

LONG TERM PLAN – Year 5 and 6 Curriculum Links taken from the Chris Quigley Essentials and the National Curriculum 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 ½ weeks Hols: 26th Oct – 30th Oct Half term 2: 7 weeks Hols: 19th Dec – 4th Jan	Spring Term Half term 1: 6 weeks Hols: 15th – 19th Feb Half term 2: 6 weeks Hols: 2nd Apr – 18th Apr	Summer Term Half term 1: 6 weeks Hols: 31st May – 4th Jun Half term 2: 6 weeks Hols: 17th July			
Literacy	Using RWI and topic linked, including SPaG	Using RWI and topic linked, including SPaG	Using RWI and topic linked, including SPaG			
Maths	Following curriculum for year 5 and 6 using White Rose Maths.	Following curriculum for year 5 and 6 using White Rose Maths.	Following curriculum for year 5 and 6 using White Rose Maths.			
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.	<p style="text-align: center;">Forces</p> <p>All topics will cover “To work scientifically objectives”.</p> <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. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> <ul style="list-style-type: none"> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p style="text-align: center;">Living things</p> <p>All topics will cover “To work scientifically objectives”.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p style="text-align: center;">Evolution & Inheritance</p> <p>All topics will cover “To work scientifically objectives”.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p style="text-align: center;">Rocks and Fossils</p> <p>All topics will cover “To work scientifically objectives”.</p> <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. 	<p style="text-align: center;">Plants</p> <p>All topics will cover “To work scientifically objectives”.</p> <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. <p><i>Relate knowledge of plants to studies of evolution and inheritance. Relate knowledge of plants to studies of all living things</i></p>	<p style="text-align: center;">Light</p> <p>All topics will cover “To work scientifically objectives”.</p> <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. <p style="text-align: right;">Relationships- TBC</p>
History	Stone Age, Bronze Age and Iron Age	Monarchy and Government from 1066 to present day	Mayan Civilisation			
	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 			
Geography		The UK	Raging Rivers			
	<p style="text-align: center;">Map Skills</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p style="text-align: center;">The Amazing Americas</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of identifying and describing a range of places across the Americas.</p>		

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			land-use patterns; and understand how some of these aspects have changed over time in the context of maps of the UK.	earthquakes, and the water cycle in the context of the water cycle.		
PE Monday	Football	Athletics	Gymnastics	Quicksticks Hockey	Swimming	Swimming
	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. 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. 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting <ul style="list-style-type: none"> gestures linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
PE Friday	High Five Netball	Distance Running	Cricket	Golf	Rounders	Tennis
	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. 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. 	<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. 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. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. 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. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. 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. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. 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.

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Art	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. <ul style="list-style-type: none"> Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). <ul style="list-style-type: none"> Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <ul style="list-style-type: none"> Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 		<p style="text-align: center;">Print</p> <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). <ul style="list-style-type: none"> Make precise repeating patterns. <p>Artists: Pablo Picasso, Hannah Tompkins, Stanley William Hayter, Kathe Kollwitz, Pierre Bonnard, Josef Albers.</p>		<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. <ul style="list-style-type: none"> Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	
DT			<p style="text-align: center;">Take inspiration from design throughout history</p> <p>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices.</p>		<p style="text-align: center;">Super Sandwiches! Design and create a new sandwich. (TBC)</p> <ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. <ul style="list-style-type: none"> Measure ingredients to the nearest gram accurately. <ul style="list-style-type: none"> Follow a recipe. Assemble or cook ingredients. <p style="text-align: center;">Textiles (TBC)</p> <p>Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.</p> 	
Computing	<p style="text-align: center;">Computer skills Scratch i Progam (Y5) Unit 2 Robotics with LEGO™ WeDo iData (Y5) Introduction to data representation iSafe (yr 5) iNetwork (yr5)</p> <p style="text-align: center;">Code : This concept involves developing an understanding of instructions, logic and sequences. Connect: This concept involves developing an understanding of how to safely connect with others. Communicate: This concept involves using apps to communicate one's ideas. Collect: This concept involves developing an understanding of databases and their uses.</p>					
Music	<p style="text-align: center;">Glockenspiel Stage 2</p> <p>Perform: This concept involves understanding that music is created to be performed.</p> <p>Compose: This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe: This concept involves understanding that compositions need to be understood by others and that there</p>	<p style="text-align: center;">Great composers</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music. 	<p style="text-align: center;">Classroom Jazz 1 – Charanga</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<p style="text-align: center;">Lean on Me</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. <ul style="list-style-type: none"> Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. <ul style="list-style-type: none"> Show control of voice. Perform with control and awareness of others. 	<p style="text-align: center;">Singing</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. <ul style="list-style-type: none"> Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. <ul style="list-style-type: none"> Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<p style="text-align: center;">Reflect Rewind and Replay</p> <p>Recap all concepts:</p> <p>Perform: This concept involves understanding that music is created to be performed.</p> <p>Compose: This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe: This concept involves understanding that compositions need to</p>

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	are techniques and a language for communicating them. Describe music: This concept involves appreciating the features and effectiveness of musical elements.		Transcribe: This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.			be understood by others and that there are techniques and a language for communicating them. Describe music: This concept involves appreciating the features and effectiveness of musical elements.
RE UC = Understanding Christianity CD = Carlisle Diocese	UC UKS2 God 2B.1 What does it mean if God is holy and loving?	UC UKS2 Incarnation 2B.4 Was Jesus the messiah?	CD What do different faiths teach about care and respect for others?	UC UKS2 Salvation 2B.7 What difference does the resurrection make to Christians?	UC UKS2 Gospel 2B.5 What would Jesus do? Link to CD What do Christians and others do about wealth and poverty in the world?	CD What does it mean to be a Muslim in British society today?
	<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	Following the Heartsmart program. PSHE will focus on social, spiritual, moral and cultural aspects of development which will also be covered in a cross-curricular way through other lessons. Our school values and ethos 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.					
Languages - French	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.					