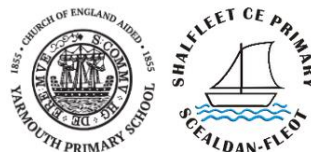


The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 5/6

	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	<ul style="list-style-type: none"> • Broad, Relevant and Balanced. • Valuing all children, learning is accessible to all. 		<ul style="list-style-type: none"> • High Quality Outcomes & Deep Learning. • Challenging, engaging and motivating • Coherent learning links and pathways 		<ul style="list-style-type: none"> • Strong Working Partnerships. • Promotes Independence and Curiosity. • Opportunities for memorable experiences 	
English (Focus Texts/Writing Opportunities)	<p>Pax</p> <ul style="list-style-type: none"> - Diary writing - Adventure Narrative x2 - Discussion text <p>National Parks of the USA</p> <ul style="list-style-type: none"> - Information text <p>* Instructional writing – see DT</p>		<p>Once</p> <ul style="list-style-type: none"> - Letter writing - Historical Narrative <p>Horrible Histories: Woeful Second World War</p> <ul style="list-style-type: none"> - Information text <p>Rose Blanche</p> <ul style="list-style-type: none"> - Persuasive writing/discussion text - Diary writing <p>Poems from the Second World War</p> <ul style="list-style-type: none"> - Poetry writing <p>*Script writing – see computing</p>		<p>War of the Worlds</p> <ul style="list-style-type: none"> - News/blog report - Science-fiction Narrative <p>How Do You Burp in Space?: And Other Tips Every Space Tourist Needs to Know</p> <ul style="list-style-type: none"> - Explanation text <p>I Love You, Michael Collins</p> <ul style="list-style-type: none"> - Modern Narrative - Letter writing 	

<p>Maths Yr 5</p>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Statistics</p> <p>Number: Multiplication and Division</p> <p>Measurement: Perimeter and Area</p>	<p>Number: Multiplication and Division</p> <p>Number: Fractions</p>	<p>Number: Fractions</p> <p>Number: Decimals and Percentages C</p>	<p>Number: Decimals</p> <p>Geometry: Properties of Shape</p>	<p>Geometry: Properties of Shape</p> <p>Geometry: Position and Direction</p> <p>Measurements: Converting Units</p> <p>Measurement: Volume</p>
<p>Maths Yr 6</p>	<p>Number: Place Value</p> <p>Number: Addition, Subtraction, Multiplication and Division</p>	<p>Number: Addition, Subtraction, Multiplication and Division</p> <p>Number: Fractions</p> <p>Geometry: Position and Direction</p>	<p>Number: Decimals</p> <p>Number: Percentages</p> <p>Number: Algebra</p>	<p>Measurement: Converting Units</p> <p>Measurement: Perimeter, Area and Volume</p> <p>Number: Ratio</p>	<p>Geometry: Properties of Shapes</p> <p>Problem Solving</p>	<p>Statistics</p> <p>Investigations</p>
<p>Science</p>	<p>Properties and changes in materials</p>		<p>Animals including Humans (yr 5)</p>	<p>Evolution and Inheritance</p>	<p>Earth and Space</p>	<p>Light</p>
<p>History</p>	<p>USA</p> <p><u>Chronological understanding</u></p> <p>-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.</p> <p><u>Historical Enquiry</u></p>		<p>WW2</p> <p><u>Chronological understanding</u></p> <p>-Order and place key historical events on a timeline for both Britain and Germany. Be able to understand and describe how these changes occurred.</p> <p>- Understand and describe in some detail how the Isle of Wight changed during WW2.</p> <p><u>Historical Interpretation</u></p> <p>-Find and analyse a wide range of evidence about WW2 that show different interpretations of events. Understand and</p>		<p>SPACE</p> <p><u>Chronological understanding</u></p> <p>-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.</p>	

-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.

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).

<p>Geography</p>	<p>USA</p> <p>Place Knowledge</p> <p>-Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and USA.</p> <p>-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.</p> <p>Human and Physical</p> <p>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</p> <p>Physical geography including: (climate zones, biomes and vegetation belts, mountains and the water cycle) of the Isle of Wight and the USA.</p> <p>Geographical Skills and Fieldwork</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>	<p>WW2</p> <p>Geographical skills and fieldwork:</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>SPACE</p> <p>Locational Knowledge:</p> <p>-Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>-Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.</p> <p>Geographical Skills and Fieldwork:</p> <p>-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.</p> <p>-Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>Human and Physical:</p> <p>-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.</p>

	to build their knowledge of the Isle of Wight and the states of USA.				
Art	<p>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.</p> <p>Printing - Create Lichtenstein using printing with foam and block colour painting with acrylic.</p> <p>Textiles/ Collage- Create the Flag of USA OR a landscape image - .felt, wool, sequins, beads</p>		<p>Knowledge - Wartime artists – John Piper, Jacqueline Hurley Make observations about their work/ styles and known facts about their lives</p> <p>Painting/Drawing - John Piper commissioned WW2 artist from the time. Bombed out buildings mixed media (wax relief, watercolours, perspectives, use inspiration from Blitz photographs).</p> <p>Painting/Drawing - Jacqueline Hurley, modern, poppies. Uses silhouettes, charcoal/chalk and poppies in acrylics.</p>		<p>Knowledge - Space artists – Peter Thorpe Make observations about their work/ styles and known facts about their lives</p> <p>Drawing - Peter Thorpe space rocket artist- Chalks in stencils for planets, chalk dust.</p> <p>Sculpture – Using clay/junk modelling, create space rocket or space station.</p>
Design and Technology		<p>Cooking and Nutrition - Taste a range of American foods, create graphs or pie charts to</p>		<p>Cooking and Nutrition - War-time recipes/ rations.</p> <p>Design, Make, Evaluate, Technical Knowledge - Design</p>	<p>Design, Make, Evaluate, Technical Knowledge - Design and build a moon buggy with an electrical circuit to</p>

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.

and build a bomb shelter that can withstand a blast. Then decorate final design using mixed media for display.

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.

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

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 - 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

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.

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)

										<p>To read, play and notate 4 and 8 beat rhythm notations (crotchets, minims, rests, semibreves, quavers and dotted notes)</p> <p>To read and play notes for a simple melodic phrase (to be able to read the music)</p> <p>To write the notes on the staff to create a simple or well-known phrase</p> <p>To know the names and symbols for dynamics and use it when notating music</p>
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Computing (Yr 5 targets)	<p>E-SAFETY – Self image and Identity and Health, well-being and lifestyle</p> <p>Multimedia (Vision) Photo Editing – Andy Warhol style work.</p> <p>- To edit photos using more advanced terms such as (saturation and hue).</p> <p>Communication (Presentation) – Improving a PowerPoint on an American state.</p>	<p>E-SAFETY – Online relationships and Online bullying</p> <p>Computing Science – Condition starts action</p> <p>Data – Databases – American Presidents</p> <p>- Question a database using more complex searches</p> <p>- Design and create a database</p> <p>- Create a graph from a data (both databases and spreadsheets)</p>	<p>HOW A COMPUTER WORKS (Recap Yr 4 targets)</p> <p>Data – Spreadsheets</p> <p>– Collecting casualty data from key battles</p> <p>Communication (Text) Word –</p> <p>Informative posters about the key battles (linked into spreadsheet work)</p>	<p>E-SAFETY – Managing online information and Online reputation</p> <p>Multimedia (Sound and Vision) - Video editing – Poetry performance and Trench short scene</p> <p>- To be able to edit videos to include titles, voiceovers, volume boosting and to amend speed where necessary.</p> <p>- To be able to edit videos using the green screen.</p>	<p>E-SAFETY – Privacy and Security and Copyright and Ownership</p> <p>Computing Science – Condition switches between action</p>	<p>E-SAFETY – repeat two of the areas judged to need further work. (TBD)</p> <p>Communication (Presentation) – Using Google Slides to collaborate on a presentation on our Solar System.</p> <p>Computing Science – Condition based game – Diving Beetle</p>
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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.		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.		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)	Spiritual – Constant referral to issues around spirituality in worships (class and whole)	Spiritual – Constant referral to issues around spirituality in worships (class and whole)
Trips/Events/Visitors/Risk Day	Risk day?	London History Museum	Winchester Science Museum Space Camp Leaver's Trip (TBD) Risk Day?

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