

Misson Primary School

Curriculum – Long Term Plan Y5&6 2017

September 2017

Subject Cycle A Y5/6 2016-2017	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Evolution and Inheritance: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Forces explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Light recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	Revision Unit	<p>Electricity: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram</p>	

History	A contrasting world civilization: Baghdad and early Islamic civilization The Maya Civilisation	A contrasting world civilization: Baghdad and early Islamic civilization The Maya Civilisation				A local historical study that investigates a site.
Geography			Skills Unit <ul style="list-style-type: none"> • Identify longest rivers in the world, largest deserts, highest mountains. • Compare with UK. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	South America. Compare a region in UK with a region in S. America with significant differences and similarities. Link to English-argument/debate/persuasive writing.		
D&T			MAKING SENSE OF Maps: BUILDING A 3D LANDSCAPE Building a 3D landscape gets pupils thinking about the different elements and functions of a map. It allows them to build up their knowledge piece by piece as they add detail to their own 3D landscapes and maps.		Electronics Make a board game. • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).	Food-Bread • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.

			<p>Pupils start with a blank landscape board and map sheet. As they add detail to their landscape they also add the relevant detail to their map. The complexity increases as they progress. Introduce contour lines to explain landscape height, grid references to show how to pinpoint locations and route-measuring to teach map scales or navigation.</p>			<ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
<p>Art Link to topic where possible. Use milestones to determine the skill and level of skill to be taught.</p>	<p>Link to Maya Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials:</p>			<p>Link to S American wildlife Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 		
<p>PE All area of the curriculum will be</p>	<p>Dance (traditional) Or</p>	<p>Dance (traditional) Or</p>	<p>Gymnastics (movement/balance)</p>	<p>Athletics (Throwing/Jumping)</p>	<p>Invasion sports (rugby)</p>	<p>Fielding sports (rounders/cricket)</p>

taught across the two year cycle but changes will be made to reflect competitions and opportunities provided by our family of schools.	Swimming	Swimming				
PSHE	Theme 1: New beginnings	Theme 2: Getting on and falling out	Theme 3: Going for goals!	Theme 4: Good to be me	Theme 5: Say no to bullying	Theme 6: Changes
RE	<p>Why is a mosque so important to Muslims? What features inside a Mosque show us that it is important? QCA unit 6B</p>	<p>Christmas</p> <ul style="list-style-type: none"> There are two accounts of the birth of Jesus and these are to be found in the Gospels That different writers may have had different aims That Christmas was not celebrated until 300 hundred years after Jesus' birth. The logistics and time scale of both Mary and Joseph travelling to Bethlehem and the Magi travelling to see Jesus. 	<p>Beliefs in action in the world: What was the Holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today?</p> <p>Religion: Judaism</p>	<p>Easter Victory (explore in more depth the events of Thursday night: The Last Supper Celebration and The Garden of Gethsemane, link the practice of Holy Communion to the Last Supper & to the Jewish Passover meal)</p>	<p>What do Hindus, Muslims and Christians believe? How do they show these beliefs?</p>	<p>Describe the Muslim practice of fasting and find out why Muslims fast during Ramadan. What else happens at Ramadan?</p>

Subject Cycle B Y5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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2017-18						
Science	<p>Earth and Space: describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Properties and changes of materials: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons,</p>	Revision Unit	<p>Animals inc humans: describe the changes as humans develop to old age identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including human</p>	<p>Living Things and their habitats describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals</p>	

		<p>based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 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 and the action of acid on bicarbonate of soda</p>				
History	The Viking and Anglo Saxon struggle for England 789-1066	The Viking and Anglo Saxon struggle for England 789-1066			Britain since the 1930s	Britain since the 1930s
Geography			<p>Volcanoes / Earthquakes Describe and understand key aspects of : Physical geography</p>	<p>Volcanoes / Earthquakes Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at</p>		

			including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.	plate tectonics and the ring of fire.		
D&T			Link to topic of Extreme Earth Make an earthquake testing kit. (3d Geography)	Link to topic of Extreme Earth 3D Volcano model that opens up to see inside. (3d Geography)		
Art Link to topic where possible. Use milestones to determine the skill and level of skill to be taught.				Link to topic of Extreme Earth Representing the raw power of the volcano-paint and collage. Printing. <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. 		Link to topic of Britain since the 1930's
PE PE All area of the curriculum will be taught across the two year cycle but changes will be made to reflect competitions and opportunities provided by our	Dodgeball	Benchball	Gymnastics (apparatus)	Football	Racquet sports (Badminton/Tennis)	Dance (modern) Or swimming

family of schools.						
PSHE	Theme 1: New beginnings	Theme 2: Getting on and falling out	Theme 3: Going for goals!	Theme 4: Good to be me	Theme 5: Say no to bullying	Theme 6: Changes
RE	<p>Inspirational people in today's world</p> <p>What can we learn from great leaders and inspiring examples in today's world?</p> <p>Religions selected by the school</p>	<p>Christmas</p> <ul style="list-style-type: none"> Christmas is celebrated in different ways in different countries. That artists have used a diversity of ways to represent the birth of Jesus That carols and hymns tell the story of the meaning of Christmas. That the story of the birth of Jesus has, for Christians, become a very powerful image of God's love 	<p>Inspirational people in today's world</p> <p>What can we learn from great leaders and inspiring examples in today's world?</p> <p>Dr M L King, Mother Teresa, Gandhi, William Booth of Sneinton, Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, Pandurang Shastri Athavali, local examples</p>	<p>Easter</p> <p>WHAT HAPPENED TO JESUS DURING THE LAST HOURS OF HIS LIFE?</p> <p>Explore images of the Stations of the Cross as a way of telling this part of the story. Explain that Roman Catholics visit each of them in church during a Good Friday service. Like the food in the Seder, each station reminds them of aspects of the story which are painful</p> <p>Was Jesus really a threat to the authorities? The historical importance of his death.</p> <p>Pathways of Belief Christianity programme 3.</p>	<p>Beliefs in action in the world:</p> <p>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>Recommended religions: Christianity, Hinduism, Judaism</p>	<p>Religion and the individual:</p> <p>What is expected of a person in following a religion or belief?</p> <p>Religion: Christianity</p>

