

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: app. 7.5 weeks Hols: 25th – 29th Oct Half term 2: 7 weeks Hols: 20th Dec- 4th Jan		Spring Term Half term 1: 6 weeks Hols: 14th – 18th Feb Half term 2: 6 weeks Hols: 4th Apr – 19th Apr		Summer Term Half term 1: 6 weeks Hols: 30th May – 3rd Jun Half term 2: 6 weeks Hol: 20th 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 White Rose curriculum for year 5 and 6.		Following White Rose curriculum for year 5 and 6.		Following White Rose curriculum for year 5 and 6.	
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. All topics will cover “To work scientifically objectives” objectives.	Earth and Space	Electricity	Sound	States of Matter	Animals & Humans	Animals & Humans
	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</p>	<p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</p> <p>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>This term we will also cover relationships and changes when growing up.</p>

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History	<p style="text-align: center;">Ancient Egypt</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China 		<p style="text-align: center;">Ancient Greece</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 		<p style="text-align: center;">Conflict and Rebellion since 1066</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
Geography	<p style="text-align: center;">Our Changing World</p> <p style="text-align: center;">Field Work: Erosion/weathering and land use change</p> <ul style="list-style-type: none"> Use fieldwork to observe 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. Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 		<p style="text-align: center;">Eastern Europe</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p style="text-align: center;">Maps – world map, cities, countries etc Digimaps (Field trip to a city and village)</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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 	<p style="text-align: center;">Trade and Economics Field work</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports</p> <ul style="list-style-type: none"> To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	
PE Monday	<p style="text-align: center;">Football</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and 	<p style="text-align: center;">Orienteering</p> <ul style="list-style-type: none"> Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. 	<p style="text-align: center;">Quicksticks Hockey</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<p style="text-align: center;">Rugby</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<p style="text-align: center;">Netball</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.

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		<p>organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Remain aware of changing conditions and change plans if necessary. 			
PE Friday	<p>Cricket</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p>Athletics</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<p>Rounders</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member 	<p>Dance</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<p>Tennis</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member
Art		<p>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. <ul style="list-style-type: none"> • Experiment with creating mood with colour. 	<p>Sculpture (Clay – Link to Ancient Greeks)</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. 		<p>Silk 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. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	

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				• Use software to design and represent product designs.		
DT	<p>Egyptian Masks</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 				<p>Food Technology (plan a healthy meal)</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. <ul style="list-style-type: none"> • Follow a recipe. • Assemble or cook ingredients. 	
Computing	<p>iProgram U1 (Y6) Designing and developing computer programs iAlgorithm Y5 Sessions 1-4 (4 weeks) iProgram Y6 – Unit 2 Y6 iSafe</p> <p>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>Glockenspiel Stage 2</p> <p>Perform: This concept involves understanding that music is created to be performed. Compose: This concept involves appreciating that music is created through a process which has a number of techniques. Transcribe: This concept involves understanding that compositions need to 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.</p>	<p>Singing</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Perform with control and awareness of others. 	<p>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>Transcribe: This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Ukulele</p> <p>Perform: This concept involves understanding that music is created to be performed. Compose: This concept involves appreciating that music is created through a process which has a number of techniques. Transcribe: This concept involves understanding that compositions need to 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.</p>	<p>Stop</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Perform with control and awareness of others 	<p>Reflect Rewind and Replay</p> <p>Recap all concepts: Perform: This concept involves understanding that music is created to be performed. Compose: This concept involves appreciating that music is created through a process which has a number of techniques. Transcribe: This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. Describe music: This concept involves appreciating the</p>

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RE UC = Understanding Christianity CD = Carlisle Diocese	UC UKS2 Creation/Fall 2B.2 Creation and Science: Conflicting or complementary? (Harvest link)	CD: How do Christians perceive the birth of Jesus? (Christmas link)	Discovery RE: What is the best way for a Muslim to show commitment to God?	UC UKS2 Salvation 2B.6 What did Jesus do to save human beings? (Easter link)	UC UKS2 Kingdom of God 2B.8 What kind of king is Jesus?	CD: 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	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.					