

# KS2 Long Term Planning Cycle 1

Arnold Mill Primary School

	Autumn Term <b>Battle of Britain</b>		Spring Term <b>Europe/Crime and Punishment</b>		Summer Term <b>Mexico and the Mayans</b>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts</b>	Rose Blanch The Lion and the Unicorn	Rose Blanch The Lion and the Unicorn	Non-Fiction Books based around Countries in Europe. Holes The Good thieves.	Non-Fiction Books based around Crime and Punishment. Macbeth The Good thieves.	Mexican and the Mayans Los Dia De Los Muertos Literacy Shed The Chocolate Tree Maya Ruin Munching on Churros in Mexico.	
<b>Trips</b>	Residential: Kingwood	Trip to Holocaust Centre	Library Trips		N/A	
<b>Wow days</b>	Hook day: Evacuation	Hook day: Evacuation	Challenging stereotypes week.	Hook Day - Trial in school (first day in school).		Mexican Food Tasting.
<b>English</b>	Narrative writing Letter. Remembrance poetry Report	Narrative writing Letter. Remembrance poetry Persuasive Text.	Country Factfile/Comparative writing. Short Descriptive Writing. Eye witness report Newspaper writing	Diary Entry Biography. Sonnett Poetry	Narrative Chocolate chronological report Travel brochure Explanation text.	Chocolate chronological report Travel brochure
<b>Maths</b>	WHITE ROSE Maths See Y5 and Y6 schemes of learning					
<b>Science</b>	<b><u>Light and Sound</u></b> -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	<b><u>Electricity</u></b> -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	<b><u>Properties and changes of materials</u></b> □ 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 (Yr 5) □ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Yr 5)		<b><u>Animals, including humans</u></b> □ describe the changes as humans develop from birth to old age. (Yr5/ 6) □ explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird Create a timeline to indicate stages of growth in humans.	<b><u>Classification</u></b> <b><u>All living things</u></b> □ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants/ animals

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	<p>-Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our.</p> <p>-Know why shadows have the same shape as the object that casts them.</p> <p>-Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>	<p>of buzzers and the on/off position of switches</p> <p>-Know what the variables are in a given enquiry and can isolate each one when investigating.</p> <p>-Make accurate predictions based on information gleaned from their investigations and create new investigations as a result.</p>	<p>□ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>		<p>□ give reasons for classifying plants and animals based on.</p>	
History	<p>-An aspect or a theme that extends pupils' chronological knowledge beyond 1066.</p> <p>-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>-Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>-know how Britain has had a major influence on the world</p>	<p>-An aspect or a theme that extends pupils' chronological knowledge beyond 1066.</p> <p>-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>-Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>-know how Britain has had a major influence on the world</p>	Geography Driver	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>. Know how the lives of wealthy people were different from the lives of poorer people during this time.</p> <p>-Know how to place historical events and people from the past societies and periods in a chronological framework .</p> <p>Sam to plan History.</p>	Geography Driver	<p>. A non-European society that provides contrasts with British history choose one of:</p> <p>. Mayan civilisation c. AD 900</p> <p>. Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</p>

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Geography	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Know the names of a number of European capitals Label layers of a rainforest and know what deforestation is.</p> <p>. Know why are industrial areas and ports are important</p> <p>. Know main human and physical differences between developed and developing nation</p>	History Driver	<p>-Know key differences between living in the UK and in a country in either North or South America.</p> <p>-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.</p>	History Driver
Computing	<p>Sharing information 5.1 (Y5) Identifying and exploring how information is shared between digital systems.</p>	<p>Video editing 5.2(Y5) Planning, capturing, and editing video to produce a short film</p>	<p>Selection in physical computing 5.3 (Y5) Exploring conditions and selection using a programmable microcontroller.</p>	<p>Intro to spreadsheets 6.4 (from Y6) spreadsheets Answering questions by using</p>	<p>Vector drawing 5.5 (Y5) Creating images in a drawing program by using layers and groups of objects.</p>	<p>Selection in quizzes (Y5) 5.6 Exploring selection in programming to design and code an interactive quiz.</p>

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				spreadsheets to organise and calculate data. Sam to plan		
Art	<p><b>Nash-Abstract landscape</b>  <u>Drawing skills:</u></p> <ul style="list-style-type: none"> <li>• Uses a range of materials to produce line, tone and shade - use of rubber to create light</li> <li>• Selects media / techniques to achieve a specific outcome</li> <li>• Uses grids, viewfinders, proportion</li> </ul> <p><u>Painting skills:</u>            Uses colour to express mood</p>	<p><b>Still Life Cezanne 'The Black Clock'; Holbein 'The Ambassadors'</b>  <u>Painting skills:</u></p> <ul style="list-style-type: none"> <li>• Uses different types of brushes for specific purposes</li> <li>• Makes tones by adding black and white.</li> <li>• Makes secondary colours with primary</li> <li>• Makes hues</li> <li>• Investigates shapes, form and composition</li> <li>• Uses techniques, colours, tools and effects to represent things seen</li> <li>• Explores the effect of light and colour, texture and tone on natural and man-made objects</li> <li>•</li> </ul>	<p><b>Art: Identikit drawings</b>  <b><u>The Human Form</u></b>            Focus: <b>Develop proportion skills, pencil and ink, charcoal</b>            Focus: African, Europe Architecture.</p> <p><u>Drawing Skills:</u></p> <ul style="list-style-type: none"> <li>• Uses line, tone and shade to represent things seen,</li> <li>• Experiments with line, tone and shade to create 3D effect</li> <li>• Uses a range of materials to produce line, tone and shade - use of rubber to create light</li> <li>• Selects media / techniques to achieve a specific outcome</li> <li>• Uses grids, viewfinders, proportion</li> </ul>	DT Driver	<p><b><u>Mexican art and culture</u></b>            Focus: <b>Diego Rivera, Frieda Kahlo</b>  <b>Pen and watercolour painting</b></p> <p>Painting Skills:</p> <ul style="list-style-type: none"> <li>• Uses different types of brushes for specific purposes</li> <li>• Makes tones by adding black and white.</li> <li>• Makes secondary colours with primary</li> <li>• Makes hues</li> <li>• Investigates shapes, form and composition</li> <li>• Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</li> <li>• Explores the effect of light and colour, texture and tone on natural and man-made objects</li> </ul> <p>Uses colour to express mood</p>	<p><b><u>Mexican art and culture</u></b>            Focus: <b>Diego Rivera, Frieda Kahlo</b>  <b>Pen and watercolour painting</b></p> <p>Painting Skills:</p> <ul style="list-style-type: none"> <li>• Uses different types of brushes for specific purposes</li> <li>• Makes tones by adding black and white.</li> <li>• Makes secondary colours with primary</li> <li>• Makes hues</li> <li>• Investigates shapes, form and composition</li> <li>• Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</li> <li>• Explores the effect of light and colour, texture and tone on natural and man-made objects</li> </ul> <p>Uses colour to express mood</p>

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DT		<b>Shelters</b>  know how to test and evaluate designed products  follow and refine original plans  know which tool to use for a specific practical task		<b>DT Spyware</b> <b>Technical knowledge</b> understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors □ apply their understanding of computing to programme, monitor and control their products.  DT-Tom.		Mexican Day of the dead Masks. show that culture and society is considered in plans and designs know which tool to use for a specific practical task know how to test and evaluate designed products
RE	Unit 6.4 Beliefs in Action in the World  (Holocaust)  Religion: Judaism <b>Unit of work planning example</b>	Unit 6.4 Beliefs in Action in the World  (Holocaust)  Religion: Judaism <b>Unit of work planning example</b>	Unit 5.4 Beliefs in action in the World  (Architecture/Buildings)  Religion: Islam, Christianity	Unit 5.4 Beliefs in action in the World  (Architecture/Buildings)  Religion: Islam, Christianity	Unit 6.3 Beliefs in action in the world Religion: Christianity, Hinduism  (Global issues)	Unit 6.3 Beliefs in action in the world Religion: Christianity, Hinduism  (Global issues)
PHSE	Y5/6: SCARF Health and Wellbeing -> Keeping Safe	Y5/6: SCARF Health and Wellbeing -> Keeping Safe	Y5 DART  -Know the impact of diet, exercise, drugs and lifestyle on health  - I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can	Y5 DART  -Know the impact of diet, exercise, drugs and lifestyle on health  - I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I	Y5/6 Sex Ed	Y5/6 Sex Ed  Transition -JN to lead.

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			<p>also give real examples of each that relate to me.</p> <p>- I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>Y6-Valuing differences. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>Y5/6 Living in the Wider world -Caring for the environment. E-safety (class specific).</p>	<p>can also give real examples of each that relate to me.</p> <p>- I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>Y6-Valuing differences. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>Y5/6 Living in the Wider world -Caring for the environment. E-safety (class specific).</p>		
Music	PPA - Charanga - Living on a Prayer (Y5)	PPA - Charanga - Living on a Prayer (Y5)	<p>PPA - Fresh Prince 1 (y5)</p> <p>-Understanding of History of Music</p>	<p>PPA - Fresh Prince 1 (y5)</p> <p>-Understanding of History of Music</p>	Charanga-To Make You Feel My Love (y5)	Charanga-To Make You Feel My Love (y5)

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	<ul style="list-style-type: none"> <li>-listen to pieces of music paying attention to detail</li> <li>-improvise and compose a piece of music</li> <li>-play and perform</li> <li>-use and understand musical notation</li> </ul>	<ul style="list-style-type: none"> <li>-listen to pieces of music paying attention to detail</li> <li>-improvise and compose a piece of music</li> <li>-play and perform</li> <li>-use and understand musical notation</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise and compose using instruments</li> <li>-listen with attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise and compose using instruments</li> <li>-listen with attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>listen to pieces of music paying attention to detail</li> <li>-improvise and compose a piece of music</li> <li>-play and perform</li> <li>-use and understand musical notation</li> </ul>	<ul style="list-style-type: none"> <li>listen to pieces of music paying attention to detail</li> <li>-improvise and compose a piece of music</li> <li>-play and perform</li> <li>-use and understand musical notation</li> </ul>
French	<p><b><u>YEAR 5</u></b> Understand higher numbers, follow and give simple instructions and directions, recognise letters of the alphabet in French, read a variety of short, simple texts containing new and familiar vocabulary</p> <p><b><u>YEAR 6</u></b> Understand use numbers in context,talk about the past in simple terms e.g. school subjects studied,express and justify opinions, make statements about what they read e.g. in an email.</p>	<p><b><u>YEAR 5</u></b> Understand higher numbers, follow and give simple instructions and directions, recognise letters of the alphabet in French, read a variety of short, simple texts containing new and familiar vocabulary</p> <p><b><u>YEAR 6</u></b> Understand use numbers in context,talk about the past in simple terms e.g. school subjects studied,express and justify opinions, make statements about what they read e.g. in an email.</p>	<p><b><u>YEAR 5</u></b> Identify key points in a new context e.g. a story, write sentences using a word/phrase bank linked to a recent area of learning e.g. Space, change elements in a given text e.g. colour, size of a planet,</p> <p><b><u>YEAR 6</u></b> Give a description e.g. of a town, read simple texts in groups, read and understand the main points and some detail from from a short written passage, have some understanding of how to use the past tense</p>	<p><b><u>YEAR 5</u></b> Identify key points in a new context e.g. a story, write sentences using a word/phrase bank linked to a recent area of learning e.g. Space, change elements in a given text e.g. colour, size of a planet,</p> <p><b><u>YEAR 6</u></b> Give a description e.g. of a town, read simple texts in groups, read and understand the main points and some detail from from a short written passage, have some understanding of how to use the past tense</p>	<p><b><u>YEAR 5</u></b> Seek help and clarification in French, e.g. "Repetez s'il vous plait", use simple conjunctions to form more complex sentences, understand the word order of familiar adjectives and apply correct endings, with increasing accuracy</p> <p><b><u>YEAR 6</u></b> Listen to longer texts spoken by people other than the teacher,understand and use transactional language, e.g. in a café, use adjectives to add interest to a description, begin to</p>	<p><b><u>YEAR 5</u></b> Seek help and clarification in French, e.g. "Repetez s'il vous plait", use simple conjunctions to form more complex sentences, understand the word order of familiar adjectives and apply correct endings, with increasing accuracy</p> <p><b><u>YEAR 6</u></b> Listen to longer texts spoken by people other than the teacher,understand and use transactional language, e.g. in a café, use adjectives to add interest to a description, begin to</p>

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					use some past tense phrases, learn to conjugate verbs in the present tense.	use some past tense phrases, learn to conjugate in the present tense.
PE	<b>Athletics</b> -develop flexibility, strength, technique, control and balance.	<b>Hockey</b> -Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>Netball</b> -Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  <u><b>Apparatus</b></u>  -Develop flexibility, strength, technique, control and balance.	<b>Orienteering and Circuit.</b> -Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Rounders</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Athletics develop flexibility, strength, technique, control and balance	<b>Cricket and Tennis.</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending