

YEAR 5/6
LONG TERM PLAN 2023-2024

SUBJECT	AUTUMN		SPRING		SUMMER	
LITERACY	Narrative story writing and description Our literary heritage – Shakespeare plays – The Tempest: summarizing skills Descriptive writing -The island in The Tempest -Summary Grammar, Punctuation and Spelling The Moon Landing – Newspaper report	Persuasion and argument – Our responsibility in space Book Review Skills and structure Grammar, Punctuation and Spelling	Traditional Stories – The Gothic world -Clockwork (Narrative) Poetry – Mysterious Islands – (Hi Brazil) Grammar, Punctuation and Spelling	The Time Machine HG Wells – Journal creation Creative Writing – Wordless book – Arrival – emotive writing Grammar, Punctuation and Spelling	Narrative – Revisiting , editing and improving Grammar, Punctuation and Spelling Myths and Legends – The Kraken – Tennyson and Poetry Information/Instructional Text – How-to Guide	Script Writing Persuasion – Advertising Campaign – selling an app Poetry – Legend of Black Dog Class Drama Performance Grammar, Punctuation and Spelling
NUMERACY	Maths planning based around the White Rose Maths Mastery Plan for mixed years groups. Maths plan for year found in maths planning document (on curriculum page on website) Opportunities to apply mathematics to other subjects Science - Light – Position and direction, angles Science – Materials – scales, conversion, statistics Geography – Maps – Measurement, scales , distance, units of measurement, conversion, estimation DT – Cooking – Measurement		Maths planning based around the White Rose Maths Mastery Plan for mixed years groups. Maths plan for year found in maths planning document (on curriculum page on website) Opportunities to apply mathematics to other subjects Science – Statistics , analyzing data Statistics reading and interpreting data. Broaden – foci – cams – using a compass MOCK SATs Week will give Children prior experience of what is to be expected in May		SATs week Maths planning based around the White Rose Maths Mastery Plan for mixed years groups. Maths plan for year found in maths planning document (on curriculum page on website) Opportunities to apply mathematics to other subjects Science –scales, extension – algebra (simple electricity equations) PE – Cricket scoring - averages, Athletics, distance estimation	
SCIENCE	Light: Big Idea: We can use evidence found in practical experiment to support an idea in science Q: Are there rules which govern how light works? Light travels in straight lines Light is made up of a visible spectrum of different colours Light reflects at an identical angle	Electricity Big Idea: Planning and carrying out an enquiry by changing a variable can answer a scientific question Q: How does changing a circuit affect what is observed? What is electricity How is electricity created? Identifying components in a circuit and how to draw a circuit diagram. Making changes in a circuit to affect changes in how a bulb lights.	Animals incl. humans(y6)– Big Idea: Recording data and results in different ways can help explain our findings in a scientific enquiry Q: How does exercise affect how the human body operates The circulatory system The impact of lifestyle, drugs, diet and exercise Transportation of nutrients and water within animals incl. humans	Properties and changes of materials(y5) Big Idea: Carrying out a fair test ensures that results are more accurate Q: How do different materials react and change when subjected to different processes Everyday materials and their properties Dissolving and solutions Separating through filtering Carrying out a fair test Writing up a scientific experiment Reversible and non-reversible changes	Evolution and inheritance Big Idea: Time can affect how living things can change in more, or less significant ways . Q: Why may the offspring of living things be different from their parents Fossils and how they give insight into how animals have evolved Variations in offspring to their parents. Adaptations of animals to their environment.	Living things and their habitats(y6) Big Idea: Classifying and grouping things can help support our scientific understanding Q: Why are certain characteristics significant in creating classification groups Classification of species – micro-organisms,plants and animals The work of Carl Linnaeus
Computing	Online safety. – Yr 5 and 6 Coding skills – Yr 5 and 6	Information Technology (IT): Spreadsheets Use2Calculate	IT: Databases (Yr5) Computer Science: Text Adventures (Yr 6)	Computer Science: Games Creator (Yr 5) Computer Science: Networks (Yr 6)	IT: 3D Modelling (Yr 5) Quizzing (Yr 6)	IT: Word Processing (Yr 5) Spreadsheets (Yr6)
RE Full week blocks	Festivals – Human and Social Science Focus Q:How do festivals bring people together? Judaism – Rosh Hashanah Christianity - Easter	Christianity belief. Q:How Can Xmas be Symbolized? Xmas Service – Lead and conduct the Xmas Christingle	Who is God? – Philosophy focus Q:Do the arguments people use to say that God exists make sense?	What does the cross mean to Christians? – Theology focus Q:What did Jesus do to save humans beings? Show how Christians put their beliefs into practice.		

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		service for the school in Wreningham church	Christianity, Islam and Humanism	Easter Service – Lead and conduct the Easter Christingle service for the school in Wreningham church Easter Service - Lead		
HISTORY	<p>The Mayan Civilization</p> <p>Big Idea: Ancient civilizations were more advanced than we might think</p> <p>Q: What was life like for the ancient Mayas?</p> <p>Learn about their view of time, architecture, religion, what type of jobs they did and what their diets were like.</p> <p>Investigate what happened to the Maya people and explore some possible causes for their decline.</p>				<p>A local Study: Wreningham</p> <p>Big Idea: Places, People and Services Change through time</p> <p>Q: How have the inhabitants, buildings and services changed in Wreningham over the last 100 years</p> <p>Looking at the types of people who lived in Wreningham 100 years ago</p> <p>Using a census to investigate inhabitants of a village</p> <p>Using maps to investigate how a place can change physically</p> <p>Visit to the Norfolk Records Office</p> <p>Explaining the positive and negative of changes in the village over the last 100 years.</p>	
GEOGRAPHY		<p>Climate and weather –</p> <p>Big Idea: World climate affects the past, present and future</p> <p>Q: How is climate different to weather?</p> <p>Displaying climate data graphically. Investigating how climate affects global warming and its current importance in world news.</p> <p>World climate zones.</p> <p>Additional geographical knowledge – countries, cities, rivers</p>	<p>South American study – Brazil Favelas – a different world to ours</p> <p>Big Idea: There are similarities, as well as differences in countries across continents</p> <p>Q: How does the human and physical geography of Brazil differ to the UK, and Norfolk in particular?</p> <p>Learning about how life is different for a child in a favela compared to life in Wreningham.</p> <p>Differences in geographical features of the UK and Brazil.</p>	<p>Big Idea: Rivers are constantly changing.</p> <p>Q: How can water shape a landscape?</p> <p>Rivers – mechanics and influence on settlement</p>	<p>Big Idea: A country's coastline is always in a state of change</p> <p>Q: How are erosion and deposition related on the coast?</p> <p>Coasts and features</p>	
ART	<p>3D sculpture – using wire to sculpture the human form</p> <p>Big Idea: Shape in sculpture can give an impression of movement in a still object</p> <p>Q: How can I represent a feeling or characteristic in a pose?</p> <p>Using wire to sculpt the human form to represent an element (earth, wind, fire, water).</p> <p>Mysterious islands of the Tempest</p>	<p>Still Life – RE Week – pomegranates and symbolism</p> <p>Big Idea: Careful observation is essential in representing still life accurately</p> <p>Q: How can I create a colour if I do not have the one I require?</p> <p>Still life observation and sketching skills. Mixing colour skills to match observations.</p> <p>Adding an element of symbolism into a piece of artwork, using ideas explored in</p>	<p>Creating the favela</p> <p>Big Idea: Simple structure and use of colour can create an impression of something in the real world.</p> <p>Q: How can we create a stylized piece of artwork which effectively represents its subject?</p> <p>A town on a hill – the organized chaos of the Rio Favela - creating a representation of the Favela.</p>		<p>Water Colour Skills</p> <p>Big Idea: Methods of applying paint can create impressions of the real world.</p> <p>Q: How can we create an effective impression of nature using watercolour</p> <p>The Landscape- Watercolour Turner's skies and Constable's clouds,</p>	<p>Costume and Set Design – Weekend prop and set session</p> <p>Monet's impressionism – Water Lillies -</p>

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	<p>Big Idea: Light and dark can give the impression of distance</p> <p>Q: How do my colour and tone choices affect how a picture makes one feel?</p> <p>Using pastel to build up elements of a decoupage picture of a mysterious island. Learning how to blend colour and create lighter and darker tones. Making effective decisions in designing elements of a picture.</p>	The Jewish festival of Rosh Hashanah.	Sketching and fine ink skills: – methods of adding colour – flooding and brush skills.			
DESIGN TECHNOLOGY		<p>Creating a Xmas product and packaging it to meet a criteria</p> <p>Big Idea: Designing an effective product requires development and modification</p> <p>Q: How can I meet a design criteria with the design choices I make?</p> <p>Preparing and cooking a Xmas food product (peppermints) . Designing and making a container/ to meet a design criteria.</p>		<p>Cams and machines and how they operate</p> <p>Big Idea: Shape and position can affect how elements of a machine affect movement</p> <p>Q: How can I affect a range of multiple movements with one initial movement on my machine?</p> <p>Designing a time machine toy which uses a variety of cams and mechanical interactions to create movement in a machine.</p>		<p>Brunel Bridges Design Big Idea: Good bridge design is related to a good understanding of how forces work KQ: What are the design features of a strong bridge?</p> <p>Designing a Bridge like Brunel: Using Brunel’s designs as inspiration, design a functional bridge to span a given gap, fulfilling aesthetic and load bearing criteria.</p>
MUSIC	<p>Charanga English Model Music Curriculum Scheme V2 Melody and Harmony in Music KQ: How does music bring us together?</p>	<p>Learning to play the ocarina and performing KQ: How does playing an instrument help us to read music?</p> <p>Xmas Performance Nativity</p>	<p>Composing and Chords KQ: How does music improve our world?</p>	<p>Musical Styles Connect Us (Explaining notation further) KQ: How does music teach us about our community?</p>	<p>Cycle 1 – Summer 1 Freedom to Improvise How does music shape our way of life?</p>	<p>Class 4 Production Singing and Performance KQ: How does performing music improve our lives?</p>
MFL French					<p>Le sport Talk about which sports you like; Say what you think of different sports; Give reasons for preferences Talk about a sporting event</p>	<p>On va faire la fête! Transport, places and future plans; Revise descriptions of people and clothes; Opinions of food and clothes; Order food in a cafe</p>
PE	<p>Tag Rugby Real PE skills</p>	<p>Adventure Activities – Canoeing, climbing Horstead Real PE skills Indoor Athletics/ Team games</p>	<p>Basketball Real PE skills</p>	<p>Netball Hockey Real PE skills</p>	<p>Kwik Cricket/rounders Real PE skills</p>	<p>Athletics Athletics/sports day dance Real PE skills – REAL Dance</p>
RSHE	<p>Online relationships (Relationships) Link to Computing Curriculum Internet Safety & Harms (Physical and Mental) Link to Computing Curriculum Basic First Aid (Physical Health)</p>	<p>1.‘Caring Friendships’ includes Anti-Bullying Week (Relationships)</p>	<p>1.Mental Wellbeing (Physical & Mental) -link with Children’s Mental Health Week 2.Drugs, alcohol and tobacco (Physical and Mental)</p> <ul style="list-style-type: none"> link with Year 6 Science Curriculum 	<p>‘Families and People Who Care for Me’ (Relationships)</p>	<p>Changing adolescent body My Body (Educator Solutions) 2.Being Safe’ (Relationships)</p>	<p>Drugs, alcohol and tobacco (Physical Health) link with Crucial Crew if available Physical Health and Fitness My Body (Educator Solutions) My Body (link to Sex Ed.) My Body (Educator Solutions) Being Safe (Relationships) Link to Crucial Crew</p>