

Long Term Plan - Year B

Years 5 and 6

	Space	Greece	Mining	'Mini' topics
English	<p><b>George's Secret Key by Stephen and Lucy Hawking</b></p> <p>Mystery and suspense</p> <p>Other inspired by reading</p> <p>Journalistic writing</p> <p>Biography</p> <p>Write poems that convey an image</p>	<p>Historical characters / events</p> <p>Non chronological report</p> <p>Persuasion</p> <p>Other inspired by reading</p> <p>Write poems that convey an image</p>	<p><b>Y5 Cliffhanger / Buried alive by Jacqueline Wilson</b></p> <p><b>Y6 Wreck of the Zanzibar by Michael Morpurgo</b></p> <p>Adventure stories</p> <p>Argument</p> <p>Other inspired by reading</p> <p>Learn by heart and perform a significant poem</p>	
Maths	See long term plan	See long term plan	See long term plan	
Science	<p><u>To understand the Earth's movement in space</u></p> <p>Describe the Sun, Earth and Moon as</p>	<p><u>To understand animals and humans.</u></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human</li> </ul>	<p><u>To investigate materials</u></p> <p>Compare and group together everyday materials based on</p>	

	<p>approximately spherical bodies.</p> <ul style="list-style-type: none"> <li>• Use the idea of the Earth's rotation to explain day and night.</li> </ul> <p><u>To investigate light and seeing</u></p> <p>Understand that light appears to travel in straight lines.</p> <ul style="list-style-type: none"> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of</li> </ul>	<p>circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).</p> <ul style="list-style-type: none"> <li>• Recognise the impact of diet, drugs, exercise and lifestyle on the way the human body functions.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> </ul>	<p>evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> <li>• Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of</li> </ul>	
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	<p>shadows when the position of the light source changes.</p> <p><u>To understand evolution and inheritance</u></p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <ul style="list-style-type: none"> <li>• Describe how adaptation leads to evolution.</li> <li>• Recognise how and why the human skeleton has changed over time, since we separated from other primates.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>• Report findings from enquiries, including oral and</li> </ul>		<p>everyday materials, including metals, wood and plastic.</p> <ul style="list-style-type: none"> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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, oxidisation and the action of acid on bicarbonate of soda.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Use simple models to describe scientific ideas, identifying</li> </ul>	
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	<p>written explanations of results, explanations involving causal relationships, and conclusions.</p> <ul style="list-style-type: none"> <li>• Present findings in written form, displays and other presentations.</li> </ul>		<p>scientific evidence that has been used to support or refute ideas or arguments.</p>	
Computing	To code	To collect	To communicate To connect	
Geography	<p><u>Time zones</u></p> <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</li> </ul>	<p><u>To investigate places</u></p> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<p><u>To investigate places</u></p> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the</li> </ul>	

	<p>and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p>To communicate geographically.</p> <p>Physical geography including climate zones and biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and water cycle.</p>	<p>To communicate geographically.</p> <p>Human geography including settlements, land use, economic activity including trade links and the distribution of natural resources including energy and food, minerals and water supplies.</p>	<p>characteristic features of a location.</p> <ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul> <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> </ul>	
History	<p>History in living memory – moon landings</p> <p>Future – space flight</p>	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form</li> </ul>	<p><u>To communicate historically</u></p> <p><u>To investigate and interpret the past</u></p> <p><u>To understand chronology</u></p>	

		<p>testable hypotheses about the past.</p> <ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>		
D+T	<u>To design, make,</u>	<u>Food</u>	<u>Construction</u>	

	<p><u>evaluate and improve</u></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut</li> </ul>	
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			paper).	
Art	<u>Painting</u> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other</li> </ul>	<u>Sculpture</u> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>	<u>Collage</u> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques</li> </ul>	

	artists.			
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