

Long Term Plan - Year A

Years 5 and 6

	Crime and punishment	Battles	Thrills and spills	'Mini' topics
English	<p>Street Child by Berlie Doherty Historical characters / events Plays Formal writing Other inspired by reading Learn by heart and perform a significant poem (Highwayman)</p>	<p>Y5 The diary of Anne Frank Y6 War Horse by Michael Morpurgo Historical characters / events Letters Other inspired by reading Learn by heart and perform a significant poem (charge of the light brigade)</p>	<p>Kensuke's Kingdom by Michael Morpurgo (stand alone) Mystery and suspense Explanation Journalistic writing Other inspired by reading Poems that convey and image</p>	
Maths	See long term plan	See long term plan	See long term plan	
Science	<p><u>To investigate sound and hearing</u></p> <p>Find patterns</p>	<p><u>To understand plants</u></p> <ul style="list-style-type: none"> Relate knowledge of plants to studies of evolution and 	<p><u>To understand movement, forces and magnets</u></p>	

	<p>between the pitch of a sound and features of the object that produced it.</p> <ul style="list-style-type: none"> • Find patterns between the volume of a sound and the strength of the vibrations that produced it. <p><u>To understand electrical circuits</u></p> <p>Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers.</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 	<p>inheritance.</p> <ul style="list-style-type: none"> • Relate knowledge of plants to studies of all living things • Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). • Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro- 	<ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. 	
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	<ul style="list-style-type: none"> • 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><u>Working scientifically</u></p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p>	<p>organisms.</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop from birth to old age. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. 	<ul style="list-style-type: none"> • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. <p><u>Working Scientifically</u></p> <p>Plan enquiries, including recognising and controlling variables where necessary.</p>	
Computing	Sounds – Programming	Shape and Weather Use logical thinking,	Find out and Share Scratch	

	<p>Use a variable to increase programming possibilities</p> <ul style="list-style-type: none"> • Use If and Then commands to select an action • Decompose a problem into smaller parts and design an algorithm for a specific outcome • Use logical reasoning to detect and debug mistakes in a programme • Change an input into a programme to achieve a different outcome 	<p>imagination and creativity to extend a programme</p> <ul style="list-style-type: none"> • Refine a procedure using repeated commands • Decompose a problem into smaller parts • Use logical reasoning to detect and debug mistakes in a programme • Talk about how a computer model can provide information about a physical system. 	<ul style="list-style-type: none"> • Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a programme. • Use a variable to increase programming possibilities • Use logical reasoning to detect and debug mistakes • Change an input to a programme to achieve a different output • Use logical thinking, imagination and creativity to extend a programme. 	
Geography	<u>To investigate places</u>	<u>To communicate</u>	<u>To investigate patterns</u> Describe how	

	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. <p>Alcatraz</p>	<p><u>geographically</u></p> <ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <p>To investigate patterns</p> <p>Understand some of the reasons for geographical similarities and differences between</p>	<p>locations around the world are changing and explain some of the reasons for the change.</p> <p>To investigate places</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills and mountains and understand how some of these aspects have changed overtime.</p>	
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		<p>countries. Describe how countries and geographical regions are interconnected and interdependent.</p> <p>The location of significant battles in England</p>		
History	<p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the 	<p><u>To understand chronology</u></p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little 	<p>A study of a theme in British history (leisure). Changes to fairgrounds (Blists Hill) Frederick Savage and the invention of steam</p>	

	<p>punishment in Tudor and Victorian times</p> <p>Street Child</p>	<p>historically</p>		
D+T	<p><u>Electricals and Electronics</u></p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	<p><u>Mechanics</u></p> <ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. <p><u>To take inspiration from designs throughout history</u></p> <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving 	

			<p>reasons for choices.</p> <ul style="list-style-type: none"> • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. 	
Art	<p><u>Digital Media</u></p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict 	<p><u>Textiles (Bayeux Tapestry)</u></p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	<p><u>Print</u></p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	

	<p>movement, perspective, shadows and reflection.</p> <ul style="list-style-type: none">• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).• Use lines to represent movement.			
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