Long Term Planner 2018-19 Year 5/6
Cycle Two

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	Rainforests	WW1	Stargazers	Kingdom	Floodland	Ancient Egyptians
ENGLISH	Discursive texts: writing a balanced argument Debating and discussing the issues around rainforest preservation Listening to opinions, discussing fact vs opinion Guided Reading text: "The Explorer by Katherine Rundell	Poetry: War poets Newspaper reports on WW1 Guided Reading text: War Horse by Michael Morpurgo	Based on: Cosmic by Frank Cottrell Boyce Guided Reading texts: Women in Science, The traveller's guide to the Solar System, Cosmic	Historical stories - Anglo Saxon/Viking Raiders Guided Reading text: Beowolf by Michael Morpurgo	Letters- based on the novel Floodland Guided Reading text: Floodland by Marcus Sedgewick	Diaries: based on the diary of Howard Carter Narrative: suspense stories based on tomb raiders in Ancient Egypt
MATHS	**Coverage areas:** Yr5 – place value, addition and subtraction, perimeter. Yr6 – place value, 4 operations, algebra	**Coverage areas:** Yr5 – number properties, multiplication and division, area Yr6 – number properties, multiplication and division, area and volume	**Coverage areas:** Yr5 – fractions, decimals, percentages Yr6 - fractions, decimals, percentages, ratio and proportion	**Coverage areas:** Yr5 – shape, angles, coordinates Yr6 – shape (inc. angles), transformations, coordinates, measure, data	**Coverage areas:** Yr5 – fractions, decimals and percentages Yr6 - Revision	**Coverage areas:** Yr5 – properties of shape, angles Yr6 – Enterprise Project
SCIENCE	**Topic: Living things and their habitats –** Life cycles of mammals, amphibians, insects and birds Life process of reproduction in some plants and animals Classifying plants, animals and micro- organisms	**Topic: Forces** Air and water resistance Friction Levers, pulleys and gears	**Topic: Earth Space** The Earth, Sun and Moon The solar system	**Topic: properties and changes of materials** Solids, liquids and gases	**Topic: properties and changes of materials** Reversible and irreversible changes	**Topic: Animals including humans** Changes as humans develop to old age

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TOPIC – history/ geography	**Geography: location, human and physical geography** South America, equator, longitude, latitude, tropics and hemispheres Physical geography of South America – rivers, mountains, water cycle, climate zones, biomes etc Human geography of South America – land use, trade, natural resources, deforestation Features of the Rainforest – climate, plants, animals	**History: WW1 - an aspect of British history** Causes, weapons, the Home Front, life in the trenches, famous people, battles, armistice	**Geography: location knowledge** Identify northern and southern hemispheres Locating the North and South poles	**History: the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Alfred the Great Viking raids Anglo Saxon laws and justice Edward the Confessor and his death	**Geography: counties and cities of the UK** Geographical regions of the UK - hills, mountains, rivers, coasts Land use Using maps and direction	**History: Early civilisations - Ancient Egypt** Achievements of the Ancient Egyptians: Daily life, Gods and beliefs, the afterlife, Pharaohs
ART	Drawing: Rainforest pictures	Painting: creating paintings depicting WW1 battlefields, mixing paint, silhouettes	Famous artists: the works of Peter Thorpe Space Art		Painting and drawing landscapes	Egyptian art: scaled drawings, tomb paintings, jewellry
DT		Designing and making a trench in a shoe box		Cooking: making different types of bread and cakes	£D maps of regions of the UK	

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PE	**Invasion games** Tag rugby, Netball Play competitive games with attacking and defending.	**OAA** Team Building/Orienteering **PE - Gymnastics** Develop flexibility, strength, technique, control and balance.	**Dance** Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best	**Net/Wall Games** Tennis/Badminton Play competitive games	**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.	**Striking and Fielding** Cricket/Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.
RE	Why is there suffering?	What does it mean if God is holy and loving?	Creation and Science: Confliction or complimentary?	Salvation: What does the Resurrection mean to Christians?	What do Hindus believe and how does it affect their daily lives?	Faith and belief
LANGUAGES	**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.					
MUSIC	Charanga: Livin on a prayer	Charanga: Classroom Jazz Songs and music from WW1	Charanga: Make you feel my love Holst: The Planets	Charanga: The Fresh Prince of Belair	Charanga: Dancing in the Street	Charanga: Reflect, Rewind and Replay
COMPUTING	**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	**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. -	**Code.org** Use logical reasoning to explain how some simple algorithms work. 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. Solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some		**We are Bloggers** 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 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,	

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	detect and correct errors in algorithms and programs Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Pupils will create totals and averages for existing data; sort according to either column then add or edit the data by following instructions. Begin to understand the benefit of automatic recalculation when editing. -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. -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.	simple algorithms work. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.		evaluating and presenting data and information. Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (If time **Film Making**- Twinkl)	
ENRICHMENT – VISITS	Mini Monsters workshop: visit to school . An interactive talk and display Y5s: Shakespeare in schools	WW1 Exhibition of art, music, writing and DT Y6: Stem day and visit to German Christmas Market at Hellesdon High School	The Planetarium: visit to school by a mobile planetarium Y6: visit to see Peter Pan at Hellesdon High School	Cracking the Anglo Saxon Code: introduction to the topic through a code breaking activity	A Letter in a bottle: to introduce the topic	Visit to British Museum, London to see the Egyptian collection