

Curriculum Long Term Plan
Years 5&6

| | AUTUMN | SPRING | SUMMER |
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| Topic Title | War and Peace | Wild | Lights Camera Action |
| Text | Goodnight Mr Tom | The Wilderness – Julia Green | Wonder |
| Role Play Area | Air raid shelter | Observation and survival areas | Green Screen / circuits |
| Opening event | Evacuation | Nature trail – river to woods | |
| Celebration event | VE Day Party | Camping on the school field | Year 5 Music Concert/Year 6 Production – with red carpet premier event |
| Visit 1 | Campsea Ashe (evacuation) | Foxborough Farm | BT ? |
| Visit 2 | Debach Air Field / Duxford | Year 6 PGL Year 5 Rendlesham forest – survival skills | Year 6 leavers trip/ Year 5 various productions |
| Visitor | Care home residents | Scouts? (local community influence) | |
| Cooking | Ration Recipes | High impact survival foods – understanding nutrition (soups, energy bars, smoothies – outdoor cooking) | Food around the world – sample different foods, to then make for film premier |

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| English | Newspaper reports- War breaks out! War speech (persuasion) Diaries The Piano (narrative) Invitations Propaganda War poetry | Formal letters (persuasive – save the park) Information text/ classification (Science link) Narrative – surviving the wild (link to text) Recount of PGL/ Rendlesham forest _____ narrative (link to text) Poetry | Biographies/ autobiographies Playscripts Acceptance speech Narrative linked to text – first day Diaries - inference of characters |
| Targeted Grammar | War speech – passive and active voice | | |
| Maths | Next of pill boxes/gas mask cases Angles of flights paths Mapping related skills (measures/co-ordinates) Battleships Money Metric/Imperial measures | Measure/ statistics – rainfall, temperature, wind speed, noise levels | £5 challenge |
| Science | <p>Forces</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 effects of air resistance, water resistance and friction, that act between moving surfaces understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. <p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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 demonstrate that dissolving, 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 and the action of acid on bicarbonate of soda. | <p>All Living Things</p> <ul style="list-style-type: none"> explain 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 and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> 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>Light</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 eye 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 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. <p>Electricity</p> <ul style="list-style-type: none"> 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. |

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| Computing | <p>Digital Literacy Website research- research, present and discuss an element of interest from World War 2. Present a critical website analysis.</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration <p>Internet Safety Digital Citizenship Pledge Privacy Rules</p> <p>Computer Science Programming an Animation – battle of Britain/ blitz/ propaganda</p> <p>Crumble Bot Taster Day @ BT Adastral Park Thursday 17th October 9.30-15.00</p> <p>WB – 04.10.19 – Oxford University – BEBRAS UK week challenges – problem solving and computational thinking – online testing (all KS2)</p> | <p>Computer Science Make a Game project programming a maze game that explores the wild/ includes collecting and classifying animals (Wilderness War- save the Wilderness)</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>Internet Safety Strong passwords What's Cyber Bullying?</p> | <p>Digital Literacy Media Project: School based drama written, performed and edited by pupils.</p> <ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals <p>Internet Safety Social media:</p> <ul style="list-style-type: none"> • Picture Perfect • You've Won a Prize (spam) • Selling Stereotypes |
| History | <ul style="list-style-type: none"> • I describe events from the past using dates when things happened. • I know how an event or events from the past has shaped our lives today. • I can draw a timeline showing historical events. • I know about the main events from a historical period, explaining the order of events and what happened. • I research in order to find similarities and differences between two or more periods of history. | <p>Darwin and the Galapagos</p> <ul style="list-style-type: none"> • I know how Britain has had a major influence on the world. • I know how to place features of historical events and people from the past societies and periods in a chronological framework. | <p>Leisure and entertainment in the 20th century The development of film and Hollywood.</p> <ul style="list-style-type: none"> • I research in order to find similarities and differences between two or more periods of history. • I know about the main events from a historical period, explaining the order of events and what happened. |
| Geography | <ul style="list-style-type: none"> • Know, name and locate the capital cities of European Countries. • I know the countries that make up the EU. • I know why ports are important and the role they play in distributing goods around the world • I know how to use an atlas by using the index to find places • I know how to use a basic Ordnance Survey Map | <p>Voyage planning – maps Drawing a map based on Wilderness War (sketch map, OS map)</p> <ul style="list-style-type: none"> • I know how to use an atlas by using the index to find places. • I know how to use some basic symbols of Ordnance Survey Maps. • I collect and accurately measure information (e.g. rainfall. temperature, wind, noise levels etc). • I know how time zones work and calculate time differences around the world. • I can name and locate the largest deserts, forests, oceans, mountain ranges and rivers using an atlas. | <p>Hollywood Media industry in the UK</p> <ul style="list-style-type: none"> • I know how to use an atlas by using the index to find places. • I know how to use online tools to find out about locations (google maps, google earth) |
| Art | <p>Silhouette – blitz scenes Sculpture – poppies Paint & 3D – battlefield scenes Printing – scared landscapes</p> <p>Paul Nash</p> <ul style="list-style-type: none"> • I know how to use marks and line to create texture. • I know how to use shading and colour to create mood and feeling. • I know how to create an effective print design following a criteria. • I know how to overprint to create different patterns. • I research the work of an artist and use their work to replicate a style. | <p>Observation studies of plants including flowers. Use as inspiration for painting and pattern work.</p> <p>William Morris Georgia O'Keefe Darwin/ Carl Lineas observation art</p> <ul style="list-style-type: none"> • I apply a range of drawing techniques in order to make accurate observational studies. • I research the work of an artist and use their work to replicate a style. • I know how to use feedback and make amendments to improve my art. | <p>Digital mixed media and photography manipulation/editing. Film posters for pupil media project.</p> <p>Andy Warhol</p> <ul style="list-style-type: none"> • I know how to use images which I have made and found; altering the where necessary to create art. • I research the work of an artist and use their work to replicate a style. • I know how to use a range of resources to create art. |

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| Design Technology | Textiles – make-do and mend (parent involvement) | Bug hotels/ animals' habitats | | Steady hand game | | |
| | Ration recipes – make a wartime menu <ul style="list-style-type: none"> I come up with a range of ideas after collecting information from different sources. I produce step-by-step plans. I follow and refine my plans. I use a range of tools and equipment competently. I make prototype versions before making a final version. I evaluate appearance and function against a given criteria. I show that I can be both hygienic and safe in the kitchen. I explain how products should be stored and give reasons. | What should we be planting to encourage insects? <ul style="list-style-type: none"> I come up with a range of ideas after collecting information from different sources. I produce step-by-step plans. I follow and refine my plans. I use a range of tools and equipment competently. I make prototype versions before making a final version. I evaluate appearance and function against a given criteria. | | Fiver Challenge (year 6) Summer Fair (year 5) <ul style="list-style-type: none"> I use market research to inform my plan and ideas. I work within a budget. I show that I can test and evaluate my products. I explain how products should be stored and give reasons. I use a range of tools and equipment competently. I produce step-by-step plans. I follow and refine my plans. I make prototype versions before making a final version. | | |
| Music | Year 5 Guitar | | | Year 5 Samba | | |
| | Wartimes songs | | Percussion – body percussion (stomp - recycling) | | Year 6 production | |
| PE | Gymnastics (floor skills and routine) – Suffolk challenge 1&2 + year 6 challenge 1, and key steps guidance | | Gymnastics (apparatus) – Inter school house competition | | Striking and fielding Quick cricket & Rounders – Inter school house competition | |
| | Dance – War time - Suffolk year 6 challenge2 (adapt to fit soldiers and war machines) | | PGL – YEAR 6 | | Tennis (Melton playing field) | |
| | Invasion Games Rugby – Inter school house competition | Invasion games Hockey – Inter school house competition | Invasion games – Netball – Inter school house competition | Invasion games – Football – Inter school house competition | Invasion Games – Handball & Tchoukball | Athletics – Inter school house competition (sports day) |
| | Year 5 Swimming | | | | | |
| RE | Moral Dilemma (Ealing scheme) <ul style="list-style-type: none"> to begin to understand the complexities and responsibilities around making an ethical decisions Signs and Symbols <ul style="list-style-type: none"> to understand the difference between a sign and a symbol, explaining some ideas associated with religious symbols and relate to signs and symbols in their own lives. | | Seeds of Unity (Ealing scheme) <ul style="list-style-type: none"> to introduce the concept of stewardship and to look at how the human dependence on plants is reflected in belief and ritual. | | Rules for Living <ul style="list-style-type: none"> To explore the ways rules are useful to individuals and groups; to look at ways that various traditions have used rules to define good behaviour. | |
| PSHE | Puberty (year 6) <ul style="list-style-type: none"> I know how to work well in a group I can listen to and show respect for other people's views when working in a group I have thought about what makes a group function well so that we can learn together I know some things to do when I feel embarrassed I can describe some of the physical changes of puberty I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings Internet Safety Digital Citizenship Pledge Privacy Rules | | Link to e-safety, online technology SATs/ stress and coping <ul style="list-style-type: none"> I know how to protect myself on-line I can use my skills for solving problems peacefully to help other people resolve conflict I have thought about strategies I can use to stay safe when faced with risky situations I understand that sometimes the feeling part of my brain takes over and I might make mistakes Our environment. Internet Safety Strong passwords What's Cyber Bullying? | | Puberty (year 5) Link to text –transition, difference, Resilience and preparing for change Fiver Challenge (year 6) Summer Fair (year 5) Learn4Life Spring 2 UKS2 Yr6 <ul style="list-style-type: none"> I can help organize an enterprise activity I know it is up to me to get things done by taking the first step. I have thought about how money affects the way I live. I can recognise and challenge stereotyping and discrimination I have thought about how the media can influence the way we think and feel about people and situations I have thought what I can do when I feel pressured such as... Internet Safety Social media: <ul style="list-style-type: none"> Picture Perfect You've Won a Prize (spam) Selling Stereotypes | |
| MFL | Mandarin | | | | | |