

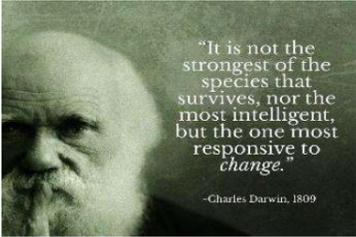
YEAR 5 AND 6 during Cycle 1 **AN EXAMPLE OF HOW IT MAY LOOK**

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic 1) Entry and Exit 2) Key Question	<p>Anglo- Saxons and the Vikings</p>   <p>How did the Anglo-Saxons and the Vikings change the face of Britain?</p> <p>Entry: Place Anglo-Saxons and Vikings in history? Exit: Danelaw – Murton Park visit.</p>		<p>Express Yourself</p>  <p>How do artists express emotions in their work?</p> <p>Entry: Gallery visit? Exit: Teach a skill</p>	<p>Fit for Life</p>  <p>How do we look after our bodies?</p> <p>Entry: Circuit/HIIT workout. Exit: Design a 'Total Wipeout' assault course.</p>	<p>Weather and Climate</p>  <p>How do climate zones affect land use?</p> <p>Entry: Creating their own weather report. Exit: Local weather reporter visit.</p>	<p>Local History – Saltaire</p>  <p>How did Titus Salt change the lives of his workers?</p> <p>Entry: Human timeline Exit: Saltaire walking tour</p>
Key Texts that will be studied	Doug Lemov: Archaic Texts – <i>Just So Stories, The Wolves of Willoughby Chase</i> Non-linear sequences – Complexity of the Narrator – <i>Sky Song</i> Complexity of Plot – Resistant Texts -		Doug Lemov: Archaic Texts – <i>The Hobbit</i> Non-linear sequences – Complexity of the Narrator – Complexity of Plot – Resistant Texts - Pie Corbett - FAR ^{THER}		Doug Lemov: Archaic Texts – Non-linear sequences – <i>Holes</i> Complexity of the Narrator – Complexity of Plot – <i>Shaun Tan study – The Arrival and The Lost thing.</i> Resistant Texts -	
Educational Visits/Memorable Experiences	Murton Park – a day in the life of a Viking.		Art Museum			
Geography and History	<p><u>History</u></p> <p><i>Anglo-Saxons:</i> The children will understand where the AS came from, why they invaded Britain and the impact of this. They will identify the 7 kingdoms, research Alfred the Great and learn about the mystery of Sutton Hoo. They will order historical events that happened in the AS period on a timeline. <i>H1, H2, H3, H4, H5, H17, H18, H23</i></p> <p><i>Vikings:</i> They will create a timeline to place the Vikings and then investigate why they invaded Britain. They will compare and contrast the Anglo Saxons and Vikings, as well as the Vikings and the Romans. They will understand where the Vikings settlements are, particularly York. They will explore bias by investigating the difference in accounts between Vikings and monks. <i>H6, H7, H17, H18, H20, H22, H23, H24</i></p>				<p><u>Geography</u></p> <p>The children will identify: lines of longitude and latitude, the twelve biomes, vegetation belts, the six climate zones and the associated seasonality, rainfall and temperatures and the Greenwich Meridian. <i>G2, G5, G8.</i></p>	<p><u>History</u></p> <p>The students will understand why Saltaire was created and why living there was advantageous during the Victorian era. They will understand how important textiles were in the Victorian era and understand how clothing has changed. Furthermore, they will learn about Titus Salt and why he is remembered. They will order historical events that happened in the Victorian period on a timeline. <i>H17, H18, H22, H25, H26, H27, H28, H29, H30, H31, H32.</i></p>
Art	The children will use pencils to show depth whilst recreating sketches of ships, burial grounds and jewellery. <i>A1, A2, A3, A6, A12,</i>		The children will explore how artists express emotion (paint) and will study the work of famous artists. Children will produce their own painting of The Scream using a digital of themselves. <i>A2, A3, A7, A8, A10, A13, A14, A17, A18, A19,</i>		The children will produce a pencil sketch of a person in motion, using computing software to isolate the actions. Pupils will view sculptures as well as 2D to depict movement and form. <i>A1, A2, A3, A6, A8, A12, A13,</i>	

<p>Oracy</p>	<p>BE A SPEAKER</p> <p>Summary of knowledge: The children, engaging their audience via pace, intonation, tone, volume and expression, will communicate their ideas confidently, making eye contact and selecting the appropriate register.</p> <p><i>Year 6: O1, O2, O3, O4</i> <i>Year 5: O1, O2, O3</i></p>	<p>BE A LINGUIST</p> <p>Summary of knowledge: Whilst exploring new vocabulary, the children will demonstrate an understanding of formality, and will apply this to the appropriate situation. They will enhance their points using: metaphors, humour, sarcasm and irony. The children will make abstract concepts clear and will use dialects or regional variations where appropriate.</p> <p><i>Year 6: O5, O6, O7, O8, O9</i> <i>Year 5: O4, O5, O6, O7, O8</i></p>	<p>BE A THINKER</p> <p>Summary of knowledge: The children will justify their opinions, be responsive to the feedback of others, summarise the main ideas of a presentation/discussion/conversation. They will structure their presentations (introductions, linked paragraphs, headings, points for discussion, persuasive devices, conclusions) and will sustain and argue their points using persuasion.</p> <p><i>Year 6: O10, O11, O12, O13, O14, O15</i> <i>Year 5: O9, O10, O11, O12, O13, O14</i></p>		<p>BE AWARE OF OTHERS</p> <p>Summary of knowledge: The children will listen carefully, make timely contributions and will respond to the work of others. They perform poetry and plays from memory, adapting their expression and tone. They follow multi-step instructions, respond to feedback about their listening and: gain, maintain and monitor the interest of the listener.</p> <p><i>Year 6: O116, O17, O18, O19, O20, O21, O22.</i> <i>Year 5: O15, O16, O17, O18, O19.</i></p>
	<p>Activities this term include: During DT, during both the design and the post-make stage, the children will evaluate products against a 1-10 scale that includes an extended explanation of their evaluation, comparing the product against existing products and the assessment criteria outlined in the DT KP. During History, the children will complete a presentation around one of the 7 kingdoms. They also assume the role of monk/Viking and role play these positions, exploring bias. During Earth and Space, the children will create news reports about night/day and the length of a year/day/month etc. During English, they will be given the opportunity to debate and express their own opinions and respond to others' ideas on a range of Just So stories by Rudyard Kipling. The unit will culminate in a story telling competition where they will share their own stories, with a focus on engaging the audience. In Autumn 2, they will articulate ideas and opinions and apply an understanding of formal and informal language when producing newspaper reports on the Moon landings.</p>	<p>Activities this term include: During DT, during both the design and the post-make stage, the children will evaluate products against a 1-10 scale that includes an extended explanation of their evaluation, comparing the product against existing products and the assessment criteria outlined in the DT KP. During English, children will perform poems from memory and interest the audience through variety and liveliness of expression and vocabulary choices.</p>	<p>Activities this term include: During DT, the children will explain why techniques were chosen in the creation of their meals. During Living things and their habitats, the children will create mimes, raps and songs, agreeing on a criteria for successful presentation. During English, they will make contributions to discussions and respond to others' ideas on how authors' have used suspense effectively in short stories. The unit will culminate in a story telling session where they will share their own "Spooky Stories" with the class: focus on speaking clearly and projecting the voice.</p>	<p>Activities this term include: During Geography, the children will research a specific climate zones and will present their findings to others who have not studied their CZ. Further to the above, they will use the feedback on their presentations around CZs to then create an improved presentation about one biome. During English lessons children will use hypothetical language to express possibilities. Using <i>Shackleton's Journey</i>, they will select appropriate register to write a recount for the <i>Races in Frozen Places</i> unit.</p>	<p>Activities this term include: During English and History lessons, children will take part in a debate as to whether Titus Salt was a capitalist or philanthropist. They will discuss the use of tier three vocabulary to ensure historical writing is authentic.</p>
<p>Design and Technology</p>	<p>Use consumer research to plan and design a moving Viking longboat toy. Generate detailed and annotated sketches, cross-sectional diagrams and prototypes. Create a longboat using the appropriate tools and materials. Accurately measure and cut pieces of wood. Use different joining techniques to assemble the boat, considering aesthetics. Use a hand drill to create tight and loose fit holes. Assemble and join the pulley and motor system. Evaluate the longboat, using a numbered scale.</p> <p><i>DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT9, DT11, DT12, DT13, DT15, DT16, DT17, DT18</i></p>	<p>Create a design criteria by analysing and evaluating existing phone cases. Test a range of stitches to inform design choices and explore fastenings. Generate detailed and annotated sketches, cross-sectional diagrams and prototypes. Create a phone case using the appropriate tools and materials, considering aesthetics. Accurately measure and cut felt templates. Pin and tack fabric pieces together before stitching. Join the felt templates together using stitches and then add further decoration using stitching, gluing and stapling. Start to use a sewing machine. Evaluate the phone case, using a numbered scale.</p> <p><i>DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT9, DT10, DT11, DT12, DT13, DT20, DT21, DT22, DT23,</i></p>	<p><u>During Living things and their Habitats</u> Use consumer research to plan and design an automata animal. Understand and use cams to test movement ideas. Generate detailed and annotated sketches, cross-sectional diagrams and prototypes. Create an automata animal, using the appropriate tools and materials. Accurately measure and cut pieces of wood and card. Use different drilling and joining techniques to assemble the animal and cams system, considering aesthetics. Evaluate the automata animal, using a numbered scale.</p> <p><i>DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT9, DT11, DT12, DT13, DT14, DT16, DT17, DT18.</i></p> <p><u>Fit for Life</u> Research where food comes from and create a seasonality calendar. Understand the correct proportions to make a balanced meal. Plan, prepare and make a budgeted Spaghetti Bolognese, using specific techniques e.g. weighing, chopping, grating, cracking, beating, peeling, spreading, mixing, pouring, stirring, draining, garnishing, seasoning, boiling, frying and simmering.</p> <p><i>DT24, DT25, DT26, DT27, DT28, DT29, DT30.</i></p>		

LONG-TERM PLANS at Tranmere Park

YEAR 5 AND 6 during Cycle 1

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Science	<p style="text-align: center;">Evolution and Inheritance – Y6</p> <div style="display: flex; justify-content: space-around;">   </div> <p>The children will recognise that living things have changed over time and will understand how fossils tell us about this. They will also understand that living things adapt to their environment and inherit traits from their parents.</p> <p><i>S1, S2, S3, S4</i></p> <p>Key Text:</p> <ul style="list-style-type: none"> - <i>The Origin of Species</i> - <i>Amazing Evolution</i> 		<p style="text-align: center;">Earth and Space – Y5</p>  <p>The children will: name the planets in the solar system, can explain the movement of the moon and the earth relative to the sun. They can relate this to day and night.</p> <p><i>S5, S6, S7, S8, S9, S10</i></p> <p>Key Text:</p> <ul style="list-style-type: none"> - 	<p style="text-align: center;">Living things and their Habitats - Y5&6</p> <div style="display: flex; justify-content: space-around;">   </div> <p>The children will: describe the differences in the life cycles of mammals, amphibians, insects and birds whilst discussing reproduction in plants. They will then classify living things into broad groups.</p> <p><i>S11, S12, S13, S14, S15, S16.</i></p> <p>Key Text:</p> <ul style="list-style-type: none"> - 	<p style="text-align: center;">Properties and Changes of Materials – Y5</p>  <p>The children will: classify materials based on their hardness, solubility, transparency, conductivity, and magnetism. They will then explore reversible and irreversible changes.</p> <p><i>S17, S18, S19, S20.</i></p> <p>Key Text:</p> <ul style="list-style-type: none"> - 		
Computing	<p>Year 5: Micro: bit Program an animation using an LED matrix design. Then, create a pilling programme and a scoreboard.</p> <p><i>C1, C2, C6,</i></p> <p>Year 6: Bletchley Park 1 The children explore cyphers and codes, brute force hacking and the history of BP.</p> <p><i>C1, C5, C6, C10, C11,</i></p>	<p>Year 5: Programming Music The children will create a space themed soundtrack that includes live loops.</p> <p><i>C1, C2, C3, C4,</i></p> <p>Year 6: Bletchley Park 2 Explore sound effects, radio plays, the first computers and the future of computing.</p> <p><i>C6, C7, C12, C15</i></p>	<p>Year 5: Search Engines Can we trust a search result, how are they ranked, can we use materials without infringing copyright?</p> <p><i>C5, C8, C10</i></p> <p>Year 6: Python Use python to create 2D shapes, patterns and Mondrian style art, using nested loops.</p> <p><i>C2, C3, C4,</i></p>	<p>Year 5: Stop Motion Animation Explore still image animation in a 24 frame per second scenario</p> <p><i>C8, C9,</i></p> <p>Year 6: Big Data 1 Understand barcodes, QR codes, RFID and how data is transmitted and used to advise the public about travel.</p> <p><i>C6, C7, C8, C9, C13, C14</i></p>	<p>Year 5: Mars Rover 1 Explore how binary is used to send messages back to Earth</p> <p><i>C5, C7</i></p> <p>Year 6: Big Data 2 Understand binary and how it can be corrupted. Learn about the internet of things and design a smart school.</p> <p><i>C6, C7, C8, C9, C13, C14</i></p>	<p>Year 5: Mars Rover 2 Explore pixels, image transfers and CAD.</p> <p><i>C1, C11</i></p> <p>Year 6: Skills Showcase Code a micro: bit game, use CAD to create the product for their game and then market it with a video advert.</p> <p><i>Whole curriculum.</i></p>	
Physical Education	<p>Outdoor - Tag Rugby - Year 5 and 6</p> <p>Indoor - Real PE - Year 5/6 - Unit 1</p> <p><i>PE5, PE6, PE7, PE8, PE9, PE10 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Football - Year 5 and 6</p> <p>Indoor - Real PE - Year 5/6 - Unit 2</p> <p><i>PE5, PE6, PE7, PE8, PE9, PE10 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Real PE - Year 5/6 - Unit 3</p> <p>Indoor - Gymnastics - Year 5 - Unit 1 and 2</p> <p><i>PE11, PE12, PE14, PE15 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Cricket - Year 5 and 6</p> <p>Indoor - Real PE - Year 5/6 - Unit 4</p> <p><i>PE6, PE8, PE9 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Athletics - Year 5 and 6</p> <p>Indoor - Real PE - Year 5/6 - Unit 5</p> <p><i>PE1, PE2, PE3, PE4 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Real PE - Year 5/6 - Unit 6</p> <p>Indoor - Gymnastics - Year 6 - Unit 1 and 2</p> <p><i>PE11, PE12, PE13, PE14, PE16, PE17 PE22, PE23, PE24, PE25</i></p>	
Modern Foreign Languages	<p>En Ville The children will describe a town and discuss directions.</p> <p><i>MFL9, MFL10, MFL11, MFL12, MFL13, MFL14.</i></p> <p>Joyeuz Noel/Joyeuses Paques The children will learn and perform French Christmas and Easter songs</p> <p><i>MFL15, MFL16, MFL17.</i></p>		<p>Les Passe-Temps The children will ask questions about and understand spoken passages about hobbies.</p> <p><i>MFL18, MFL19, MFL20, MFL21, MFL22.</i></p>		<p>La Famille They will describe their family, where they live, their profession, how old they are.</p> <p><i>MFL23 – MFL29.</i></p>		<p>J'ai faim They will discuss what they like to eat and will role play ordering in a restaurant/shop.</p> <p><i>MFL30 – MFL35.</i></p>
Music	<p>Charanga - I'll be There</p> <p>Pitch</p>	<p>Charanga - Christmas Concert</p> <p>Duration and Texture Read different musical notation and compose their own rhythm.</p>	<p>Charanga - Classroom Jazz 1</p> <p>Notation and Structure Children will read note names and graphic scores.</p>	<p>Charanga - Happy</p> <p>Timbre and Tempo</p>	<p>Charanga - You've got a Friend</p> <p>I am a Listener Children learn about different musical genres and appraise them.</p>	<p>Charanga - Reflect, Rewind and Replay</p> <p>I am a Composer Children plan, compose and perform their own song.</p>	

	Children will learn and play 4 chord sequences using a range of instruments. <i>M1-3</i>	<i>M4-6</i>	<i>M7-9</i>	Children will create their own piece of music in groups and describe their work using the correct terminology. <i>M10-13</i>	<i>M14-18</i>	<i>M19-23</i>
Religious Education	5.1 Why are some places and journeys special? Children will learn about the special places in the world for Jews, Muslims and Christians and describe their own special places.	5.2 What values are shown in Codes for Living Children will learn about some Christian, Muslim and Humanist values and understand codes of living that are both religious and non-religious. They will learn about		5.3 Should we forgive others? Children will learn about forgiveness and reconciliation and what Jesus thought about it and the importance of Confession to Christians.	5.4 What do Christians believe about old and new covenants Children will learn about ‘covenant’ and “incarnation” and why Abraham, Moses and King David are important to Christians?	
PSHE	<u>Year 5 Physical Health & Wellbeing. In the media.</u> Pupils learn that messages given on food adverts can be misleading. Celebrities can be presented as role models. Is this positive or negative? Should we believe everything we see, read? Pupils learn about how the media can manipulate images and that these images may not reflect reality. <u>Year 6 Identity, society & equality. Human rights.</u> To understand migration and the reasons why people move from one place to another and the challenges this brings. What are human rights and the UN Convention on the Rights of the Child? Learn about homelessness. <u>First Aid - Heart:</u> https://www.sja.org.uk/get-advice/first-aid-lesson-plans/chest-pains-heart-attack-lesson-plan/	<u>Year 5 Mental Health and emotional wellbeing. Dealing with feelings.</u> Pupils learn about a wide range of emotions and feelings and how these are experienced in the body. How change can make people react. Understand feelings associated with loss, grief and bereavement. <u>Year 6 Mental health and emotional wellbeing. Healthy minds</u> Know that mental health is about emotions, moods and feelings. Awareness that there is help, advice and support available for mental health issues. Learn about what can affect mental health and ways of dealing with this. Be aware of stigma and discrimination that can surround mental health.	<u>Year 5 Careers, financial capability & economic wellbeing. Borrowing and earning money.</u> Learn that money can be borrowed but there are risks associated with this. Plan and set up an enterprise. Learn what influences people’s decisions about careers – money or enjoyment? <u>Year 6 Sex and relationship education. Healthy relationships. How a baby is made.</u> Learn about the changes that occur during puberty. Attitudes and values around gender stereotyping and sexuality and consider their origin and impact. Discuss values of relationships and appreciate the importance of friendship in an intimate relationship. Learn the human lifecycle. Understand how a baby is made and grows (conception and pregnancy). Roles and responsibilities of carers and parents. Myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted. Contraception can be used to stop a baby from being conceived. <u>First Aid - Choking: - Child:</u> https://www.sja.org.uk/get-advice/first-aid-lesson-plans/children-baby-choking-lesson-plan/	<u>Year 5 Identity, society and equality.</u> Learn about stereotyping, including gender stereotyping and diversity. Discuss prejudice and discrimination and how this can make people feel. <u>Year 6 Sex and relationship education. Healthy relationships. How a baby is made.</u>	<u>Year 5 Drug, alcohol & tobacco education. Different influences.</u> Learn about the risks of smoking cigarettes, e-cigarettes, shisha & cannabis. Influences within the media on alcohol, tobacco & nicotine products. Discuss strategies to resist pressure from others. <u>Year 6 Drug, alcohol and tobacco education. Weighing up risk.</u> Learn the risks associated with using drugs (tobacco, nicotine, alcohol, solvents, medicines, legal illegal drugs). Assessing the risk and learning to manage risk. <u>First Aid - Choking: – Adult:</u> https://www.sja.org.uk/get-advice/first-aid-lesson-plans/choking-adult-lesson-plan/	<u>Year 5 Keeping safe and managing risk. When things go wrong.</u> Keeping safe online. Learn that violence within relationships is not acceptable. Pupils learn about problems that can occur when someone goes missing from home. <u>Year 6 Keeping safe and managing risk. Keeping safe out and about. FGM.</u> Aware of potential risks when out and about in the local area. Recognising and responding to peer pressure. Learn about the consequences of anti-social behaviour (including gangs and gang related behaviour).
Outdoor Learning/Muddy Puddle Days						