



Long Term Planner 2017-18

Cycle One

Year 5/6

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
TOPIC	Vikings	Measly Middle Ages	Where Are We?	Water, Water Everywhere	Ancient Maya	The Slave Trade
ENGLISH	<p>Narrative: From our literary heritage: Y5/6 Shakespeare: Macbeth, Romeo & Juliet</p> <p>Y6 Shakespeare In School Project: As You Like It</p>	<p>Narrative: From our literary heritage: The Highwayman</p>	<p>Y6 Revision Harry Potter theme</p> <p>Y5 Non-Fiction: Explanation/Instructions</p>	<p>Y6 Revision Harry Potter theme</p> <p>Y5 Non-fiction: Persuasive writing</p>	<p>Narrative: Stories with historical settings</p> <p>Non-Fiction: Instructions (History link)</p>	<p>Yr6 Narrative and Play scripts: Classic Literary Heritage – The Wind in the Willows</p> <p>Yr5 Play scripts</p>
MATHS	<p>Coverage areas:</p> <p>Yr5 – place value, addition and subtraction, perimeter.</p> <p>Yr6 – place value, 4 operations, algebra</p>	<p>Coverage areas:</p> <p>Yr5 – number properties, multiplication and division, area</p> <p>Yr6 – number properties, multiplication and division, area and volume</p>	<p>Coverage areas:</p> <p>Yr5 – fractions, decimals, percentages</p> <p>Yr6 - fractions, decimals, percentages, ratio and proportion</p>	<p>Coverage areas:</p> <p>Yr5 – shape, angles, coordinates</p> <p>Yr6 – shape (inc. angles), transformations, coordinates, measure, data</p>	<p>Coverage areas:</p> <p>Yr5 – fractions, decimals and percentages</p> <p>Yr6 - Revision</p>	<p>Coverage areas:</p> <p>Yr5 – properties of shape, angles</p> <p>Yr6 – Enterprise Project</p>
SCIENCE	<p>Topic: Human Body</p> <p>Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood.</p>	<p>Topic: Nutrients and Water in the Body</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Topic: Evolution</p> <p>Recognise how living things have changed over time and fossils give us clues for that. Recognise that living things produce offspring of the same kind but might look different. Identify how animals and plants are adapted to their environment and this may lead to evolution.</p>	<p>Topic: Classification</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals.</p>	<p>Topic: Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function. Use recognised symbols for a simple circuit.</p>	<p>Topic: Light</p> <p>Recognise that light appears to travel in straight lines. Understand that objects are seen because they give out or reflect light into the eye. Explain why shadows have the same shape as the objects that cast them. Explain that we see things because light travels from light sources to our eyes.</p>



Long Term Planner 2017-18

Year 5/6

Cycle One

<p>TOPIC – history/ geography</p>	<p>History: Vikings</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England.</p>	<p>History: Medieval</p> <p>The study of an aspect or theme in British history which extends pupils chronological knowledge.</p>	<p>Geography: Compass Directions</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p>	<p>Geography: Water Cycle</p> <p>Describe and understand key aspects of the water cycle. Use fieldwork to measure record and present human and physical features in the local area.</p>	<p>History: Mayans</p> <p>A non-European society that provides contrast with British history.</p>	<p>Geography: The Slave Trade</p> <p>Economic activity including trade links.</p>
<p>ART</p>		<p>Still Life</p> <p>To improve their mastery of art and design techniques.</p> <p>Cezanne</p> <p>To learn about great artists in history.</p>	<p>Stained Glass Window</p> <p>To improve their mastery of art and design techniques.</p>	<p>Water Colour</p> <p>To improve their mastery of art and design techniques.</p> <p>Monet</p> <p>To learn about great artists in history.</p>	<p>Mayan Designs and Patterns</p> <p>To improve their mastery of art and design techniques.</p>	<p>African Inspired Art Designs and Patterns</p> <p>To improve their mastery of art and design techniques.</p>
<p>DT</p>	<p>Long Boats and Viking Shields</p> <p>Design, make and evaluate.</p>	<p>Cooking & Nutrition Biscuits</p> <p>Understand the principles of a varied and healthy diet. Following a recipe.</p>				<p>Design and Make a Bag</p> <p>Design, make and evaluate.</p>
<p>PE</p>	<p>Invasion games Tag rugby, Netball Play competitive games with attacking and defending.</p>	<p>OAA Team Building/Orienteering</p> <p>PE - Gymnastics Develop flexibility, strength, technique, control and balance.</p>	<p>Dance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Net/Wall Games Tennis/Badminton Play competitive games</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Striking and Fielding Cricket/Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.</p>
<p>RE</p>	<p>Was Jesus the Messiah?</p>	<p>Was Jesus the Messiah?</p>	<p>What do Hindus believe and how does it affect their daily lives?</p>	<p>What did Jesus do to save human beings?</p>	<p>How do Hindus talk about God?</p>	<p>What kind of King is Jesus?</p>



Long Term Planner 2017-18

Cycle One

Year 5/6

<p>LANGUAGES</p>	<p style="text-align: center;">French Following the Rigolo Programme: Broaden their vocabulary through using a dictionary, write phrases from memory and describe people, places things and actions orally and in writing and understand basic grammar.</p>					
<p>MUSIC</p>	<p>World United – Step Dance Performance Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Listen with attention to detail. Use and understand staff and other musical notations. Appreciate and understand a wide range of live and recorded music.</p>	<p>Year 5 - Journeys – Song Cycle Performance Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Listen with attention to detail. Use and understand staff and other musical notations.</p> <p>Year 6 - Recorders Play and perform in solo and ensemble contexts. Listen with attention to detail. Use and understand staff and other musical notations.</p>	<p>Growth – Street Dance Performance Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Listen with attention to detail. Use and understand staff and other musical notations. Appreciate and understand a wide range of live and recorded music. Develop an understanding of the history of music.</p>	<p>Year 5 - Prepare for Easter Performance Year 6 - Roots – Mini Musical Performance Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Listen with attention to detail. Appreciate and understand a wide range of live and recorded music.</p>	<p>Roots - Mini Musical Performance Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Listen with attention to detail.</p>	<p>Moving On – Leavers Assembly Performance Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Listen with attention to detail. Use and understand staff and other musical notations. Appreciate and understand a wide range of live and recorded music.</p>
<p>COMPUTING</p>	<p>We are Cryptographers Can understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Spreadsheets (Twinkl) Excel Introduce and familiarise with spreadsheets using given templates. Enter and edit text and numbers in cells and use SUM formula; begin formatting cells. Begin to use the SUM function for specific a purpose, such as calculating a League Table. Order data using the Sort function and produce a graph to present the data. - Pupils will create totals and averages for existing data; sort according to either</p>	<p style="text-align: center;">Kodu (Twinkl)</p> <p>Select, use and combine a variety of software, including evaluating and presenting data and information. use logical reasoning to explain how some simple algorithms work.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work.</p>		<p style="text-align: center;">We are Bloggers</p> <p>Can understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Can 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 can accomplish given goals, including collecting analysing, evaluating and presenting data and information.</p>	



Long Term Planner 2017-18

Cycle One

Year 5/6

	<p>Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>column then add or edit the data by following instructions. Begin to understand the benefit of automatic recalculation when editing.</p> <p>-Pupils are given an investigation where the solution to a problem is best calculated using a spreadsheet. They must use prior knowledge and skills to find the best solution.</p> <p>-Pupils are given a list of possible items and prices, along with a maximum spending budget. They must choose items for a party, calculate quantities and totals within the set budget for a given number of people. -After a recap of the skills taught so far, and the potential use for a spreadsheet, pupils are given an open-ended challenge to design their own.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>		<p>Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>(If time Film Making- Twinkl)</p>
<p>ENRICHMENT – VISITS</p>	<p>VIKING IN THE CLASSROOM</p>		<p>WHITWELL HALL: ORIENTEERING</p>	<p>RESIDENTIAL: KINGSWOOD OUTDOOR ADVENTURE</p>	<p>STRANGERS' HALL</p>