

LONG TERM PLAN

YEAR 5&6

CYCLE A

Subject	Autumn	Spring	Summer
Reoccurring Theme / Topic	<p style="text-align: center;">Pharaohs</p> <p style="text-align: center;">History/Geo Focus</p>	<p style="text-align: center;">Ancient Greece</p> <p style="text-align: center;">History/Geography Focus</p>	<p style="text-align: center;">Whitby</p> <p style="text-align: center;">Geography Focus</p>
Literacy	Topic related texts, fiction and non-fiction The Egyptian Cinderella Secrets of a Sun King Anthony and Cleopatra – Shakespeare The Time-travelling cat	Topic related texts, fiction and non-fiction Who let the Gods Out Pirates of Poseidon/Shadows of the centaur/Mark of the Cyclops – Saviour Pirotta Aesop’s Fables Percy Jackson	Topic related texts, fiction and non-fiction Robert Swindells – Room 13 Sea Shanties Tragedy by the Sea Nowhere Emporium The Island
Mathematics	See Medium Term Plan	See Medium Term Plan	See Medium Term Plan
Science	Earth and Space Light The Earth and Beyond - Y5 X7 Light up your World - Y6 X7	Forces (air resistance) Materials Feel the Force Marvellous Mixtures	Electricity Danger! Low Voltage - Y6 X11
Computing	Computing systems and networks - sharing information Y5 Creating media - vector drawings y5 E Safety	Creating media - video editing Y5 Data and information - flat file databases Y5 E Safety	Programming A - Variable in games y6 Y6 - Programming B sensing y6 E Safety
History	Egypt	Ancient Greece	Captain Cook Trade

Geography	Locational Knowledge Place Knowledge Human/Physical Geography Geographical skills	Locational Knowledge - Europe Place Knowledge Human/Physical Geography Geographical skills	Locational Knowledge – Coasts Geography fieldwork skills Human and Physical geography
Art & Design	Painting/Sculpture - masks Sketch book work	Clay - Architecture/building - pillars - ionic, doric, corinthian Sketch book work	Painting - Sutcliffe, silhouettes Sketch book work
Design & Technology	Pharaohs DT- Mechanisms Technical Knowledge - Pulleys and Levers <i>Year 5/6 Mechanical Systems - Pulleys or gears</i>	Ancient Greece DT- Textiles (design ancient sandal) <i>Year 5/6 Textiles - Using CAD in textiles</i>	Whitby DT- Electrical systems (fairground ride) <i>Year 5/6 Electrical Systems - More complex switches and circuits</i>
Music	Perform Listen & Appraise Compose Taiko Drumming	Perform Listen & Appraise Compose Taiko Drumming	Perform Listen & Appraise Compose Taiko Drumming
M.F.L	Year 5 Scheme		Year 5 Term 3 - see Scheme of work Year 6 Term 4- see Scheme of work
PE	Year 5 Scheme Interpretative dance Performance dance Invasion 1 Invasion 2	Year 5 Scheme Gym - floor Gym -flight Net/wall games Striking and Fielding	Year 6 Scheme Athletics 1 and 2 Outdoor Adventure Activities
Jigsaw & PSHE	Being Me in My World Celebrating Difference Big Talk – RSE	Relationships Changing Me	Relationships Changing Me
RE	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians?	LAS Compulsory Being Human – Hinduism <i>[How do Hindus reflect their faith in the way they live? What is karma and how</i>	LAS Additional Expressing Beliefs through the Arts (including Christianity)

	<p><i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i></p> <p>Incarnation UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i></p>	<p><i>does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> <p>LAS Compulsory Being Human – Islam <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p>(How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beliefs and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE</p>
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LONG TERM PLAN YEAR 5&6

CYCLE B

Subject	Autumn	Spring	Summer
Reoccurring Theme / Topic	Benin, West Africa	Hola Mexico Geography/History focus	Urban Vs Rural Geography Focus WW/Huddersfield
Literacy	Topic related texts, fiction and non-fiction 'Journey to Jo'burg' by Beverley Naidoo 'Children of the Benin Kingdom' by Dinah Orji Biography of Nelson Mandela	Topic related texts, fiction and non-fiction Middle world by J&P Voelkel The Curse of the Maya Rain Player	Topic related texts, fiction and non-fiction Letter from a Lighthouse Carrie's War Goodnight Mr Tom Shakespeare
Mathematics	See MTP	See Medium Term Plan	See Medium Term Plan
Science	Animals including humans Reproduction in Plants and Animals - Y5 X6 Circle of Life - Y5 X6	Evolution and Inheritance Everything Changes - Y6 X12	Living things and their habitats Body Pump - Y6 X6 Body Health - Y6 X7
Computing	Computing systems and networks - sharing information Y5 Creating media - vector drawings y5 E Safety	Creating Media - web page creation y6 Data and information - spreadsheets y6 E Safety	Programming A selection in physical computing y5 Programming B Selection in quizzes y5 E Safety
History	October Black History Month Benin	Non- European society (Mayans) Contrast with British History	Local Study – WW in our local area Queens Jubilee 2022 World Cup 2022

Geography	Locational Knowledge Place Knowledge Human/Physical Geography Geographical skills	Place Knowledge Human/Physical Geography Locational knowledge	Locational Knowledge – Hills, mountains & Rivers Physical geography Geography fieldwork skills
Art & Design	Painting/Sculpture - masks Sketch book work	Aztec Art - Textiles (weaving)/Printing Sketch book work	Artists - Modern UK artists Sketch book work
Design & Technology	DT- Textiles (design ancient sandal) <i>Year 5/6 Textiles - Using CAD in textiles</i>	Hola Mexico DT- Cooking & nutrition (Mayan food) <i>Year 5/6 Food - Celebrating culture and seasonality</i>	What is so great about the UK? DT- Structures Technical Knowledge - Bridges <i>Year 5/6 Structures - Frame structures</i>
Music	Taiko listening and appraising performing, singing	Perform Listen & Appraise Compose Taiko Drumming	Taiko listening and appraising performing, singing
M.F.L	On Holiday - CGP Stage 3 Eating Out - CGP Stage 3	Year 5 Term 2 - see Scheme of work Year 6 Term 2 - see Scheme of work	Seasons - CGP Stage 3 The Environment - CGP Stage 3
PE	Year 5 Scheme Interpretative dance Performance dance Invasion 1 Invasion 2	Year 6 Scheme Gym - floor Gym -flight Net/wall games Striking and Fielding	Year 5 Scheme OAA Sports day practise Athletics 1 Athletics 2
Jigsaw & PSHE	Being Me in My World Celebrating Difference Big Talk – RSE	Dreams and Goals Healthy Me	Relationships Changing Me
RE	God UC 2b.1 (core) What does it mean if God is loving and holy? LAS Additional	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary? Creation UC 2b.2 (digging deeper)	LAS Compulsory Life Journey – Hinduism/Islam <i>[Hinduism]: How do Hindus show they belong?</i> <i>Islam: How do Muslims show they belong?</i>

	<p>Unit designed by the school (including Christianity) Do you have to believe in God to be good? (Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice)</p>	<p>Creation and Science: Conflicting or Complementary?</p>	<p><i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i></p> <p>Anti Racist RE resources from NATRE</p>
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