

LONG TERM PLAN – Year 5 and 6 Curriculum Links taken from the Chris Quigley Essentials are in green.

This is a rough guide of what we will be covering this year. Topics may change or swap over as the year progresses.

	Autumn Term Half term 1: 7 weeks Hols: 20th-28th Oct Half term 2: 8 weeks Hols: 22nd Dec – 7th Jan		Spring Term Half term 1: 6 weeks Hols: 16th – 24th Feb Half term 2: 5 weeks Hols: 30th Mar = 14th Apr		Summer Term Half term 1: 6 weeks Hols: 26th May – 2nd June Half term 2: 7 weeks Hols: 20th July	
Topics	History based: Ancient Egyptians The achievements of early civilisations and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty		Science based: Space To understand the Earth's movements in space.		Geography/History based: Jump into Lindale (History and Geography of our local area) A local history study. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	
Literacy	On-going Power of Reading, RWI and topic linked, including SPaG through the No Nonsense scheme Topic linked: Instruction writing linked to mummification, non-chronological reports linked to Ancient Egypt, diary entries, stories etc. Class books: Clockwork, The Highwayman, Secrets of a Sun King		On-going Power of Reading, RWI and topic linked, including SPaG through the No Nonsense scheme Topic linked: Non-chronological reports linked to space, space poems, discussion: animals in space. Class book: TBC		On-going Power of Reading, RWI and topic linked, including SPaG through the No Nonsense scheme Topic linked: Non-chronological reports about John Wilkinson. Biographies of John Wilkinson. Persuasive writing making leaflets advertising Lindale. Class book: TBC	
Maths	On-going following new curriculum for 5 and 6 using Broadbent Maths objectives.		On-going following new curriculum for 5 and 6 using Broadbent Maths objectives.		On-going following new curriculum for 5 and 6 using Broadbent Maths objectives.	
Science Curriculum objectives will be adapted to suit the year group. Any topics revisited in further years will be done so at a deeper level.	Plants All topics will cover "To work scientifically objectives". <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Y6: <ul style="list-style-type: none"> Relate knowledge of plants to studies of evolution and inheritance. Relate knowledge of plants to studies of all living things. 	Rocks and Fossils (History Link) All topics will cover "To work scientifically objectives". <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter. 	Earth and Space All topics will cover "To work scientifically objectives". <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. <ul style="list-style-type: none"> Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	Forces (Star wars) All topics will cover "To work scientifically objectives". <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <ul style="list-style-type: none"> Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Understand that some 	Magnets (linked to Forces) All topics will cover "To work scientifically objectives". <ul style="list-style-type: none"> Describe magnets as having two poles. <ul style="list-style-type: none"> Predict whether two magnets will attract or repel each other, depending on which poles are facing. Link to making Space magnetic scenes.	Light All topics will cover "To work scientifically objectives". <ul style="list-style-type: none"> Understand that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. 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. Lovewise

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			mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	
History	<p>Vast study of Ancient Egypt linking findings to other civilisations we have studied (e.g. Ancient Greece)</p> <p>The achievements of early civilisations and an in-depth study of Ancient Egypt.</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <ul style="list-style-type: none"> Use dates and terms accurately in describing events. <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. <ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <ul style="list-style-type: none"> Understand that no single source of evidence gives the full answer to questions about the past. <ul style="list-style-type: none"> Refine lines of enquiry as appropriate. <p>Use appropriate historical vocabulary to communicate</p> <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. <ul style="list-style-type: none"> Use original ways to present information and ideas. 	<p>History of space travel – link to animals in space, first man on the moon, Tim Peak etc.</p> <p>Use appropriate historical vocabulary to communicate</p> <ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. <ul style="list-style-type: none"> Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <ul style="list-style-type: none"> Understand that no single source of evidence gives the full answer to questions about the past. <ul style="list-style-type: none"> Refine lines of enquiry as appropriate. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. <ul style="list-style-type: none"> Use original ways to present information and ideas. 	<p>John Wilkinson and Local history</p> <p>A local history study.</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. <ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <ul style="list-style-type: none"> Understand that no single source of evidence gives the full answer to questions about the past. <ul style="list-style-type: none"> Refine lines of enquiry as appropriate. <p>Use appropriate historical vocabulary to communicate</p> <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. <ul style="list-style-type: none"> Use original ways to present information and ideas. 	
Geography	<p>Geography of Egypt</p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. <ul style="list-style-type: none"> Describe geographical diversity across the world. Physical geography, including: climate zones, biomes and vegetation belts, 	<p>Link to discoveries of water on Mars and water on Earth – why is water important?</p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <ul style="list-style-type: none"> human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	<p>Local Geography</p> <ul style="list-style-type: none"> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate 	

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	<p>rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 		<p>knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
PE	<p style="text-align: center;">Swimming</p> <p>Swim over 100 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Turn efficiently at the end of a length.</p> <p style="text-align: center;">Games – Mini Lacrosse</p> <p>Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team</p> <p style="text-align: center;">Gymnastics</p> <p>Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, inversions, rotations, bending, stretching and twisting, gestures, linking skills. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances</p>	<p style="text-align: center;">Dance – Space</p> <p>Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p style="text-align: center;">Games - Hockey</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game.</p> <p style="text-align: center;">Orienteering</p> <p>Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Use a range of devices in order to orientate themselves Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p>	<p style="text-align: center;">Games-Mini Tennis</p> <p>Work alone, or with team mates in order to gain points or possession. Use forehand and backhand when playing racket games.</p> <p style="text-align: center;">Athletics – running, relays</p> <p>Choose the best place for running over a variety of distances. Compete with others and keep track of personal best performances, setting targets for improvement</p>
Art	<p style="text-align: center;">Sketching skills linked to Ancient Egypt</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	<p>Galaxy Artwork (water colour to create a background) and mix with acrylic for stars etc.</p> <p style="text-align: center;">Printing planets in several layers (on top of background)</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. <ul style="list-style-type: none"> • Use a range of visual elements to reflect the purpose of the work. 	<p style="text-align: center;">Poster Artwork (visit Lindale)</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance

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			<p>the mood of a piece.</p> <ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Enhance digital media by editing (including sound, video, animation, still images and installations).
DT	<p><u>Making sarcophaguses for our mummified carrots</u></p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <ul style="list-style-type: none"> • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. <p>ART OBJECTIVES:</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p><u>Egyptian Style Food</u></p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. <ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<p><u>Papermache planets</u></p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p><u>Space patchwork sewing?</u></p> <ul style="list-style-type: none"> • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). <p>ART OBJECTIVES:</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	<p><u>Design and create their own landmark for Lindale</u></p> <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. <ul style="list-style-type: none"> • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. <ul style="list-style-type: none"> • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
Computing	<p>iProgram > Scratch</p> <p>iWeb > Networks and basic HTML/CSS</p>	<p>iCrypto > encryption/decryption</p> <p>iCompute for iPad > iSphero (robotics)</p>	<p>iCompute for iPad > Unit 1 (programming with Hopscotch)</p> <p>iCompute across the Curriculum</p>
Music	<p><u>Pitch Perfect (perform)</u></p> <p>Young Voices and Christmas Play</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. <ul style="list-style-type: none"> • Sing or play expressively and in tune. • Hold a part within a round. 	<p>Continue with Young Voices</p> <p><u>Evaluating Music (describe)</u></p> <p>Look at famous composers in history</p> <p>Begin to develop understanding of history including great composers and musicians.</p>	<p><u>Music Makers (compose)</u></p> <ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. <ul style="list-style-type: none"> • Use drones and melodic ostinati (based on the pentatonic scale).

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	<ul style="list-style-type: none"> • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). 	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<ul style="list-style-type: none"> • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. <p style="text-align: center;"><u>To transcribe</u></p> <ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. <ul style="list-style-type: none"> • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. <ul style="list-style-type: none"> • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. <p style="text-align: center;">We will also perform and describe music.</p>			
RE	How do different religious believers demonstrate humility and trust in their lives?	How do Christians perceive the birth of Jesus?	What does it mean to be a Muslim in British society today?	Was the crucifixion of Jesus a sacrifice and what does this mean for Christians today? <i>Who was responsible for the death of Jesus?</i>	Why is the Holy Spirit important to Christians? (Pentecost)	What do Christians and others believe and DO about wealth and poverty in the world?
	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. • Explain some of the different ways that individuals show their beliefs. • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 					
PSHE	PSHE will focus on social, spiritual, moral and cultural aspects of development which will be covered mainly in a cross-curricular way through other lessons. Our school values and mindfulness will also be a focus across all subjects. Some focused lessons will be taught as needed focusing on areas such as anti-bullying, e-safety, caring for the community etc.					
WOW Factors	Mummifying carrots		Space chimps movie linked to animals in space			
Languages - French	<p style="text-align: center;">With Madame Cook: To read fluently To write imaginatively To speak confidently To understand the culture of the countries in which the language is spoken</p>					