Curriculum Long Term Plan
Years 5&6

	AUTUMN	SPRING	SUMMER
Topic Title	Ancient Greece	Space	Changing Britain
Text	Who Let The Gods Out – Maz Evans	Phoenix- S.F. Said	Street Child- Berlie Doherty
Role Play Area	Parthenon	Outer Space	
Opening event	Visit Greece: Plan holiday, flight, food tasting (Mezze)		
Celebration event	Dress up day		
Homework Project	Oral presentation		
Knowledge organiser focus	History (some Geography)	Science	History- sequence of key events
Visit 1	Local walk to harbour/docks/port - discuss trade links in past. Tall Viking ship (trade)	DG - Astronomer	
Visit 2			
Visitor			
Jobs		Astronaut, Aerospace engineer, computer engineer, mechanical engineer, astrophysicist, biologists, robotic technicians	
Cooking	Mezze, bread		

English	Newspaper report (When Thanatos escapes – Chapter 7) Narrative- Myths and legends/ stories from other cultures. Read short myths (Medusa, Minotaur and Theseus, King Midas, Jason and the Argonauts, Icarus and Daedalus) character focus. Non-chronological report (Gods) Narrative- Class text themed- setting focus Instructional – when cooking Narrative- Class Text themed	Narrative- Class Text themed Poetry Non-chronological report Persuasive- letter Discussion- balanced argument Narrative- setting focus	Narrative- Class Text themed Playscripts- Oliver Narrative- street child (scheme in school) Biography- Dr Banardo Narrative- Class Text themed Discussion
Grammar	• Conjunctions, adverbs, prepositions • Nouns and pronouns • Present perfect form of verbs • Fronted adverbials followed by a comma • Possessive apostrophes • Punctuating direct speech • Sentence punctuation • Expanded noun phrases • Commas to clarify meaning • Relative clauses		• Colons to introduce lists • Bullet points • Commas, dashes and brackets for parenthesis • Dashes, semicolons and colons to mark clauses • Hyphens to avoid ambiguity • Modal verbs • Perfect present form of verbs • Formal speech
Maths	Pythagoras (algebra, shape) Measuring (cooking) Place Value (number system) Direction, rotation, position and movement (maze)		
Science (Skills)	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments • using straightforward scientific evidence to answer questions or to support their findings		

Science (Knowledge)	**Properties and Changes of Materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know 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.	**Space** • 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 • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Electricity** • 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.
Computing	**Digital literacy** **Ancient Greece Life research/Website (History/English)** • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Understanding how the internet provides services such as the WWW **Greece vs UK climate data (maths)** • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Computer Science** • design, write and debug programs that accomplish specific goals, 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 **Year 6** • Plan game using flowchart. Use of variables, selection/conditions. Game based on Greek myth. **Year 5** • Use of selection/condition. Game based on Greek myth. **Internet Safety** • use technology safely, respectfully and responsibility; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Computer Science- simulating space (orbiting planets)** • design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts. • simulate physical systems	**Computing – Stop Motion (Changes in Britain)** • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

History	• Ancient Greece – a study of Greek life and achievements and their influence on the western world • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry', classes • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • now and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; achievements and follies of mankind • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Understand and use appropriate historical vocabulary to communicate. New vocabulary introduced: continuity, legacy, Industrial Revolution, Empire. • Timeline (chronological order, including previous periods that have been studied). • Democracy was introduced. • Archimedes (pulley, lever, catapult, cog, Archimedes screw) • (Y6) - Use timelines to demonstrate changes and development in one key area (e.g. religion, technology or culture).	• know and understand significant aspects of the history of the wider world (the first aeroplane flight) • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • Significant figures: Neil Armstrong (Female scientists?)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the changing power of monarchs using case studies such as John, Anne and Victoria • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Geography	• 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 • Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• 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) • Understand geographical similarities and differences through the study of human and physical geography (Space) (Google Earth)	• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Art	**Mosaic** (Park Guell) • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	**Textiles** **Karen Rose (Space)** • produce creative work, exploring their ideas and recording their experiences • become proficient in craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • to improve their mastery of art and design techniques • about great artists, architects and designers in history.	**Portraits** • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Life drawing, portaits, changing styles
Design Technology	• understand how key events and individuals in design and technology have helped shape the world • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Cooking mezzes and using ingredients from Greece Making cam mechanisms- topic linked design Who is Archimedes? (pulley, lever, catapult, cog, Archimedes screw) Select techniques on the basis of prior knowledge Adapt a recipe Use of hobs to heat food (with increasing independence for Year 6 children) Understand how food is processed into ingredients that can be eaten or used in cooking Understand the importance of correct storage and handling of ingredients Scale up or down from a recipe Understand that different food and drink contains a variety of substances that are needed for health (nutrients, water, fibre, protein) and consider this when designing dishes	Engineering activities (linked to Astronomy) Rocket design • understand how key events and individuals in design and technology have helped shape the world	
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music Y5 - Living on a Prayer Classroom Jazz 1 Y6 - Happy Classroom Jazz 2	Y5 – Make You Feel My Love Fresh Prince of Bel Air Y6 - A New Year Carol You've Got a Friend in Me	Y5 - Dancing in the Street Reflect, Rewind and Replay Y6 - Music and Me Reflect Rewind and Replay

| PE | Swimming (Y5)
Invasion Games: Hockey (Year 6 – Challenge 1)
• Use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/ or interception to improve their defence;
• play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; recognise their own and others strengths and weaknesses in games;
• Suggest ideas that will improve performance;
• Plan practises and warm ups to get ready for playing safely.
Net and Wall games: Tennis (Year 5 – Challenge 1&2)
• Use forehand, backhand and overhead shots increasingly well in the games they play;
• use the volley in games where it is important;
• use the skills they prefer with competence and consistency;
• understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner;
• apply rules consistently and fairly;
• recognise how these games make their bodies work;
• pick out what they and others do well and suggest ideas for practises;
• identify appropriate exercises and activities for warming up.
Gymnastics: (Year 5- Challenge 1, Yr 6- Challenge 1)
Year 5
• Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;
• choose actions, body shapes and balances from a wider range of themes and ideas;
• adapt their performance to the demands of a task, using their knowledge of composition;
• understand the need for warming up and working on body strength, tone and flexibility;
• lead small groups in warmup activities;
• use basic set criteria to make simple judgements about performances and suggest ways they could be improved.
Year 6
• Work creatively, on their own and in a group to plan and perform longer, more complex sequences, including changes of direction, level and speed;
• develop their own solutions to a task by choosing and applying a range of compositional principles;
• combine and perform gymnastic actions, shapes and balances;
• show clarity, fluency, accuracy and consistency in their movements;
• in small groups, prepare a sequence to be performed to an audience;
• understand the importance of warming up and cooling down;
• say, in simple terms, why activity is good for their health, fitness and wellbeing;
• show an awareness of factors influencing the quality of a performance and suggest aspects that need improving. | **Dance: The Solar System (Year 6- Challenge 1)**
• Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure . dances:
• perform to an accompaniment expressively and sensitively:
• perform dances fluently and with control:
• warm up and cool down independently:
• understand how dance helps to keep them healthy:
• use appropriate criteria to evaluate and refine their own and others' work:
• talk about dance with understanding, using appropriate language and terminology.
Gymnastics: Year 5 Challenge 2, Year 6 Challenge 2 - Applying learning from Challenge 1 to apparatus.
Invasion Games: Netball (Year 5- Challenge 2)
• Pass, dribble and shoot with control in games;
• identify and use tactics to help their team keep the ball and take it towards the opposition's goal;
• mark opponents and help each other in defence;
• pick out things that could be improved in performances and suggest ideas and practises to make them better;
• know and carry out warm-up activities that use exercises helpful for invasion games.
Invasion Games- Tag Rugby
Outdoor Adventure games (PGL- Yr6) | **Striking and fielding**

Athletics

Invasion Games- 5v5 traditional and lesser traditional sports (challenge 3 Yr 6) |

RE	**Yr 5** **Teachings and Authority** What sacred texts and other sources say about God, the world and human life • **Christianity:** Why is the gospel such good news for Christians? • **Islam: Revelation:** What does the Qur'an reveal to Muslims about Allah and his guidance? **Yr 6** **Beliefs and Questions** • What key beliefs people hold about God, the world and humans. • Christianity: How do Christians show their belief that Jesus is God incarnate? • Christianity: TRINITY • Hinduism: How do questions about Brahman and atman influence the way a Hindu lives? • *Topic links to be made to polytheistic religions inc. Ancient Greece.* • *Topic link to Greek Orthodox Christianity and similarities and differences.*	**Yr 5** **Teachings and Authority** What sacred texts and other sources say about God, the world and human life • **Hinduism: Yoga/Moksha.:** What spiritual pathways to moksha are written about in Hindu scriptures? • **Revisiting Judaism:** What is holiness for Jewish people: a place, a time, an objector something else?	**Yr 5** **Worship, Pilgrimage and Sacred Places** Where, how and why people worship, including importance of particular religious sites • **Christianity:** What is the great significance of the Eucharist for Christians? **Symbolism and Religious Expression** • **Encountering Buddhism:** How did Buddha teach his followers to find enlightenment?
PSHE	**Health & Wellbeing** Y5 - What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypesY6 - How can we keep healthy as we grow? Y6 – How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility **Living in the Wider World** Y5 – What decisions can people make with money? Money; making decisions; spending and saving	Link to e-safety, online technology SATs/ stress and coping • 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** • 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: • Picture Perfect • You've Won a Prize (spam) • Selling Stereotypes
MFL			