







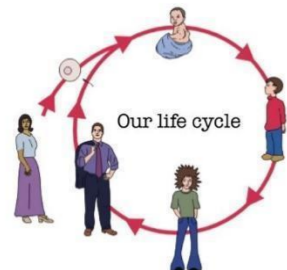


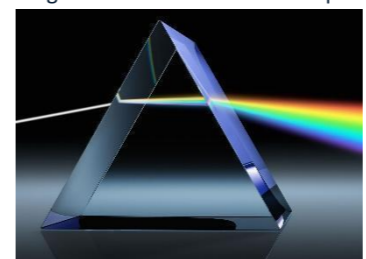

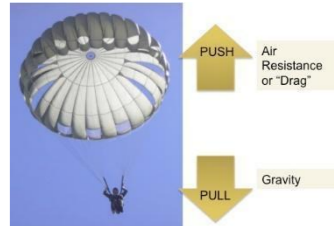
Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic 1) Entry and Exit 2) Key Question	<h2 style="color: red;">The Mayans</h2> <div style="display: flex; justify-content: space-around;">   </div> <p style="color: blue; text-align: center;">Were the Mayans the most successful empire in history?</p> <p>Entry: Using The Rain Player, be a historical detective to find out how the Mayans lived. Exit: Make Mayan Masks</p>		<h2 style="color: red;">WW2</h2> <div style="display: flex; justify-content: space-around;">   </div> <p style="color: blue; text-align: center;">Was Adolf Hitler to blame for WW2?</p> <p>Entry: Treasure Hunt/Time Capsule Exit: Booby Trap Obstacle Course</p>		<h2 style="color: red;">They See the World Like This: Local Geography and Book Study</h2> <div style="display: flex; justify-content: space-around;">   </div> <p style="color: blue; text-align: center;">What are the main features and characteristics of an art movement? What does it mean to be a Geographer?</p> <p>Entry: What does Great Britain mean to you? Presentation Exit: Art Gallery</p>		
Key Texts that will be studied	<p style="color: red;">The Rain Player Middleworld Popul Vuh The History Detective Investigates: Mayan Civilization The Ancient Maya Tribes</p> <p style="color: red;">Doug Lemov: Archaic Texts – Non-linear sequences – Complexity of the Narrator – War Horse Complexity of Plot/symbol – In Flander’s Fields, Who Let the God’s Out Resistant Texts – The Lie Tree</p>		<p style="color: red;">Boy in Striped PJs Erika’s Story Carrie’s War DK FindOut WW2 The Usborne Introduction to The Second World War</p> <p style="color: red;">Doug Lemov: Archaic Texts – Non-linear sequences – Eagle in the Snow Complexity of the Narrator – Complexity of Plot – Resistant Texts –</p> <p style="color: red;">Pie Corbett – Fireweed</p>		<p style="color: red;">Boy 87 13 Artists Children Should Know Hockney Biography A History of Pictures for Children</p> <p style="color: red;">Doug Lemov: Archaic Texts – Non-linear sequences – A long walk to water Complexity of the Narrator – Complexity of Plot – A Monster Calls Resistant Texts -</p>		
Educational Visits/Memorable Experiences			<h3 style="color: red;">Eden Camp</h3>		<h3 style="color: red;">Cartwright Hall/Local Art Gallery</h3>		
Geography and History	<p style="color: red;"><u>Geography</u></p> <p>The children will learn about the importance of natural resources and how civilisations would trade these. Furthermore, they learn that MEDCs are rich in resources compared to LEDCs. Finally, they will explore Fair Trade – what is it? Why is it important? <i>G6, G7,</i></p> <p style="color: red;"><u>History</u></p> <p>Place the Maya on a timeline, identifying key leaders, wars and discoveries. Understand the differences between The Maya and the Egyptians, comparing and contrasting. Understand Mayan numbers and recreate the Mayan calendar. Learn about tribal life and how things were traded. Research the Mayan temples and understand the significance. <i>H13, H14, H15, H16, H17, H18, H20, H21, H23.</i></p>		<p style="color: red;"><u>Geography</u></p> <p>The children will plot major European cities on the map, noting the key geographical features of these locations. Further to this, they will create a choropleth map for the death toll of each nation. They will also explore the importance of industrial areas and ports. <i>G1, G8, G6.</i></p> <p style="color: red;"><u>History</u></p> <p>Understand the reasons for the outbreak of WW2 and debate who was to blame. Also, learn about how WW2 has shaped Europe. Learn about the Final Solution. Make inferences about a time capsule from a WW2 family and compare to what families would treasure now. Learn about D-Day and Dunkirk, creating booby traps and waterproof maps. Understand the effect of the Blitz. Compare reporting from two different newspapers about the same event. <i>H8, H9, H10, H11, H12, H17, H19, H22, H23, H24</i></p>		<p style="color: red;"><u>Geography</u></p> <p>The children will complete a continental study of Africa, identifying the key human and physical features, studying satellite images, population density, tourist density, six figure grid references and comparative life expectancy charts. The children will learn about why Saltaire was built on that site. The children complete a traffic survey to assess and advise on the best time of day to travel to Leeds. <i>G3, G4, G8, G9</i></p>		

Art	Investigate Mayan buildings and their specific design features. Compare architecture with modern day buildings and produce a gallery of interesting/historical buildings. Research tribal art, Mayan masks and landscapes. <i>A1, A5, A8, A10, A11, A12, A13, A14, A15.</i>		Investigate the powerful messages of propaganda posters. Recreate The Blitz images using painting methods, backwash and silhouettes to symbolise the war. Techniques to add search lights and develop a flat 2D image to a 3D sculpture. <i>A4, A8, A14, A16, A19.</i>	Learn about the different art movements identifying the key features/characteristics of each. Recreate a piece of art in the style of one artist from a particular art movement. Understand how Hokusai created The Great Wave. Use lino cutters to produce a block print. View and discuss Abstract Art. <i>A6, A7, A8, A9, A10, A13, A14, A17, A18, A19.</i>
Oracy	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 Computing sessions in 6, the children will create radio plays which include scripts, sound recordings, narrations, background sounds before performing these. During computing sessions in 5, the children are evaluating the use of sounds, beats and melodies 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 Geography, the children will assume the role of a tribe, they will have to trade natural resources and negotiate the best deals that they can. Furthermore, they will learn about Fairtrade and will debate whether the current distribution of wealth is appropriate. During English sessions, the children will discuss their opinions on books on the same subject (WW1) by different authors and will practise reciting the poem "In Flanders Fields". In Autumn 2, as part of our choral poetry unit, they will have the opportunity to learn sections of poems by heart focusing on intonation and expression and will perform their poems as part of our Christmas production.</p>		<p>Activities this term include: During DT, the children will explain why techniques were chosen in the creation of their meals. During History, the children will debate who was to blame for WW2. During English, using <i>Erika's Story</i>, the children will use the formal language of persuasion to structure a logical argument in a letter to Hitler on why the Jewish people should be spared. In Spring 2, they will summarise the main ideas and structure their own flashback narrative, using the video "<i>Alchemists Secret</i>" as a stimulus.</p>	<p>Activities this term include: During Geography, the children will debate whether Saltaire was located in the optimum location. During English, they will use evidence and explanation to produce their own biography of the artist David Hockney.</p>
Design and Technology	Investigate Mayan temples, exploring how to strengthen, stiffen and reinforce complex structures. Sketch and annotate diagrams and prototypes, including using computer-based systems. Create a temple using the appropriate tools and materials. Accurately measure and cut pieces of wood. Use different joining techniques to assemble the temple, considering aesthetics. Evaluate the temple, using a numbered scale. <i>DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT8, DT9, DT10, DT11, DT12, DT13, DT16, DT17.</i>		Research, sample and explore foods from around the world. Explore how different countries create balanced meals. Compare and contrast the difference between meals now and in World War Two. Research traditional French dishes. Plan, prepare and make a French Custard Tarte, using specific techniques e.g. weighing, whisking, cracking, beating, creaming, folding, sifting, rolling, shaping and bain-marie (melting). Explain why certain techniques were chosen. <i>DT24, DT25, DT26, DT28, DT29, DT30, DT31.</i>	



LONG-TERM PLANS at Tranmere Park YEAR 5 AND 6 during Cycle 2



Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p style="text-align: center;">Animals including humans - Y5&6</p> <div style="display: flex; justify-content: space-around;">   </div> <p>The children will begin the unit by looking at the life-cycle of a human being before studying the biology of the human body. This includes studying: the Cardio-Vascular system, the features of blood, digestion, the importance of a healthy diet and exercise and the effects of drugs. <i>S1, S2, S3, S4, S5, S6</i></p> <p>Key text:</p> <ul style="list-style-type: none"> • 		<p style="text-align: center;">Electricity - Y6</p> <p>The children investigate, using quantitative data, the basic components of circuits and</p>  <p>discover what happens when you add more bulbs, cells or buzzers. Then, they will apply their understanding of circuits to booby traps. <i>S7, S8, S9, S10, S11, S12</i></p> <p>Key text:</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Lights - Y6</p> <p>The children will learn that light travels in a straight line and that it is made up of a</p>  <p>colour spectrum that can be reflected and refracted. They observe, measure and evaluate the materials required to create a working periscope.</p> <p><i>S13, s14, s15</i></p> <p>Key text:</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Forces - Y5</p> <p>The children will recap their learning around friction before studying water resistance and air resistance.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: right;"><i>S16, s17, s18, s19</i></p> <p>Key text:</p> <ul style="list-style-type: none"> • 	
Computing	<p>Year 5: Mars Rover 1 Explore how binary is used to send messages back to Earth <i>C5, C7</i></p>	<p>Year 5: Mars Rover 2 Explore pixels, image transfers and CAD. <i>C1, C11</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. <i>C6, C7, C8, C9, C13, C14</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. <i>C6, C7, C8, C9, C13, C14</i></p>	<p>Year 5: Search Engines Can we trust a search result, how are they ranked, can we use materials without infringing copyright? <i>C5, C8, C10</i></p>	<p>Year 6: Bletchley Park The children explore cyphers and codes, brute force hacking and the history of BP. <i>C1, C5, C6, C10, C11,</i></p>
Physical Education	<p>Outdoor - Hockey - Year 3 and 4</p> <p>Indoor - Real PE - Year 5/6 - Unit 1 <i>PE5, PE6, PE7, PE8, PE9, PE10 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Hockey - Year 5 and 6</p> <p>Indoor - Real PE - Year 5/6 - Unit 2 <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 - Dance - Year 5 - Unit 1 <i>PE26, PE27, PE28, PE29, PE30 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Netball - Year 5 and 6</p> <p>Indoor - Real PE - Year 5/6 - Unit 4 <i>PE5, PE6, PE7, PE8, PE9, PE10 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Tennis - Year 5 and 6</p> <p>Indoor - Real PE - Year 5/6 - Unit 5 <i>PE6, PE7, PE8, PE9 PE22, PE23, PE24, PE25</i></p>	<p>Outdoor - Real PE - Year 5/6 - Unit 6</p> <p>Indoor - Dance - Year 6 - Unit 1 <i>PE26, PE27, PE28, PE29, PE30, PE31 PE22, PE23, PE24, PE25</i></p>
Modern Foreign Languages	<p>La Salle de Classe The children will learn vocab related to the classroom and perform role plays to practise questioning. They will sing a song and rhymes using school vocab. <i>MFL 1-16</i></p> <p>Joyeux Noel The children will perform a french carol from memory and make a French Christmas book. <i>MFL 17-18</i></p>		<p>Les Vetements The children will perform their own fashion show using clothes vocab and adjectives and produce posters. <i>MFL 1-9 and MFL 19-25</i></p> <p>Joyeuses Paques The children will make an Easter card and follow an authentic Easter story. <i>MFL 18</i></p>		<p>Le Corps The children will perform role plays at the doctors to practise body vocab and describing illnesses. <i>MFL 1-16 and MFL 26-30</i></p>	<p>La Maison The children will write their own sentences to describe their own ideal house. They will listen and respond to passages on houses <i>MFL 1-9 and MFL 31-35</i></p>
Music	<p>Charanga - I'll be There</p> <p>Pitch Children will learn and play 4 chord sequences using a range of instruments. <i>M1-3</i></p>	<p>Charanga - Christmas Concert</p> <p>Duration and Texture Read different musical notation and compose their own rhythm. <i>M4-6</i></p>	<p>Charanga - Classroom Jazz 1</p> <p>Notation and Structure Children will read note names and graphic scores. <i>M7-9</i></p>	<p>Charanga - Happy</p> <p>Timbre and Tempo Children will create their own piece of music in groups and describe their work using the correct terminology. <i>M10-13</i></p>	<p>Charanga - You've got a Friend</p> <p>I am a Listener Children learn about different musical genres and appraise them. <i>M14-18</i></p>	<p>Charanga - Reflect, Rewind and Replay</p> <p>I am a Composer Children plan, compose and perform their own song. <i>M19-23</i></p>
Religious Education	<p>6.4 How do Jews remember Kings and Prophets in worship and life? TRADITIONS AND BELIEF</p>		<p>6.3 How does growing up bring responsibilities and commitments? TRADITIONS AND BELIEFS</p>		<p>5.4 BIG What do Christians believe about the old and new covenants? TRADITIONS AND BELIEFS</p>	<p>5.1 Why are some places and journeys special? TRADITIONS AND BELIEFS</p>

All texts will be highlighted in red (207,38,35) throughout our long-term plans

						UKS2 – Smith Wigglesworth Local Smith Wigglesworth (8 June 1859 – 12 March 1947), was a locally born British evangelist who was influential on religion.
PSHE – including British Values	<p>Year 5 Mental Health & Wellbeing. Dealing with feelings</p> <p>Year 5 Mindmate: Friends and Family. Unhealthy relationships – I can describe an unhealthy relationship</p> <p>First Aid - Burns & Scolds: https://www.sja.org.uk/get-advice/first-aid-lesson-plans/burns-and-scalds-lesson-plan/</p>	<p>Year 6 Mental health and emotional wellbeing. Healthy minds</p> <p>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.</p> <p>Year 6 Mindmate: Solving Problems and making it better. Winning....what does it take?</p> <p>First Aid – Heart Attacks</p> <p>https://www.sja.org.uk/get-advice/first-aid-lesson-plans/chest-pains-heart-attack-lesson-plan/</p>	<p>Year 5 Careers, financial capability & economic wellbeing. Borrowing and earning money.</p> <p>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?</p> <p>Year 5 Mindmate: Feeling good and being me, self-belief – I can do.</p> <p>Year 6 Sex and relationship education. Healthy relationships. How a baby is made.</p> <p>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.</p> <p>Year 6 Mindmate: Strong Emotions. Happiness.</p>	<p>Year 5 Identity, society and equality.</p> <p>Learn about stereotyping, including gender stereotyping and diversity. Discuss prejudice and discrimination and how this can make people feel.</p> <p>Year 5 Mindmate: Being The Same, Being Different. Stigma - I can describe stereotyping.</p> <p>Year 6 Sex and relationship education. Healthy relationships. How a baby is made cont.</p> <p>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.</p> <p>Mindmate – Yr6 – Friends and family – Celebrating friendships. I can talk about how I maintain a positive relationship</p>	<p>Year 5 Keeping safe and managing risk. When things go wrong.</p> <p>Keeping safe online. Learn that violence within relationships is not acceptable. Pupils learn about problems that can occur when someone goes missing from home.</p> <p>Year 5 Mindmate: Life Changes, Aspirations to manage Change.</p> <p>First Aid - Heat Exhaustion: https://www.sja.org.uk/get-advice/first-aid-lesson-plans/heat-exhaustion-lesson-plan/</p>	<p>Year 6 Keeping safe and managing risk. Keeping safe out and about. FGM.</p> <p>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).</p> <p>Year 6 Mindmate: Life Changes. Moving On. I can talk about changes I am looking forward to.</p>
Outdoor Learning/ Muddy Puddle Days	Foraging in Esholt Woods	Tribal Tattoos (Muddy Art)	Anderson Shelter Building - Bomb testing	Booby Trap Obstacle Course	Gardening and Litter Picking - Litter Art	Traffic Survey