p>I can roll pastry</p> <p>I can grate cheese</p> <p>I know how to use a timer on the oven.</p> <p>I can evaluate my finished product and give suggestions for improvements.</p>			<p>Risk assessment needles</p> <p>I know what features are needed to make a drawstring bag.</p> <p>I can draw and annotate a drawstring bag.</p> <p>I know what material is best for making a bag.</p> <p>I know that a back stitch will join my material together securely</p> <p>I know I will need to thread string through my material.</p> <p>I can use a needle and thread to make a bag.</p> <p>I know how to improve my drawstring bag.</p>
Geography	<p>To describe and understand key aspects of physical geography, including climate zones.</p>	<p>To locate the world's countries.</p>			<p>To 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.</p>	<p>To 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.</p>
History		<p>What was the impact of WW2 on Britain?</p> <p>I can investigate how WW2 began and ended, and order key events on a timeline.</p> <p>I can explain when, where and why people were</p>				<p>How and why has our local area changed and developed over time?</p> <p>I can explore how industry has changed over time in the local area.</p>

		<p>evacuated in WWII and reflect on what it was like.</p> <p>I can explain how everyday lives were affected by food rationing.</p> <p>I can explain how the role of women differed before, during and after the war.</p> <p>I can describe key events from the Battle of Britain and explain why it was a turning point in the war.</p> <p>I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>				<p>I can investigate the history and importance of the local war memorial.</p> <p>I can research a soldier from the local war memorial and present my findings.</p>
<p>Music Collins Scheme</p>	<p>World Unite</p> <p>I can explore beat and syncopation through a song and body percussion. I can develop co-ordination and rhythm skills I can perform a rhythmic sequence to a piece of music I can develop the idea of pitch shape and relating it to movement I understand pitch through movement and notation I can create rhythm patterns I can arrange different musical sections to build a larger scale performance I can explore rhythm through dance I can combine different rhythms I can explore ways of combining and structuring rhythms through dance</p>	<p>Our Community</p> <p>I am learning to sing a song I understand metre through singing and playing instruments I can conduct a metre of four I can conducting metres of two and three I can write lyrics I can extend arrangements of a song. I am learn to sing a song from our musical heritage I can develop accompaniments using ostinato and invented or improvised rhythms I can develop a performance by adding other media I can perform with awareness of audience</p>	<p>Growth</p> <p>I can feel and move to a three-beat pulse and revising rhythmic ostinato I can perform and improvising rhythmic and melodic ostinato I can sing in harmony I am learning about chords I can perform music and dance I can revise, rehearse and develop music for performance I understand the process of a musical performance</p>	<p>At the Movies</p> <p>I understand music narrative I can interpret notation I can use a storyboard to structure sounds I am learning about the use of sound effects in movies I am exploring and using narrative structure I can compose sound effects to perform with a movie I can identify changes in tempo and their effects I can explore and understand phrase structure of a song melody I can create and perform a sequence of phrases with a movie I am learning about the use of musical clichés in movie soundtracks I can explore the effects of music on movies I can use the musical dimensions to create and perform music for a movie I am learning about techniques used in movie soundtracks I can explore techniques used in movie soundtracks</p>	<p>Life Cycles</p> <p>I can read a melody in staff notation I can accompany a song with tuned and untuned instruments I can compose and perform together I can sing in two parts I can combine vocal sounds in performance I can create a performance using voices and instruments in four parts I can explore and extend vocal techniques I can develop a structure to combine sounds I can create musical effects using contrasting pitch I am learning about the music of early opera; I can create descriptive music I can develop a performance with awareness of audience</p>	<p>Moving On</p> <p>I can sing a song with expression and sustained notes I can sing in two-part harmony I can sing a song with expression and sustained notes I can perform complex song rhythms confidently I can identifying the structure of a piece of music I am learning to play a melody with chordal accompaniment I am experiencing the effect of harmony changing I can sing in two- or three-part harmony I can play instrumental parts to accompany a song I can perform a song with a complex structure •I can listen to and understanding modulation in a musical bridge I can prepare for a performance</p>

				<p>I can create sounds for a movie, following a timesheet</p> <p>I can work in groups to create descriptive movie music</p> <p>I can evaluate and refine compositions</p> <p>I am learning about and using cue scores</p>		
<p>PE Spiral</p>	<p>#1 Power – I can improve my determination, power and physicality.</p> <p>#2 Peer mentoring – I can improve my leadership skills.</p> <p>#3 Dribbling – I can improve the effectiveness of dribbling in competitive situations.</p> <p>#4 Tactical variation – I can improve my understanding of how to lead a team and dictate tactics.</p> <p>#5 Passing – I can improve my use of passing techniques in competitive situations.</p> <p>#6 Team work – I can improve my ability to work with teammates to make and execute a plan.</p> <p>#7 Agility – I can improve range of a movements to deceive an opponent and capitalise on situations.</p>	<p>#1 Understanding rules – I can improve my leadership skills.</p> <p>#2 Shooting – I can improve my combination of skills to capitalise on opportunities to shoot early.</p> <p>#3 Control – I can improve understanding of when and why to choose a certain shot.</p> <p>#4 Passing – I can improve my understanding of pass selection.</p> <p>#5 Anticipation – I can improve my ability to predict opponents play.</p> <p>#6 Shooting – I can improve decision making in terms of shot choice.</p> <p>#7 Assessment lesson.</p>	<p>#1 Physical processing – I can improve decision making and opportunity taking.</p> <p>#2 Strength – I can improve my ability to be still in a position with tension in my body.</p> <p>#3 Team work – I can improve my leadership skills.</p> <p>#4 Physical processing – I can improve my ability to perform a sequence of dance movements to music.</p> <p>#5 Evaluation – I can improve my creativity and leadership skills.</p> <p>#6 Accuracy – I can improve accuracy by increasing range of shot.</p> <p>#7 Tactical variation – I can improve my application of positions and tactics.</p>	<p>#1 Power – I can improve my transferable power.</p> <p>#2 Speed – I can learn about transferable speed.</p> <p>#3 Fielding and catching – I can improve my fielding skills to perform a run out.</p> <p>#4 Striking – I can improve my shot selection to win a game.</p> <p>#5 Assessment lesson.</p> <p>#6 Dribbling – I can improve my ability to demonstrate good dribbling techniques across a range of invasion games.</p>	<p>#1 Fielding and catching – I can improve my catching technique and manipulation of the ball.</p> <p>#2 Anticipation – I can improve my ability to judge space and distance – improving my anticipation.</p> <p>#3 Speed – Improve my ability to perform complex co-ordination at speed.</p> <p>#4 Strength – I can improve my explosive strength.</p> <p>#5 Accuracy – I can improve my understanding of and manipulation of a javelin.</p>	<p>#1 Assessment lesson.</p> <p>#2 Agility – I can improve my performance of tactical agility.</p> <p>#3 Evaluation – I can improve my ability to improve my own performance.</p> <p>#4 Striking – I can demonstrate that I have transferable striking skills.</p> <p>#5 Control – I can improve my ability to use control a football into the next position.</p> <p>#6 Peer mentoring – I can improve my team working skills to solve problems.</p> <p>#7 Understanding rules – I can improve my ability to work as a team member to establish and enforce competition rules.</p>
<p>PSHCE Jigsaw</p>	<p>Being me in my world Year 5</p> <p>I can face new challenges positively and know how to set personal goals</p> <p>I understand my rights and responsibilities as a British Citizen and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p>	<p>Celebrating difference Year 5</p> <p>I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour –spreading and name-calling can be bullying behaviours</p> <p>I can explain the differences between direct and indirect bullying</p>	<p>Dreams and Goals Year 5</p> <p>I understand that I will need money to help me achieve some dreams</p> <p>I know a range of jobs and what people earn in different jobs</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I appreciate the similarities and differences between myself and young people in different cultures</p>	<p>Healthy me Year 5</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know I can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p>	<p>Relationships Year 5</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p>	<p>Changing me Year 5</p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' change during puberty</p> <p>I understand that sexual intercourse can lead to</p>

	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>Year 6 I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people local and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p>	<p>I can compare my life with people in the developing world</p> <p>I can enjoy the experience of a culture other than my own</p> <p>Year 6 I understand there are different perceptions about what normal means</p> <p>I understand how having a disability could affect someone's life</p> <p>I can explain some ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict or celebration</p>	<p>I understand why I am motivated to make a positive contribution to supporting others</p> <p>Year 6 I know my learning strengths and can set realistic goals for myself</p> <p>I can set a success criteria and know when I have reached my goal</p> <p>I can identify problems in the world and talk to others about them</p> <p>I can work with other to help make the world a better place</p> <p>I can describe some ways in which I can work with others to make a difference</p> <p>I can give praise and compliments to myself and others when I recognise our achievements/contributions</p>	<p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>Year 6 I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I know and can put into practice basic emergency aid procedures (eg. The recovery position) and know how to get help in emergency situations</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.</p>	<p>I understand how to stay safe when using technology to communicate with my friends.</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>Year 6 I can identify the most significant people to be in my life so far</p> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I understand that there are different stages of grief and that there are different types of losses that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I understand how technology can be used to gain power or control and I can use strategies to prevent this from happening</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I am in Y6</p> <p>Year 6 I can ask the questions I need answered about changes during puberty</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of relationships</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>
RE	Y5 Why are some places and journeys special.	Y5 What values are shown in codes for living?	Y5 Should we forgive others?		Y5 What do Christians believe about old and new covenants?	