



# Long Term Planner 2024-25

## Cycle Two

# Year 5/6

Subject	Autumn 1 (7 weeks – 1 x 4 day week)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 3 days)	Spring 2 (6 weeks)	Summer 1 (6 weeks – 2 x 4 day weeks)	Summer 2 (7 weeks)
TOPIC	Extreme Earth		Around the world		Ourselves	
English: Power of reading core text	Journey to the River Sea	War Horse	Cosmic	Cosmic	Floodland	Y5 - The London Eye Mystery Y6 - Play
Writing Outcome	<b>Fiction/poetry:</b> Narrative – journey story Descriptive free verse poem	<b>Fiction/poetry:</b> Story that builds suspense and atmosphere	<b>Non-fiction:</b> Writing in role Y6 - Newspaper Report and Writing in Role	<b>Non-fiction:</b> Discursive text Settings	<b>Non-fiction:</b> Persuasive Writing Y6 – Narrative and Persuasive Writing	<b>Non-fiction:</b> Newspaper Report
Guided Reading Y5	The Lion the Witch and the Wardrobe  Non-fiction texts linked to topic.	Kensuke’s Kingdom  Non-fiction texts linked to topic.	Creeping Beauty  Non-fiction texts linked to topic.	Matilda  Non-fiction texts linked to topic.	The Girl Who Stole an Elephant  Non-fiction texts linked to topic.	Northern Lights  Non-fiction texts linked to topic.
Guided Reading Y6	Harry Potter and the Philosopher’s Stone  Non-fiction texts linked to topic.	A Christmas Carol  Non-fiction texts linked to topic.	Non-fiction texts linked to topic.  <i>Test technique questions for SATs</i>	Non-fiction texts linked to topic.  <i>Test technique questions for SATs</i>	Skellig  <i>Test technique questions for SATs</i>	Skellig  Non-fiction texts linked to topic.
Let’s think in English	Maps (poem) Shoes (story) Lulu (poem)	Bear (poem) Rabbits (part 1) Rabbits (part 2)	Tree Maker (part 1) Maker (part 2)	Visitor (poem) Home (story)	The island (part 1) The island (part 2)	Moment of fames (pobble picture) <a href="http://www.pobble365.com/moment-of-fame/">http://www.pobble365.com/moment-of-fame/</a>



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<p><b>MATHS</b></p>	<p><b>Yr5</b> – Place value; addition and subtraction.</p> <p><b>Yr 6</b> – Place value; addition and subtraction; multiplication and division</p>	<p><b>Yr5-</b> multiplication and division; perimeter and area</p> <p><b>Yr6</b> – Fractions, position and direction</p>	<p><b>Yr5</b> – Multiplication and division, fractions</p> <p><b>Yr6</b> – Decimals and percentages; algebra</p>	<p><b>Yr5</b> – Fractions, decimals and percentages</p> <p><b>Yr6</b> – converting units of measure; perimeter, area and volume; ratio</p>	<p><b>Yr5</b> – Decimals, properties of shape</p> <p><b>Yr6</b> – Statistics; properties of shape</p>	<p><b>Yr5</b> – position and direction, converting units of measure</p> <p><b>Yr6</b> – consolidation, themed projects</p>
<p><b>SCIENCE</b></p>	<p><b>Living things and their habitats</b> Lifecycles of plants and animals (including mammals, reptiles, amphibians, birds and insects Food chains</p>	<p><b>Forces</b> Gravity, air resistance, water resistance and friction</p>	<p><b>Earth and Space</b> Movement of the earth and other planets Movement of the moon, seasons, day and night</p>	<p><b>Properties and changes of materials</b> Compare and group different materials, solubility, transparency, electrical and thermal conductivity ; reversible and irreversible changes.</p>	<p><b>Properties and changes of materials continued</b> Compare and group different materials, solubility, transparency, electrical and thermal conductivity ; reversible and irreversible changes.</p>	<p><b>Animals including humans – age</b>  Describing changes in humans as they age; inheritance, variance and adaptation</p>
<p><b>TOPIC – History/ Geography</b></p>	<p><b>Resources and Sustainability: Rainforests</b> Describe and understand key aspects of human geography: trade links, the distribution of natural resources including energy, minerals, and water.</p>	<p><b>World War One</b> Causes and chronology of the war; countries involved; animals at war; the home front; armistice</p>	<p><b>Ancient Egypt</b> Location of Egypt, chronology, life in ancient Egypt (homes, work, hierarchy); importance of the River Nile, beliefs</p>	<p><b>Environmental Regions</b> Naming and locating counties of the United Kingdom, the geographical regions, physical characteristics, and key topographical features (including hills, mountains, coasts, and rivers).  Using fieldwork to observe, measure, record and present the physical and human features in the local area using a range of methods.</p>	<p><b>Cities</b> Naming and locating cities in the UK (London) and the human characteristics, exploring settlement types and economic activity, and exploring similarities and differences between cities in the UK, Europe and North or South America.</p>	



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<p><b>ART</b></p>	<p><b>Drawing &amp; Sketching</b> Rainforest <b>Artist:</b> Henri Rousseau</p>		<p><b>Collage</b> Cosmic <b>Artist:</b> Galaxy Landscape (Shawn Marie Hardy)</p>		<p><b>Painting</b> Norfolk based painting <b>Artist:</b> Kieran Williamson</p> <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and <b>applying</b> ideas to their own artworks e.g. <i>making choices about painting surfaces or mixing paint with other materials.</i></p>	
<p><b>DT</b></p>		<p><b>WW1 – Make, do, mend with applique.</b> (Children bring in old clothes) Yr5 pencil case roll Yr6 WW1 repurposed item (their choice)</p>		<p><b>Space buggy</b> <b>Construction with electrical mechanism:</b> Yr5/6 with axel, wheel, motor. Yr6 add additional electrical component light or buzzer system</p>		<p><b>Reimaged, 2 ingredient savoury scones.</b> <b>Cooking</b> Following recipes accurately with measuring and weighing</p>
<p><b>PE</b></p>	<p><b>Invasion Games</b>  Play competitive games with attacking and defending.  Y5 - Basketball Y6 – Tag Rugby</p>	<p><b>Dance</b>  Perform dances using a range of movement patterns. Compare performances.</p>	<p><b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance.</p>	<p><b>Gymnastics</b>  Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.</p>	<p><b>Athletics</b>  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><b>Striking and fielding</b>  Use running, jumping, throwing and catching in isolation and in combination.  Y5 - Rounders Y6 – Rounders/Cricket</p>
<p><b>Games</b></p>	<p><b>Invasion Games</b>  Y5- Football</p>	<p><b>Invasion Games</b>  Y5- Tag Rugby</p>	<p><b>Invasion Games</b>  Y5- Handball</p>	<p><b>Outdoor Adventurous Activities</b></p>	<p><b>Athletics</b> Use running and jumping, throwing and</p>	<p><b>Net/Wall Games</b>  Y5 – Tennis/ Badminton</p>



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	Y6 – Football	Y6 – Basketball	Y6 – Hockey		catching in isolation and in combination.	Y6- Korfball
<b>RE</b>	<b>Christianity/Islam:</b> How has belief in Christianity and Islam impacted on Art and Music through history?	<b>Christianity/Multi/Humanism:</b> Is believing in God reasonable?	<b>Christianity:</b> What difference does the resurrection make to Christians?		<b>Christianity:</b> What is the Eucharist and why is it important?	<b>Christianity/ Humanism:</b> Creation or Science: Conflicting or complementary?
<b>MUSIC</b>	<b>Charanga – Model Music curriculum</b> <u>Year 5 Unit Autumn 1</u> 'Melody and harmony in music' <u>Year 6 Unit Autumn 1</u> 'Music and technology'	<b>Charanga – Model Music curriculum</b> <u>Year 5 Unit Autumn 2</u> 'Sing and play in different styles' Year 6: Recorders	<b>Charanga – Model Music curriculum</b> <u>Year 5 Unit Spring 1</u> 'Composing and chords' Year 6: Recorders	<b>Charanga – Model Music curriculum</b> <u>Year 5 Unit Spring 2</u> 'Enjoying Musical Styles' Year 6: Recorders	<b>Charanga – Model Music curriculum</b> <u>Year 5 Unit Summer 1</u> 'Freedom to improvise' Year 6: Recorders	<b>Charanga – Model Music curriculum</b> <u>Year 5 Unit Summer 2</u> 'Battle of the bands' Year 6: Recorders
<b>COMPUTING</b>	Microsoft recap	Online safety	Kodu	Programming, algorithms and debugging	3D modelling	Using and applying
<b>PSHE Education</b>	<b>Coverage area for Y5:</b> PHSE Ed: TEAM (Together Everyone Achieves More)/NSPCC PANTS RSE: My feelings <b>Coverage area for Y6:</b> PHSE Ed: VIPs/NSPCC PANTS RSE: - My feelings	<b>Coverage area for Y5:</b> PHSE Ed: Think positive RSE: My body <b>Coverage area for Y6</b> PHSE Ed: Safety first RSE: - My body	<b>Coverage area for Y5:</b> PHSE Ed: Diverse Britain RSE: My relationships <b>Coverage area for Y6:</b> PHSE Ed: One World RSE: - My relationships	<b>Coverage area for Y5:</b> PHSE Ed: Be yourself RSE: My beliefs <b>Coverage area for Y6:</b> PHSE Ed: Digital wellbeing RSE: - My beliefs	<b>Coverage area for Y5:</b> PHSE Ed: It's my body RSE: My rights and responsibilities <b>Coverage area for Y6:</b> PHSE Ed: Growing up RSE: - My rights and responsibilities	<b>Coverage area for Y5:</b> PHSE Ed: Aiming high RSE: Asking for help <b>Coverage area for Y6:</b> PHSE Ed: Money Matters RSE: Asking for help



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<b>LANGUAGES</b> <b>French</b>	Cultural Unit – Where in the world speaks French?  Numbers and the alphabet	My family and me  My home  Colours  Animals	Colours  Food	Calendar  Clothing  Shopping	Holidays and Celebrations  My Town  The Weather	Sports and Hobbies  School
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