## The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 5/6

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|  | AUTUMN | | SPRING | | SUMMER | |
| Title/Duration | USA – Land of the free | | WWII – Lest we forget | | SPACE – The Final Frontier | |
| Half Term Split | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus Curriculum Principle | * **Broad, Relevant and Balanced.** * **Valuing all children, learning is accessible to all.** | | * **High Quality Outcomes & Deep Learning.** * **Challenging, engaging and motivating** * **Coherent learning links and pathways** | | * **Strong Working Partnerships.** * **Promotes Independence and Curiosity.** * **Opportunities for memorable experiences** | |
| English  (Focus Texts/Writing Opportunities) | **Pax**   * Diary writing * Adventure Narrative x2 * Discussion text   **National Parks of the USA**   * Information text   \* Instructional writing – see DT | | **Once**   * Letter writing * Historical Narrative   **Horrible Histories: Woeful Second World War**   * Information text   **Rose Blanche**   * Persuasive writing/discussion text * Diary writing   **Poems from the Second World War**  - Poetry writing  \*Script writing – see computing | | **War of the Worlds**   * News/blog report * Science-fiction Narrative   **How Do You Burp in Space?: And Other Tips Every Space Tourist Needs to Know**   * Explanation text   **I Love You, Michael Collins**   * Modern Narrative * Letter writing | |
| Maths Yr 5 | Number: Place Value  Number: Addition  and Subtraction | Statistics  Number: Multiplication and Division  Measurement:  Perimeter and Area | Number: Multiplication and Division  Number: Fractions | Number: Fractions  Number: Decimals and Percentages C | Number: Decimals  Geometry: Properties of Shape | Geometry: Properties of Shape  Geometry:  Position and  Direction  Measurements:  Converting Units  Measurement:  Volume |
| Maths Yr 6 | Number: Place  Value  Number: Addition, Subtraction, Multiplication and  Division | Number: Addition, Subtraction, Multiplication and  Division  Number: Fractions  Geometry:  Position and  Direction | Number: Decimals  Number:  Percentages  Number: Algebra | Measurement:  Converting Units  Measurement:  Perimeter, Area and  Volume  Number: Ratio | Geometry: Properties of Shapes  Problem Solving | Statistics  Investigations |
| Science | Properties and changes in materials | | Animals including Humans (yr 5) | Evolution and Inheritance | Earth and Space | Light |
| History | USA  **Chronological understanding**  -Order and place key historical events on a timeline showing the discovery of the USA as well as its journey to Independence. Be able to understand and describe how and why these events occurred.  **Historical Enquiry**  -Pupils should ask historically valid questions about change, cause, similarity and difference, and significance in order to be responsible for their own learning. They should look at different aspects of American History and/ or culture and make comparisons to the Isle of Wight. | | WW2  **Chronological understanding**  -Order and place key historical events on a timeline for both Britain and Germany. Be able to understand and describe how these changes occurred.  - Understand and describe in some detail how the Isle of Wight changed during WW2.  **Historical Interpretation**  -Find and analyse a wide range of evidence about WW2 that show different interpretations of events. Understand and reflect on these different points of view and how they link to historical fact.  -Understand the difference between primary and secondary evidence, the impact of this on reliability and therefore how useful they are.  -Show an awareness of the concept of propaganda on the British public and the German people.  (Resources possibly available from Osbourne House)  **Historical Enquiry**  -Pupils should ask historically valid questions about change, cause, similarity and difference, and significance and give informed responses using relevant historical information (Linking in to war research on the Isle of Wight).  -Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; (to support the island’s link to the war).  **Knowledge and understanding of events, people and changes in the past**  -Examine causes and results of great events and the impact these had on the people of Britain and Germany e.g. the evacuation for children (compare and contrast these experiences).  -Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children (look at living through the Blitz and evacuation, the island perspective of the war too, link with drama activities). | | SPACE  **Chronological understanding**  -Order and place key historical events on a timeline for the Space looking at the USA and Russia. Be able to understand and describe how and why these events occurred. | |
| Geography | USA  **Place Knowledge**  -Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and USA.  -Develop their analytical skills by comparing areas of the Isle of Wight and the USA. They have a deeper knowledge of people, resources, natural environment. Children will conduct independent research asking and answering questions.  **Human and Physical**  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) and  Physical geography including: (climate zones, biomes and vegetation belts, **mountains** and the water cycle) of the Isle of Wight and the USA.  **Geographical Skills and Fieldwork**  -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  - 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 Isle of Wight and the states of USA. | | WW2  **Geographical skills and fieldwork:**  -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | SPACE  **Locational Knowledge:**  -Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  -Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.  **Geographical Skills and Fieldwork:**  -Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time e.g. using pictures from space.  -Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.  **Human and Physical:**  -Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding. | |
| Art | **Knowledge** Pop Art- Roy Lichtenstein, Andy Warhol,  Make observations about their work/ styles and known facts about their lives and links to Pop Art movement of the 1960s.  **Printing -** Create Lichtenstein using printing with foam and block colour painting with acrylic. **Textiles/ Collage**- Create the Flag of USA OR a landscape image - .felt, wool, sequins, beads |  | **Knowledge** - Wartime artists – John Piper, Jacqueline Hurley  Make observations about their work/ styles and known facts about their lives  **Painting/Drawing -** John Piper commissioned WW2 artist from the time. Bombed out buildings mixed media (wax relief, watercolours, perspectives, use inspiration from Blitz photographs).  **Painting/Drawing -** Jacqueline Hurley, modern, poppies. Uses silhouettes, charcoal/chalk and poppies in acrylics. |  | **Knowledge -** Space artists – Peter Thorpe  Make observations about their work/ styles and known facts about their lives  **Drawing -** Peter Thorpe space rocket artist- Chalks in stencils for planets, chalk dust.  **Sculpture –** Using clay/junk modelling, create space rocket or space station. |  |
| Design and Technology |  | **Cooking and Nutrition -** Taste a range of American foods, create graphs or pie charts to ascertain the class’s favourites.  **Cooking and Nutrition -** Create ideas for sweet or savoury pancake toppings, carry out a survey and finalise a recipe before cooking and tasting. |  | **Cooking and Nutrition -** War-time recipes/ rations.  **Design, Make, Evaluate, Technical Knowledge -** Design and build a bomb shelter that can withstand a blast. Then decorate final design using mixed media for display. |  | **Design, Make, Evaluate, Technical Knowledge -** Design and build a moon buggy with an electrical circuit to power it. (see link to computing) |
| Music | **‘Stomp’ based music.**  **Knowledge**  To listen with attention to detail and recall sounds with increasing aural memory  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  To improvise and compose music for a range of purposes using the inter-related dimensions of music.  To listen with attention to detail and recall sounds with increasing aural memory.  To develop an understanding of the history of music  **Music History -** Relate music to historical curriculum topics covered where possible -  Look at history and origins of a variety of musical genres created in the USA including -jazz, country, rock and roll.  **Rhythm**  To copy and improvise a rhythmic phrase  To tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music)  To play the rhythmic structure of a song whilst others play the rhythm/ pulse  **Listening**  To play simple tunes by ear | | **Re-creating ‘war time’ songs.**  **Knowledge**  To listen with attention to detail and recall sounds with increasing aural memory  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  To develop an understanding of the history of music  **Music History** - Relate music to historical curriculum topics covered where possible -  Britain -Wartime songs - Vera Lynn, Glenn Miller  Germany- Wagner, 'Lili Marlene', sung in German by Marlene Dietrich  **Vocal and Instrumental-Play and Perform**  To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.  To choose appropriate dynamics and tempo for the performance of songs and compositions  To choose the most appropriate way to perform a song or composition and choose appropriate vocal sounds to accompany it  To sing in 2-4 parts in rounds and harmonies  **Vocal and Instrumental-- Improvise and compose**  To organise rhythmic and musical phrases into a simple structure (ABAB)  To create a tune using 2 or 3 phases that change pitch  To compose and improvise rhythmic and melodic cycles that include musical elements taught  To listen to and recall songs from memory using the appropriate musical elements  Create Warhol using iPad/photography/ paint on the top. Self-portrait and a modern branded item. | | **Composing ‘space’ music.**  **Knowledge**  To listen with attention to detail and recall sounds with increasing aural memory  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  To improvise and compose music for a range of purposes using the inter-related dimensions of music  To use and understand staff and other musical notations  To develop an understanding of the history of music  **Music History -** Relate music to historical curriculum topics covered where possible –  Gustav Holst – The Planets (keyboards to compose space themed music)  David Bowie – Space Oddity  Babylon Zoo – Spaceman  The Prodigy – Out of Space  Europe – The Final Countdown  The Cosmic Jokers- Cosmic Joy (Instrumental)  **Instrumental-Play and Perform**  To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.  To choose appropriate dynamics and tempo for the performance of songs and compositions.  To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it  **Listening**  To recognise and pick out key instruments in a piece of music  To listen to and make comparisons across different genres, composers and musicians  **Musical Elements and Notation (Bass Part)**  To recognise how music is written and name the different parts (staff, staves, treble clef and bars)  To read, play and notate 4 and 8 beat rhythm notations (crotchets, minims, rests, semibreves, quavers and dotted notes)  To read and play notes for a simple melodic phrase (to be able to read the music)  To write the notes on the stave to create a simple or well-known phrase  To know the names and symbols for dynamics and use it when notating music | |
| Computing (Yr 5 targets) | **E-SAFETY – Self image and Identity** and **Health, well-being and lifestyle**  **Multimedia (Vision) Photo Editing – Andy Warhol style work.**  - To edit photos using more advanced terms such as (saturation and hue).  **Communication (Presentation) – Improving a PowerPoint on an American state.** | **E-SAFETY – Online relationships** and **Online bullying**  **Computing Science -**  **Data – Databases – American Presidents**  - Question a database using more complex searches  - Design and create a database  - Create a graph from a data (both databases and spreadsheets) | **HOW A COMPUTER WORKS (Recap Yr 4 targets)**  **Data – Spreadsheets –** Collecting casualty data from key battles  **Communication (Text)** Word – Informative posters about the key battles (linked into spreadsheet work) | **E-SAFETY – Managing online information** and **Online reputation**  **Multimedia (Sound and Vision) - Video editing – Poetry performance and Trench short scene**  - To be able to edit videos to include titles, voiceovers, volume boosting and to amend speed where necessary.  - To be able to edit videos using the green screen. | **E-SAFETY – Privacy and Security** and **Copyright and Ownership**  **Computing Science** | **E-SAFETY – repeat two of the areas judged to need further work. (TBD)**  **Communication (Presentation) – Using Google Slides to collaborate on a presentation on our Solar System.**  **Computing Science -** |
| PE | **Games -** Tag Rugby  **Outdoor adventurous activities** – Forest Schools | **Athletics -** Indoor athletics  **Games –** Basketball  **Outdoor adventurous activities** – Forest Schools | **Gymnastics**  **Athletics -** Cross-country  **Outdoor adventurous activities** – Forest Schools | **Dance**  **Games –** Hockey  **Outdoor adventurous activities** – Forest Schools | **Athletics**  **Games -** Kwik Cricket  **Outdoor adventurous activities** – Forest Schools | **Athletics**  **Games** – Rounders  **Swimming (yr 5)**  **Outdoor adventurous activities** – Forest Schools |
| RE | **Law (c**)  Jesus the lawbreaker | **Prophecy (c)**  Magi and the birth narratives | **Rituals (i)**  Wudu and Eid-ul-Fitr | **Resurrection (c)**  Symbolism of the empty cross | **Ceremony (i & c)**  Death ceremonies in Christianity and Islam | **Peace (i)**  The revelation of the Qur’an, sawm and Ramadan |
| French | **Listening, Speaking, Reading and Writing**  Time – asking and telling | **Listening, Speaking, Reading and Writing**  Question words, Likes and dislikes, | **Listening, Speaking, Reading and Writing**  Mealtimes,  Question words, Likes and dislikes,  Time – asking and telling | **Listening, Speaking, Reading and Writing**  Sports,  Question words, Likes and dislikes, Movement instructions, Expressions of frequency, | **Listening, Speaking, Reading and Writing**  Music/Instruments  Question words, Likes and dislikes,  Expressions of frequency, | **Listening, Speaking, Reading and Writing**  Past-times,  Question words, Likes and dislikes,  Expressions of frequency, |
| SMSC/PSHE | Respect  Social – Teamwork within class, particularly through the creation of our ‘stomp’ music which involves whole class cooperation.  Cultural – Looking at aspects of American history and how the country came to be (Child Led)  Moral – Looking at the moral implications of American independence, treatment of natives and land use.  Spiritual – Constant referral to issues around spirituality in worships (class and whole) | | Determination  Social – Teamwork within class, working with each other in our topic lessons, particularly when making war time food recipes.  Cultural – Looking at British history and how the World War changed Britain and our relationships internationally.  Moral – Looking at the moral implications of the choices made both sides of the War.  Spiritual – Constant referral to issues around spirituality in worships (class and whole) | | Relationships  Social – Teamwork within class, working with each other to make a successful moon buggy, thinking carefully and debating each decision.  Cultural – How did the space race effect the countries involved and that of Brtiain?  Moral – Looking at the moral implications of the money spent in the Space Race and whether it could have been used more effectively.  Spiritual – Constant referral to issues around spirituality in worships (class and whole) | |
| Trips/Events/Visitors/Risk Day | Risk day- TBD | | Trip- TBD | | Winchester Science Museum  Space Camp  Leaver’s Trip (TBD)  Risk Day- TBD | |