

LONG TERM PLAN – Year 5 and 6 2022 – 2023 Curriculum Links taken from the Chris Quigley Essentials / 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		Spring Term		Summer Term	
Literacy	<p>Using Jane Considine, Reading Booth and RWI Planned writing genres and texts: Mystery Narrative (The Nowhere Emporium) Great openings comprehension (various texts) Balanced Argument (Screen Use) Life Cycles Comprehension (various texts) Non-chronological Reports (Emperor Penguins)</p>		<p>Using Jane Considine, Reading Booth and RWI Planned writing genres and texts: Diary (Scott of the Antarctic) Notable People comprehension (various texts) Adventure story (The Firework Maker’s Daughter) Songs from musicals comprehension (various texts)</p>		<p>Using Jane Considine, Reading Booth and RWI Planned writing genres and texts: Persuasive letter (Kick) Narrative Poem (Moth) Various additional writing/reading units TBC</p>	
Maths	Following curriculum for year 5 and 6. Using White Rose Maths Place Value, four operations		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. The ‘to work scientifically’ objectives will be covered through all Science topics.	<p>Understand Animals Including Humans</p> <p>All topics will cover “To work scientifically objectives”.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <ul style="list-style-type: none"> Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Forces</p> <p>All topics will cover “To work scientifically objectives”.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <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 mechanisms including levers, 	<p>Living things linked to basic adaptation and environment.</p> <p>All topics will cover “To work scientifically objectives”.</p> <ul style="list-style-type: none"> 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>Rocks and Fossils</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.</p>	<p>Plants</p> <p>All topics will cover “To work scientifically objectives”.</p> <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. 	<p>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.

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		pulleys and gears, allow a smaller force to have a greater effect.				
History	Local History with a focus on John Wilkinson and changes in the local area	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Understand that no single source of evidence gives the full answer to questions about the past. Identify continuity and change in the history of the locality of the school. Use appropriate historical vocabulary to communicate 	Conflict and Rebellion since 1066	<ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. <ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. 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 dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate. 	A Significant Turning Point in British History	<ul style="list-style-type: none"> a significant turning point in British history, for example, the first railways or the Battle of Britain 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 appropriate historical vocabulary to communicate Use dates and terms accurately in describing events.
Geography	Mountains	<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, <u>mountains</u>, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. physical geography, including: climate zones, biomes and vegetation belts, rivers, <u>mountains</u>, volcanoes and earthquakes and the water cycle. 	Local Study	<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. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Identify and describe how the physical features affect the human activity within a location. <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Describe how the locality of the school has changed over time and explain some of the reasons for change. 	Energy and the Environment / Enough for Everyone	<ul style="list-style-type: none"> 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... what settlers need <ul style="list-style-type: none"> electricity generation and distribution renewable and non-renewable energy sources food miles conserving food, water and energy supplies. comparing resource supplies in the UK and abroad. 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 land-use patterns; and understand how some of these aspects have changed over time in the context of UK power stations.
PE session Monday	Netball	Swimming	Gymnastics	Rugby	Rounders	Cricket
	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, 	<ul style="list-style-type: none"> Swim over 100 metres unaided. Use breast stroke, front crawl 	Create complex and well-executed sequences that include a full range of movements including:	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching,

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	<p>passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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>and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <ul style="list-style-type: none"> • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. 	<ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • 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. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 	<p>passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • 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. 	<p>jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • 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. 	<p>passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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.
PE session Friday	<p>Football</p> <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. 	<p>Dodge Ball</p> <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. 	<p>Athletics</p> <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. <ul style="list-style-type: none"> • 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, 	<p>Hockey</p> <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. 	<p>Golf</p> <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. 	<p>Tennis</p> <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. <ul style="list-style-type: none"> • Field, defend and attack

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	<ul style="list-style-type: none"> 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"> 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. 	setting targets for improvement.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Art			<p>Collage</p> <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. 	<p>Drawing</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). Use lines to represent movement. 		<p>Painting</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 the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
DT		<p>Textiles</p>			<p>Materials</p> <ul style="list-style-type: none"> Cut materials with precision and refine the finish with 	

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	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • 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>appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <ul style="list-style-type: none"> • 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). 			
Computing	<p>IProgramme -1 Year 6 IINetwork Year 6 ICrypto Year 5 IWeb Year 5 IModel Year 6 Code :</p> <p>Code : This concept involves developing an understanding of instructions, logic and sequences.</p> <p>Connect: This concept involves developing an understanding of how to safely connect with others.</p> <p>Communicate: This concept involves using apps to communicate one’s ideas.</p> <p>Collect: This concept involves developing an understanding of databases and their uses.</p>					
Music	<p>Classroom Jazz 2</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion <ul style="list-style-type: none"> • expressive <ul style="list-style-type: none"> • solo • rounds • harmonies • accompaniments <ul style="list-style-type: none"> • drones • cyclic patterns • combination of musical elements <ul style="list-style-type: none"> • cultural context. • Describe how lyrics often reflect the cultural context of music and 	<p>Singing</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • 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>Glockenspiel 2</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. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<p>Great Composers</p> <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion <ul style="list-style-type: none"> • expressive <ul style="list-style-type: none"> • solo • rounds • harmonies • accompaniments <ul style="list-style-type: none"> • drones • cyclic patterns • combination of musical elements <ul style="list-style-type: none"> • cultural context. • Describe how lyrics often 	<p>Living on a Prayer</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. <ul style="list-style-type: none"> • Hold a part within a round. • Sing a harmony part confidently and accurately. <ul style="list-style-type: none"> • Sustain a drone or a melodic ostinato to accompany singing. <ul style="list-style-type: none"> • Perform with controlled breathing (voice) and skilful playing (instrument). 	<p>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 be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe music: This concept involves appreciating the features and effectiveness of musical elements.</p>

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	have social meaning.			reflect the cultural context of music and have social meaning.		
RE	UC UKS2 God 2B.1 What does it mean if God is holy and loving? Harvest	UC UKS2 Incarnation 2B.4 Was Jesus the messiah? (Christmas link)	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? (Easter Link)	CD What does it mean to be a Muslim in British society today?	UC UKS2 Gospel 2B.5 What would Jesus do?
	<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	We will cover a different Heart Smart unit each half term. This year, we will also once again be doing the Archbishops’ Young Leaders Award. PSHE will focus on social, spiritual, moral and cultural aspects of development which will be covered in a cross-curricular way through other lessons as well as in Heart Smart. 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.					
Languages - French	<p>With Madame Cook:</p> <ul style="list-style-type: none"> To read fluently To write imaginatively To speak confidently <p>To understand the culture of the countries in which the language is spoken</p>					