

Year 5 and 6 2 year long term plan – year A (Year 2016-17)

| Subject | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|---|--------|---|--------|---|--------|
| Topic | Ancient Greece | | Extreme Environments | | Food, glorious food! | |
| | Greek day – school day | | Trip under canvas with canoes | | Whole school day | |
| English Start year with poetry learnt | Greek Travel brochures – persuasive texts; NCR Job adverts to be best hero <i>Greek myths</i> NB WWI week – <i>The Piano</i> – narrative, diaries, letter writing, poetry Greek Myths – Marcia Williams (6) and (5) Narrative Myths – retell story Persuasive letters | | Year 6 Holes (stories which raise issues) – flashback, setting, diary writing, characterisation Ernest Shackleton book and film First person recount Persuasion – should tourists visit Antarctica? Year 5 Narrative – Rainbow Bear – Michael Morpurgo Ernest Shackleton book and film First person recount Persuasion – should tourists visit Antarctica? | | Balanced argument – debate on fairtrade Viewpoint letter Narrative – other cultures Explanation <i>Weslandia</i> Jack and the Baked Beanstalk | |
| Maths | Maths will be based on the National Curriculum for Years 5/6 | | | | | |
| History | Ancient Greece | | Shackleton as an example of British history beyond 1066 | | Local history Victorian times – history of Swindon and railway works Links with Victorian times <i>Links with railways in Swindon and affect on food production in Victorian times</i> | |
| Geography | Locate European countries | | Extreme environment | | Where does our food come from? | |

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| | Ancient map and modern “map” Changes over time How landscape and countries have changed and developed | Water cycle Climate zones Distribution of natural resources What is an extreme environment Climates and physical features of place Tourism on Antarctica Scale drawing | Country location Trade links Distribution of natural resources Time zones Land usage |
| Science | Properties and materials | Animals including humans | Classification and life cycles |

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| RE | Symbols and religious , expression: How do art, architecture, poetry express religious beliefs and ideas | Blocked Christmas – Discovery: Is the Christmas story true? | Beliefs in action in the world – justice and poverty: can religions help to build a fair world? | Blocked – Easter – Discovery: Did God intend Jesus to be crucified and, if so, was Jesus aware of this? | Journey of life and death – why do some people believe in life after death and what difference does it make? | Worship, pilgrimage and special place – why is pilgrimage important to some religious believers |
| PE | | House comps | | | | |
| Year 5 | Hockey/gym | High 5s/dance | Tag rugby/gym | Orienteering/dance | Cricket/athletics | Volleyball/athletics |
| Year 6 | High 5s/gym | Hockey/dance | Tag rugby/gym | OAA/dance | Cricket/athletics | Volleyball/athletics |
| Music and musician being studied | We will be following the Music Express Scheme | | | | | |
| | Religious Composer Jerusalem – William Blake Herbert Parry | | Igor Stravinsky The Firebird | | Pieces from British musicals Lloyd Webber | |
| ICT Use Switched On Units to tie in with topic | See scheme Scratch – coding <i>Blogging to tie</i> | <i>Architecture –</i> | Architecture <i>Coding – Scratch – We</i> | <i>Continue</i> | Blogging E-safety <i>Tie in We are Artists to Andy</i> | <i>We are Web Developers – tie in</i> |

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| | <i>in with residential: We are Bloggers</i> | <i>We are Architects – simple Greek house (shorter)</i> | <i>are game developers (game set in an extreme environment)</i> | | <i>Warhol below</i> | <i>with blogging e.g. embed blogging page into webpage</i> |
| DT | Mechanism CAMs toy Materials Construction Mechanics | | Textiles Slippers Materials & textiles | | Food Scones Food – tea party for the community (summer theme with music concert) | |
| Art and artist being studied | | Clay/3d art Barbara Hepworth | | Digital Media/Painting Banksy/ Warhol | | Printing and Collage William Morris |
| French | Classroom instructions Names, greetings, feelings, ages, where live, numbers, months. Days of the week Adjectives Christmas | | Numbers Classroom instructions Places in a town Directions Epiphany | Alphabet Chateau Hante | Numbers Money | Food Café Opinions Healthy Eating |
| PSHE | | | | | | |
| 5 | Citizenship – me and my community | Safety | Resilience – preparing for change | Sex and relationships | Economic wellbeing | Healthy lifestyles |
| 6 | Citizenship – me and my community | Safety | Resilience – preparing for change | Sex and relationships | Economic wellbeing | Healthy lifestyles |

Year 5 and 6 2 year long term plan – year B (Year 2015-16)

| Subject | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Topic | Mighty Maya | | Best of British – cultural awareness | | Invaders and Settlers | |
| | Exhibition and possible visit from Mexicolore | | Swindon Trip | | Whole school day on outdoors – building a shelter – armour making | |
| English | Year 6 – chocolate focus Narrative – Matilda chocolate scene Balanced argument – is chocolate ever fair? Explanation of pok-a-tok ball game Year 5 – Aztec myth – Rain player Expl | | Film narrative Classic poetry – British Author The Hobbit – Narrative Formal Letters Newspaper reports British author focus | | The Rabbits by John Marsden and Shaun Tan Fantasy Poetry – y6 power of imagery | |
| Maths | Maths will be based on the National Curriculum for Years 5/6 | | | | | |
| History | Maya – Key stage history | | Beyond 1066 – with local Swindon focus or WW2 focus (<i>with local influence</i>) | | Anglo-Saxons/Vikings – also Romans and Scots | |
| Geography | Locate Central American countries | | Ordnance survey maps Name and locate counties and capital cities Coastal areas (trains to seaside) Changes over time Mapping Swindon Settlements/land use/trade links | | Settlements Land use | |
| Science | Light | Space – see KS1 for Explorer Dome | Forces | Electricity | Changes and use of materials | |
| RE | Journey of Life and Death Why do believers often see life as a journey and | Blocked Christmas – Discovery: How significant is it that Mary was Jesus' mother? | Belief into action – How far would a Sikh go for his/her religion? | Blocked – Easter – Discovery: Inspirational people. How does a Christian follow Jesus? | Religion and the individual – keep the 5 pillars. What difference does it make to Muslims? | Beliefs and meaning. Is anything ever eternal – Discovery. |

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| | what significant experiences mark this? | | | | | |
| PE | | House comps | | | | |
| Year 5 | High 5s/gym | High 5s/dance | Tag rugby/gym | Orienteering/dance | Cricket/athletics | Volleyball/athletics |
| Year 6 | Hockey/gym | Hockey/dance | Tag rugby/gym | OAA/dance | Cricket/athletics | Volleyball/athletics |
| Music | Our music is taught through the Music Express | | | | | |
| Musician | Holst – Planets – | | The Beatles | | Mendelssohn – Fingal’s cave | |
| ICT | We are App planners | We are Project managers | Virtual shop keeping | | Coding Scratch | Control technology |
| DT | Food - tortillas | | | Buggies - Mechanisms Controlled vehicles | Structures Food | Control technology |
| Art and artists being studied | | Painting Michelangelo | Painting Hockney | | Turner – Sea Scapes | 3d art |
| French | Classroom instructions Revision of names Greetings Feelings Ages Where live Numbers 1 – 31 Months Revise days of weeks Number 32 – 60 | Birthdays Fete days Clothes, adjectives Fashion outfit, stereotypes Christmas | Questions Age? Where born? Likes and dislikes | Alphabet School day Geography Letter writing to a French penpal | 81 – 100 numbers Sports Revise parts of body J’ai mal Opinions Adjectives | Collaborative work Food Food tasting Products People Cars Paris, Bastille Day |
| PSHE | | | | | | |
| 5 | Circle time | Circle time | Circle time | Sex and relationships | Economic wellbeing | Healthy lifestyles |

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| 6 | Circle time | Circle time | Circle Time | Sex and relationships | Economic wellbeing | Healthy lifestyles |
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