

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

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Heros and Villians		Colours of the world		?	
History	A significant turning point in British History – WW2		A non – European society that provides contrast with British History - Mayans		Whitby/Robin hoods Bay – local history and geography study Similarities and difference to Bridlington.	
Geography	<p><b>Link to WW 2 history work</b></p> <p>Use four figure grid references and <b>at least 12</b> symbols/key on an OS map to describe places in the UK and wider world (the places studied). (Geographical skills) Y5</p> <p>Move onto Use maps with a range of scales and six figure grid references to describe in detail places in the UK and wider world (the places studied). (Geographical skills) Y6</p> <p>Identify and compare land use patterns of <b>4/5 geographical regions in the UK.</b> (Location) Y5</p> <p>Explain how aspects of <b>4/5</b> geographical regions in the UK have changed over time. (Location) Y6 link to <b>since WW2</b></p>		<p><b>Link to Mayans – build on learning in Year 3/4 on rainforests and deforestation.</b></p> <p><b>Mexico</b></p> <p>Describe the key environmental regions of South America/North America/Europe. (Geographical skills) Y5</p> <p>Use maps to identify and discuss the major cities of South America/North America/Europe (Geographical skills) Y6</p> <p>Compare and contrast geographical similarities and differences between a region of the UK with other regions in South America/North America/ a European country using the key aspects of physical and human geography and use these to compare places. (Place) Y5</p> <p>Analyse and evaluate geographical similarities and differences between a region of the UK with other regions in South America/ North America/ a European country. Explain some of the key aspects of human geography and use these to compare places.  .(Place) Y6</p>		<p>Use four figure grid references and <b>at least 12</b> symbols/key on an OS map to describe places in the UK and wider world (the places studied). (Geographical skills) Y5</p> <p>Use maps with a range of scales and six figure grid references to describe in detail places in the UK and wider world (the places studied). (Geographical skills) Y6</p> <p>Use fieldwork to observe and record the human and physical features of an area, including plans and graphs to answer questions about the locality (Burton Agnes/Bridlington/Whitby) (Fieldwork) Y5</p> <p>Use a range of fieldwork methods to collect data, including measuring, and choose appropriate ways to record this data when studying (Burton Agnes/Bridlington/Whitby) Y6</p>	
Science	Electricity – build on Year 3 4 work Link to DT work		Light – build on from Year 3/4 Recognise that light appears to travel in straight lines		Properties of materials Compare and group together everyday materials on the basis of their properties, including	

	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage used in the circuit.</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>Use this idea to explain that objects are seen because they give out or reflect light into the eye</p> <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 eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>hardness, solubility, transparency, conductivity and response to magnets</p> <p>Know that some materials will dissolve in liquid form in a solution and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on comparative fair tests for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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 bicarb of soda.</p>
Art	<p><b>Painting</b> skills through the stimulus of Andy Warhol/Ray lichen pop art Comic strip superheros.</p> <p>Create atmosphere, light and movement through texture and choice of paint. Identify complementary colours and contrasting colours</p>	<p><b>Carnival masks/capes– linked to printing</b></p> <p>Create printing blocks by simplifying an initial sketch in a sketch book using relief or impressed method and over printing at least 3 colours or patterns</p> <p>Work into prints with a range of media including pens, coloured pencils and paint.</p>	<p><b>Collage</b> – appreciate the art work of Vincent van Gough. Use sunflowers as stimulus</p> <p>Create more abstract representations of drawings /paintings or photos</p> <p>Use techniques to enhance painted, printed or drawn backgrounds to create specific effects.</p>
Design Technology	<p>Working with tools and components to create superhero vehicle (make)</p> <p>Measure, mark, cut and score materials independently within 3mm accuracy and then 1mm.</p> <p>Incorporate a motor and a switch</p> <p>Control using an ict programme or use a cam to make an up and down mechanism.</p>	<p><b>Food – from South America</b></p> <p>combine a range of ingredients eg beating, rubbing in</p> <p>Prepare and cook savoury dishes</p> <p>Plana and make a menu for a specific purpose. Eg gluten free.</p>	<p>Design and make props and costumes for end of term production.</p>
Music	Charanga Year 6 Autumn term	Charanga Year 6 Spring Term	Charanga Year 6 Summer Term
Modern Foreign Languages	<p>I languages – listen speak read write</p> <p>The time</p> <p>Daily routines</p>	<p>I languages – listen speak read write</p> <p>Places in a town</p> <p>Directions</p>	<p>I languages – listen speak read write</p> <p>Buying food</p> <p>French food and menus</p>

	Houses The three little pigs		Numbers to 100		Tenses	
PSHCE	Happy Centred Schools Relationships	Happy Centred Schools Self -confidence	Happy Centred Schools coping	Happy Centred Schools	Happy Centred Schools	Happy Centred Schools
R.E	Expressions of Faith		Faith in Action		Pilgrimage	
P.E	Invasion games Swimming		Fitness skills Dance and Gym		Athletics tennis Dance /Gym OAA	
Computing	<b>Digital apprentice – build an app</b> <ul style="list-style-type: none"> <li>Evaluate my own content against success criteria and make improvements accordingly <ul style="list-style-type: none"> <li>Use wireframes to plan the build for an app.</li> </ul> </li> <li>Work collaboratively, using various tools independently for use in my app design.</li> <li>Recognise my audience when designing and creating an app.</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>		<b>Programming</b> <ul style="list-style-type: none"> <li>Present understanding of new programming concepts with digital tools.</li> <li>Use selections and procedures in programs.</li> <li>Create programs including repeat commands.</li> <li>Create simple variables and understand their role in a program.</li> <li>Use logical reasoning to detect and correct errors in algorithms.</li> </ul>		<b>Bring it to life</b> <ul style="list-style-type: none"> <li>Plan a multi-scene animation including characters, scenes, camera angles and effects.</li> <li>Edit a stop-go animation to improve the quality of the animation using onion skinning feature.</li> <li>Edit/refine a movie to add special effects, text, sound effects, graphics and backing track.</li> <li>Evaluate digital content and explain how to make choices from search results.</li> <li>Explain how search engines work and how results are selected and ranked.</li> </ul>	