

**Key Stage Two Year 5 and 6 Long Term Plan  
Cycle A**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Hidden Treasures		Our Amazing Planet		Postcards from the past	
History	<p><b>Ancient Egypt –</b> Location in the world Importance of the River Nile, farming, Egyptian life, mummification, Tutankhamun. make links and compare with other periods in history</p>		<p><i>Linking to natural disasters</i> Put events in <b>chronological</b> order <b>Compare</b> versions of events and understand and give reasons why event may be viewed and interpreted differently</p>		<p><b>Ancient Greece –</b> a study of Greek life and achievements and their influence on the western world</p>	
Geography	<p><b>Place knowledge</b> Compare and contrast Ancient Egypt to modern day Egypt and a location in the UK</p>		<p><b>physical geography</b> including climate zones, biomes, and vegetation belts , rivers, mountains , volcanos earthquakes and water cycle.</p>			
Science	<p><b>Living things and their habitats</b> Describe 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>		<p><b>Earth and Space</b> 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 aprox spherical bodies Use idea of earths rotation to explain day, nigh and apparent movement of sun across the sky. <b>Evolution and Inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited earth Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents Identify how animals and plants are adapted to suit environment in different ways and that adaptation may lead to evolution <b>Link to rocks and soils work from year3/4</b></p>		<p><b>Forces</b> 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 Recognise that some mechanism, including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	

			<b>Animals including humans</b> Describe the changes as humans develop to old age.			
<b>Art</b>	Stimulus of local artist Robert Fuller/David Hockney to develop <b>draw</b> skills Use a range of line including hatching and cross hatching to create texture in drawing. Use a greater awareness of compositions foreground/middle ground/back ground and scale and proportion. Greater awareness of detail. Begin to use simple perspective. Select a range of materials and techniques to realistic drawings		Textiles linked to DT work on bags Work on <b>textiles</b> Use a wider range of decorative stitches including chain stitch, feather stitch to decorate a piece of work Add detail by attaching bead, buttons etc		<b>Malleable materials</b> Make Greek pottery – build on skills from year 3 and 4 including slabs, coil slips and using more intricate patterns using appropriate tools. Self selection	
<b>Design Technology</b>	<b>Make</b> shaduff		Textiles linked to art work on bags Work on <b>Make Fabric</b> Create simple 3d products using pattern pieces and seam allowances Show an understanding of layout		Design and make props and scenery for end of term production – use of pullys and levels etc if possible.	
<b>Music</b>	Charanga Year 5 Autumn term		Charanga Year 5 Spring Term		Charanga Year 5 Summer Term	
<b>Modern Foreign Languages</b>	I languages – listen speak read write Build on classroom instructions from Y3/4 Sports words Sports clothing Descriptions of what people are wearing Emperors new clothes Christmas		I languages – listen speak read write Weather Give a weather forecast Hobbies The fox and the crow Compose poem Revise numbers and build on , sime months dates School subjects Transport		I languages – listen speak read write <b>Possessive adjectives</b> <b>Prepositions</b> <b>Pronunciation</b>	
<b>PSHCE</b>	Happy Centred Schools Positive Relationships	Happy Centred Schools Self -confidence	Happy Centred Schools Coping skills	Happy Centred Schools Coping skills	Happy Centred Schools Support	Happy Centred Schools Achievement and success
<b>R.E</b>	Justice and freedom		Hopes and visions		Living a faith	

P.E	Invasion games Swimming	Fitness skills Dance and Gym	Athletics OAA
<i>Computing</i>	<p style="text-align: center;"><b>It's my business – spreadsheets</b></p> <ul style="list-style-type: none"> <li>● Design a suitable brand for a business and promote it.</li> <li>● Create a spreadsheet with formulas for profit and loss of a business.</li> <li>● Work independently to create a presentation that includes graphics, images and movies.</li> <li>● Design and build a webpage and share it online.</li> <li>● Make a presentation to an audience using digital tools.</li> <li>● Create variables in spreadsheets and understand their role in a program.</li> <li>● Access and justify when it is acceptable to use the work of others.</li> <li>● Explain how search engines work and how results are selected and ranked.</li> </ul>	<p style="text-align: center;"><b>Junior website developer</b></p> <ul style="list-style-type: none"> <li>● Evaluate my own content against success criteria and make improvements accordingly!</li> <li>● Work independently on a topic to build and create a website with pages, titles, images, videos and text.</li> <li>● Recognise my audience when designing and creating a website.</li> <li>● Assess and justify when it is acceptable to use the work of others and give examples of content that is permitted to be reused.</li> <li>● Demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>● Demonstrate how to make references to and acknowledge sources that have been used from the internet.</li> </ul>	<p style="text-align: center;"><b>Who wants to play? – making a game</b></p> <ul style="list-style-type: none"> <li>● Identify the pros and cons of different games.</li> <li>● Use creative tools to create a marketing campaign for a game.</li> <li>● Design and create 8-bit characters.</li> <li>● Combine text and images to create posters.</li> <li>● Plan and create a video by combining images, text, music and different layouts.</li> <li>● Use word processing tools to format a document.</li> <li>● Work independently to design and program a game for a specific audience.</li> <li>● Program a game which tells a story over more than one level.</li> <li>● Experiment with different codes to test each element of a game until the desired outcome is reached.</li> <li>● Make predictions about what will happen in a program when inputs are changed.</li> <li>● Test, debug and improve programs.</li> <li>● Describe ways technology can affect healthy sleep and strategies, tips or advice to promote healthy sleep with regards to technology.</li> <li>● Explain the importance of self-regulating my use of technology and demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</li> <li>● Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</li> </ul>