



Long Term Planner 2023-24

Cycle One

Year 5/6

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Victorians		Americas		Anglo-Saxons & Vikings	Mayans
ENGLISH: Power of reading core text	Stretchild by Berlie Doherty	Moth: An Evolution Story by Isabel Thomas	Holes by Louis Sachar	The Highwayman by Alfred Noyes	The Journey by Francesca Sanna	Y5 – A Song from Somewhere Else By A.F. Harrold Y6 – Performance
Writing opportunities	Non-fiction: <i>Autobiography:</i> Diary - in role as character Dr. Barnado	Non-fiction: <i>Non-Chronological Report:</i> Information text on the spotted moth	Non-fiction: <i>Autobiography:</i> Letter – in role as character	Fiction: <i>Poetry story writing:</i> Narrative descriptions in the style of the highwayman	Fiction: <i>Narrative:</i> Journey story	Non-fiction: <i>Balanced Argument</i> Debate / Balanced argument on whether the portal should be kept open or closed
Guided reading Year 5	Fiction: Classics Oliver Twist Around the world in 80 days The Hobbit The Jungle Book Non fiction: Information texts Mary Walton Thomas Edison	Fiction: Classics The Wind in the Willows A Christmas Carol Modern classics The Northern Lights Non fiction: Black History Month Rosa Parks A Change is Gonna Come Lilian Bader	Fiction: Modern classics Journey to the River Sea Kensuke's Kingdom Non-fiction: Information texts Odd, Egg-laying Mammals Life Cycle of a Butterfly	Fiction: Classics: Peter Pan Non fiction: Information texts On a Beam of Light The Parts of the Eye International Women's Day	Fiction: Classics: The Secret Garden Modern classic: Floodland Poetry: The Listeners Non-fiction: Information texts Fad Diets	Fiction: Modern classic: Wonder The Unforgotten Coat The Clockwork Crow Poetry: We Refugees Non-fiction: Information texts Red Blood Cells
Guided reading Year 6	Skysong Cogheart October October	My name is Victoria Skellig Vanishing Dragon	Some place Pax	Survivors Volcanoes Grey Wolf	Test technique questions for SATs The Secret Diary of Thomas Snoop	Wonder Noughts & Crosses Pig Heart Boy
Lets think in English	Voices (3 weeks) Window (3 weeks) Creatures (2 weeks)	Feathers (4 weeks) John Lewis Christmas Ad (3 weeks)	Last Stop (3 weeks) Not Now Bernard (2 weeks)	Hole (3 weeks) Who (3 weeks)	Not much Room (4 weeks)	Survivors (3 weeks) Life doesn't frighten me (3 weeks)



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MATHS	<p>Number and Place Value Year 5 – Roman numerals to 1,000 Read and write numbers to 1,000,000 Powers of 10 Partition numbers to 1,000,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 1,000,000 Mental strategies</p> <p>Addition and Subtraction Year 5 - Add and subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers</p> <p>Consolidation Year 6– Read and write numbers to 10,000,000 Powers of 10 Compare, order and round any integers Negative numbers Add and subtract integers Common factors and multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation</p>	<p>Multiplication and Division Year 5 - Common multiples and factors Prime, square and cube numbers Multiply and divide by 10, 100 and 1,000</p> <p>Fractions Year 5 - Find fractions equivalent to a unit and non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers and mixed numbers to improper fractions Compare and order fractions less and greater than 1 Add and subtract fractions with the same denominator Add fractions within and greater than 1 Add and subtract two mixed numbers - breaking the whole</p> <p>Consolidation Year 6 – Equivalent fractions and simplifying Equivalent fractions on a number line Add and subtract any two fractions Add and subtract mixed numbers Multiply and divide fractions by integers and fractions Mixed questions with fractions Fraction of an amount Fraction of an amount - find the whole</p>	<p>Multiplication and Division Year 5 – Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Solve problems with multiplication and division Multiply a unit and non-unit fraction by an integer Multiply a mixed number by an integer</p> <p>Fractions and Decimals Year 5 - Fraction of an amount Use fractions as operators Decimals up to 2 decimal places Equivalent fractions and decimals</p> <p>Ratio and Proportion Year 6 – Ratio and fractions Scale drawing Use scale factors Similar shapes Ratio and proportion problems</p> <p>Algebra Year 6 - Form equations Solve 2-step equations</p> <p>Consolidation Year 6 - Solve problems with two unknowns Place value – integers and decimals Round decimals Add and subtract decimals Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers</p>	<p>Fractions and Decimals Year 5 – Thousandths as fractions and decimals Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Percentages as fractions and decimals Equivalent fractions, decimals and percentages</p> <p>Measures Year 5 - Perimeter and area of rectilinear shapes Perimeter of polygons Estimate area Draw, read and interpret line graphs Read and interpret two-way tables and timetables</p> <p>Consolidation Year 6 – Decimal and fraction equivalents Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount – multi-step Percentages – missing values Area and perimeter Area of any triangle Area of a parallelogram Volume of a cuboid Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p>	<p>Shape Year 5 – Classify angles And estimate angles Measure angles up to 180 Draw lines and angles accurately Calculate angles on a line and around a point Measure lengths and angles in shapes Regular and irregular polygons and 3-D shapes Read and plot coordinates Problem solving with Coordinates Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines</p> <p>Decimals Year 5 - Use known facts to add and subtract decimals within and across 1 Complements to 1 Add and subtract decimals with the same and different number of decimal places Decimal sequences</p> <p>Multiplication and Division Year 5 - Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals - missing values</p> <p>Consolidation Year 6 – Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle Calculate missing angles Angles in quadrilaterals and polygons Circles Draw shapes accurately</p>	<p>Number and Place Value Year 5 – Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference</p> <p>Measures Year 5 - Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables Cubic centimetres Compare volume Estimate volume Estimate capacity</p> <p>Consolidation Year 6 – consolidation, themed projects</p>
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	<p>Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures</p>		<p>Multiply and divide decimals in context</p>		<p>Nets of 3-D shapes Read and plot points in four quadrants Solve problems with coordinates Translations and reflections</p>	
SCIENCE	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Living Things and their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Light Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Animals Including Humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Animals Including Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>
TOPIC: HISTORY/GEOGRAPHY	<p>History: Victorians</p> <p>A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066.</p> <p>A significant turning point in British history.</p>	<p>Geography: The Americas</p> <p>Physical geography: Maps, climate, biomes, weather, major cities and landmarks, volcanoes, earthquakes</p> <p>Human Geography: land use, environmental issues</p>		<p>History: Anglo Saxons and Vikings The struggle for the Kingdom of England</p> <p>Build the chronological knowledge of the history of Britain.</p> <p>Contrast the present day with the past and identify changes and similarities.</p>	<p>History: The Mayan civilization A non-European society contrasting with British history</p> <p>Study a non-European society that provides contrast with British history.</p>	



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<p style="text-align: center;">ART & DESIGN</p>	<p>Painting – Portraits Artist: Vincent Van Gogh.</p> <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. <i>making choices about painting surfaces or mixing paint with other materials.</i></p>	<p>Printing – mono prints Artist: William Morris</p> <p>Experienced in producing pictorial and patterned prints. Design prints for fabrics, book covers and wallpaper</p>			<p>Sculpture Anglo Saxon brooch or Sword Artist: Anglo Saxon Art</p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently.</p>	
<p style="text-align: center;">DESIGN TECHNOLOGY</p>			<p style="text-align: center;">Structures and Mechanical Systems: Bridges</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>			<p style="text-align: center;">Cooking and Nutrition Omelette</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p style="text-align: center;">PHYSICAL EDUCATION</p>	<p style="text-align: center;">Invasion games</p> <p>Play competitive games with attacking and defending.</p> <p>Possible games: Tag rugby, netball, hockey, korfbal, football, handball</p>	<p style="text-align: center;">Dance</p> <p>Perform dances using a range of movement patterns. Compare performances with previous ones and demonstrate improvement to achieve personal best.</p> <p>Understand and demonstrate use of group work and choreographic elements.</p>	<p style="text-align: center;">Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p style="text-align: center;">OAA</p> <p>Team Building/Problem solving & orienteering</p>	<p style="text-align: center;">Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p style="text-align: center;">Striking and Fielding Cricket/Rounders</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.</p>



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RELIGIOUS EDUCATION	Was Jesus the Messiah?	What difference does being a Hindu make to daily life?	What does it mean to be human?	How do Hindus talk about God?	Why is suffering in this world?
	<p>Year 5 - Describe different sources of authority and how they link with beliefs; Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers; Describe how events in history and society have influenced some religious and non-religious worldviews; Explain, using a range of reasons, whether a position or argument is coherent and logical</p> <p>Year 6 - Explain different sources of authority and the connections with beliefs; Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers; Explain how events in history and society have influenced some religious and non-religious worldviews; Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion</p>	<p>Year 5 - Describe some of the key theological similarities and differences between and within religions and worldviews; Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences; Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews; Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs</p> <p>Year 6 - Explain the key theological similarities and differences between and within religions and worldviews; Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour; Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between worldviews) with reference to at least two different religions/worldviews; Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs</p>	<p style="text-align: center;">Is being happy the greatest purpose in life?</p> <p>Year 5 - A1 – Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence; Explain some of the different ways in which philosophers understand abstract concepts; Link a range of different pieces of evidence together to form a coherent argument; Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews</p> <p>Year 6 - Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence; Begin to analyse and evaluate different ways in which philosophers understand abstract concepts; Use well-chosen pieces of evidence to support and counter a particular argument; Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between worldviews) with reference to at least two different religions/worldviews</p>	<p>Year 5 - Describe different sources of authority and how they link with beliefs; Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers; Describe the connections between different beliefs being studied and link them to sources of authority; Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others</p> <p>Year 6 - Explain different sources of authority and the connections with beliefs; Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers; Explain connections between different beliefs being studied and link them to sources of authority using theological terms; Explain and discuss how beliefs shape the way Hindus view the world in which they live and how they view others</p>	<p>Year 5 - Describe ways in which beliefs shape the way Christians and Buddhists view the world in which they live and how they view others; Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence; Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences; Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs</p> <p>Year 6 - Explain and discuss how beliefs shape the way Christians and Buddhists view the world in which they live and how they view others; Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence; Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour; Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs</p>



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<p style="text-align: center;">MUSIC Charanga – Model Music Curriculum</p>	<p>Years 5 and 6 – Melody and Harmony in Music</p> <p>Year 5 – Create, rehearse and present a performance for a specific purpose; perform from memory or with notation, with confidence and accuracy; compare a recorded performance with a previous performance, and explain how well the performance communicated the mood of each piece; maintain their part whilst others are performing their part</p> <p>Year 6 – Take the lead in a performance; take on a solo part; understand the value of choreographing any aspect of a performance; evaluate differences between live and recorded performances</p>	<p>Year 5 – sing and play in different styles</p> <p>Sing a second part in a song; self-correct if they are lost or out of time; sing expressively, with attention to breathing and phrasing; talk about feelings created by the music</p> <p>Y6 – recorders</p> <p>Sing more complex parts; sing without an accompaniment; sing syncopated melodic phrases; talk about the different styles of singing used for the different styles of songs sung over a specific period of time; sing more complex harmony parts</p>	<p>Year 5 – composing and chords</p> <p>Analyse and compare features from a wide range of music; discern and distinguish layers of sound and understand their combined effect; use a wider range of dynamics, including, ff, pp, mf and mp</p> <p>Y6 – recorders</p> <p>Justify a personal opinion; compose a ternary (ABA form) piece</p>	<p>Year 5 – Enjoying musical styles</p> <p>Talk about the different styles of singing used for different styles of song; describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</p> <p>Y6 - recorders</p> <p>Evaluate differences in live and recorded performances; combine groups of beats</p>	<p>Year 5 – Freedom to improvise</p> <p>Sing and use their understanding of meaning to add expression; identify instruments by ear and through a range of media; use rhythmic variety; choose the most appropriate tempo for a piece of music</p> <p>Y6 - recorders</p> <p>Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion; use a variety of different musical devices in their composition (e.g. melody, rhythms and chord progressions); consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p>	<p>Year 5 – Battle of the bands</p> <p>Identify different tonality, e.g. major and minor; recognise the sound and notes of different scales by ear and from notation; use a wider range of structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form); use chords to compose music to evoke a specific atmosphere, mood or environment</p> <p>Y6 - recorders</p> <p>Explain what a musical introduction and outro is, and their purpose; recognise that different forms of notation serve different purposes; create a melody using crotchets, quavers and minims, and equivalent rests</p>
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COMPUTING	<p>Microsoft Application Recap</p> <p>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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Online safety</p> <p>Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Excel</p> <p>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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Programming Algorithms and debugging</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</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>Understanding the Internet</p> <p>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.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Programming Developing Games</p> <p>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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</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>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
	<p>Relationships</p> <p>Y5 - TEAM (Together Everyone Achieves More) – positive qualities of a team, learning how to disagree respectfully and communicate effectively.</p> <p>Y6 - VIPs – focus on relationships, with families, friendship groups and how important kindness and respect are within these relationships.</p>	<p>Health & Wellbeing</p> <p>Y5 - Think Positive – understanding thoughts and emotions, both positive and negative.</p> <p>Y6 - Safety First – taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.</p>	<p>Living in the wider world</p> <p>Y5 - Diverse Britain – identify how to make a positive contribution to the community. The law and the consequences of not respecting it.</p> <p>Y6 - One World – responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.</p>	<p>Relationships</p> <p>Y5 - Be Yourself – everyone is an individual, important to ‘be yourself’. Developing a positive view of themselves and enabled them to recognise the importance of being proud of their individuality.</p> <p>Y6 - Digital Wellbeing – using the internet positively and how they can look after their wellbeing online. Potential risks of being online when using digital technologies, strategies to stay safe and get help.</p>	<p>Health & Wellbeing</p> <p>Y5 - It’s My Body – consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies.</p> <p>Y6 - Growing Up – how we grow up and change, both physically and emotionally, the types of relationships that people have.</p>	<p>Living in the wider world</p> <p>Y5 - Aiming High – achievements, aspirations and opportunities. Preferred learning styles, how they learn best. Challenges people face and barriers to success.</p> <p>Y6 - Money Matters - how money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.</p>
PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION Including Mental Health						



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	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
RELATIONSHIPS AND SEX EDUCATION	<p>Year 5</p> <p>Pupils can anticipate how their emotions may change as they approach and/or move through puberty.</p> <p>Pupils can discern how people are feeling through their words, body language, gestures and tone.</p>	<p>Year 5</p> <p>Pupils can anticipate how their body may change as they approach and/or move through puberty.</p>	<p>Year 5</p> <p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p>	<p>Year 5</p> <p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p>Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>	<p>Year 5</p> <p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.</p> <p>Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</p> <p>Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</p>	<p>Year 5</p> <p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.</p> <p>Pupils can recognise personal strengths and weaknesses.</p>
	<p>Year 6</p> <p>Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.</p> <p>Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p>	<p>Year 6</p> <p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.</p>	<p>Year 6</p> <p>Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.</p>	<p>Year 6</p> <p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> <p>Pupils know the impacts of stereotyping, prejudice and discrimination and how to challenge these.</p> <p>Pupils know the importance of language, beliefs and values in cultural identities.</p> <p>Pupils know importance of citizens, societies and governments respecting and defending people's human rights current and historical</p>	<p>Year 6</p> <p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <p>Pupils can identify, explore and discuss examples of conflicts past and present in own society and others.</p> <p>Pupils can discuss importance of resolving conflict fairly and develop a range of strategies to resolve some personal conflicts fairly.</p>	<p>Year 6</p> <p>Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.</p>



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LANGUAGES	French Year 5 French Festivals Numbers beyond 100 My Family and Friends	French Year 5 My Home Colours Animals	French Year 5 Food Calendar	French Year 5 Clothing Shopping Holidays & Celebrations	French Year 5 My Town and Cities The Weather & Seasons	French Year 5 Sports & Hobbies School
	Year 6 French History French Maths My Community	Year 6 My Home Colours Animals	Year 6 Food Calendar	Year 6 Clothing Shopping Holidays & Celebrations	Year 6 My Town and Cities The Seasons & Planets	Year 6 Sports & Hobbies School & the Future