



Kings Oak Primary Learning Centre – Long term planning 2018-2019

Year 5 and 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Let's got to Mexico!		Crime and punishment		Where have we come from? (Evolution)	
Outcome / Purpose for learning	Day of the dead celebration		Drama court room		Gallery of evolution	
Visit/experience	Day of the dead celebration Mexican food tasting		Galleries of justice PCSO visit		Yorkshire Wildlife Park	
English	Speech writing Informal Letter Newspapers Newspaper report Diary Poetry Story Endings		Newspapers Narratives Formal letters Persuasive writing Non-chronological reports Balanced argument Recount		Explanations Letter writing Diaries Formal/informal writing Persuasion Balanced argument Poetry	
Mathematics	Year 5 Number and place value Addition and subtraction Multiplication Geometry Properties of shapes Measurements Year 6 Number and place value Addition and subtraction		Year 5 Fractions Statistics Position and direction Place value Addition and subtraction Multiplication and division Year 6 Measurement Properties of shapes		Year 5 Multiplication and division (continued) Properties of shapes Measurements Fractions Statistics Position and direction Year 6 Fractions (continued)	

	<p>Multiplication Fractions Decimals and percentages Ratio and proportion Algebra</p>	<p>Position and direction Statistics Place value Addition, subtraction, multiplication and division fractions</p>	<p>Ration and proportion Algebra Measurement Properties of shapes Position and direction Statistics</p>
<p>Science</p>	<p>Living things and their habitats Year 5 -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. Year 6 -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. States of matter Year 5</p>	<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 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</p>	<p>Animals including humans Year 5 - describe the changes as humans develop to old age. Year 6 -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 humans. Evolution and inheritance Year 6</p>

	<p>-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</p> <p>- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>- demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>- 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>	<p>eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> •use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
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<p>Computing</p>	<p>Using the Internet Year 5</p> <ul style="list-style-type: none"> • Discuss different strategies for finding relevant information e.g. using different keywords to find information on a given enquiry • Use a range of keywords to find different sources of information and enter them into a chosen search engine • Modify searches further to find relevant information for a report • Select and combine information from a range of different sources and present their findings using a word processing or multimedia/publishing package for a specific audience • Be aware that web sites are not always accurate and that information should be checked before it is used. • Discuss issues of copyright and downloading material e.g. mp3s, images, videos etc. Find images which are creative common licenced and understand the importance of stating their sources. 	<p>Programming and control Year 5</p> <ul style="list-style-type: none"> • Continue to develop an understanding of how technology works, with a focus on developing computational thinking. • Understand that software relies on codes to run and that a range of different coding languages exist. • Explore different ways in which computer software can be planned. • Use a range of assisted programming software (e.g Scratch and/or Kodu) to plan, design and create basic software (for example a simple game), which interact with external controllers (e.g. keyboard and/or mouse). Using the software control the movement and responses of different elements on screen. • Use visual programming based software to plan, design and create basic non-game software which use logic, algorithms and calculations. (e.g. use scratch to create an interactive maths quiz for a KS1 child) 	<p>Using data Year 5</p> <ul style="list-style-type: none"> • Continue to use the computer and spreadsheets to create and alter graphs and charts. • Continue to use, query and create their own databases as appropriate, linking into work across the curriculum. • If appropriate and cross curricular links present the opportunity, begin to explore spreadsheets entering basic formulae. <p>Year 6</p> <ul style="list-style-type: none"> • Continue to use, query and create their own databases as appropriate, linking into work across the curriculum • Understand what a spreadsheet is and the basic features of a spreadsheet and how these may be used in real life applications. • Linked into a theme, or real life application, create a spreadsheet, enter basic formulae (simple calculations and SUM) and change data in a spreadsheet to model situations and answer 'What if...' questions.
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	<p>Year 6</p> <ul style="list-style-type: none"> • Understand the dynamics of different search engines and know that there are different search engines which may focus on different media • Modify searches further to find relevant information for a report • Talk about where web content might originate from by looking at web address, author, other linked pages • Talk about validity and plausibility of information by checking other sources • Recognise the impact of using incorrect information in their work • Skim and select information checking for bias and different viewpoints <p>Creating and Publishing</p> <p>Year 5</p> <ul style="list-style-type: none"> •To create non-traditional presentations using a range of tools, for a specific purpose •To create websites for a specific purpose and improve these sites. 	<p>Year 6</p> <ul style="list-style-type: none"> • Continue to explore different ways in which computer software can be planned. • Continue to develop an understanding of how technology works, with a focus on developing computational thinking • Use a range of visual based programming software (e.g Scratch) to plan and design basic software (for example a simple game), controlling the movement and responses of different elements on screen • Use a range of visual programming software to plan and design more complex software (for example a multi-level game) • Control an on-screen icon using text based controls, including responding to sensors and repeating written algorithms <p>Begin to explore text based programming languages and create basic scripts</p>	<p>Communicating and collaborating online</p> <p>Year 5</p> <p>Communicating and collaborating online</p> <ul style="list-style-type: none"> •To share and exchange their ideas using e-mail and electronic communication- inside the school environment. •To use collaboration tools to work together to produce a joint piece of work •Continue to use e-mail to e-mail within and to e-mail work completed in and out of school to their teachers and peers. •Collaborate on a project using a range of web tools to support their work- including, but not limited to , goggle documents and sites •Begin to collaborate with other children outside of KOPLC (e-safety paramount) •Upload files to an online area e.g. video, photo story, sounds, images <p>Pay close attention to safety features on such sites which will</p>
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	<ul style="list-style-type: none"> •To use technology to help them present their work, showing an increasing degree of skill and using advanced features of software and tools. •To select tools which they can use to help them achieve a specific aim and justify these choices to others. •Use an alternative presentation tool (for example Prezi) to create a presentation linking into a topic, area of interest or event. •Continue to create websites based on topics, area of interest or events, increasing the complexity of these sites. •Continue to regularly use word processing and desktop publishing to present their work, combing formatted text with other media and making choices about programs and features to use and justifying these choices to others. •Continue to use ICT to create a finished product or set of linked products, developing consistency in style across linked products. <p>Year 6</p>		<p>prohibit the children from adding information at home.</p> <p>Year 6</p> <ul style="list-style-type: none"> •To use appropriate forms of communication to, share information or ideas •To use collaboration tools to work together to produce a joint piece of work with children both inside Kings Oak PLC and in other schools. •Continue to collaborate on a project using a range of web tools to support their work- including, but not limited to , goggle documents and sites- both with children in their class, other classes and children from other schools. •Respond to e-mails sent from outside the domain. (e-sfatey paramount) •Talk about the different forms of electronic communication and web tools, discuss appropriateness of using different tools in different contexts and the advantages and disadvantages.
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	<ul style="list-style-type: none">•To use tools to help them design and create a web based application for smart phones/tablets, giving consideration to the market/audience for their application.•To create websites for a specific purpose and improve these sites.•To use technology to help them present their work, showing an increasing degree of skill and using advanced features of software and tools.•To select tools which they can use to help them achieve a specific aim and justify these choices to others.•Understand the importance of evaluation and adaptation of individual features to enhance the overall product.•Continue to create websites based on topics, area of interest or events, increasing the complexity of these sites.•Continue to create presentations which link into a topic, area of interest or event, choosing an appropriate tool or service•Create a web based application for a smart phone or tablet with		
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	<p>consideration for the audience-containing information about a topic, trip, the school or to support work in other areas of the curriculum.</p> <ul style="list-style-type: none"> •Create a non-linear presentation. (2013-14 onwards) •Continue to regularly use word processing and desktop publishing to present their work, combing formatted text with other media and making choices about programs and features to use and justifying these choices to others. •Continue to use ICT to create a finished product or set of linked products, developing consistency in style across linked products. 		
RE	<p>Year 5 Can religion help people find peace? Identify a religious view on peace and conflict.</p> <p>Visit from someone of faith to discuss how he or she found peace.</p> <p>Year 6 What different things do people believe about how the world began?</p> <p>Years 5 and 6</p>	<p>Year 5 Inspirational people Why do people make pilgrimages?</p> <p>Year 6 Islam – Visit from local Imam to discuss these questions with children.</p>	<p>Year 5 What is Humanism? Who is Guru Nanak?</p> <p>Year 6 BIG QUESTIONS.</p>

	Why are some occasions special? Festivals and families.		
History	Mayan civilisation (AD 900)	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the kingdom of England
Geography	<p>Year 5</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Use maps, atlases, globes and digital/computer mapping mapping</p>	<p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>	Types of settlements in Viking, Saxon Britain linked to History.

	<p>(Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Year 6</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>		
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	<p>Understand some of the reasons for similarities and differences.</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		
<p>Art</p>	<p>Mexican folk art</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including 	<p>Banksy</p>	<p>Study of Surprised! by Henri Rousseau</p>

	<p>drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Study of Frida Kahlo</p> <p>Artist in residence</p>	<ul style="list-style-type: none"> •to create sketch books to record their observations and use them to review and revisit ideas •about great artists, architects and designers in history 	<ul style="list-style-type: none"> •to create sketch books to record their observations and use them to review and revisit ideas •about great artists, architects and designers in history
DT	<p>Design, make evaluate and improve.</p> <p>Undertake research to inform design process. This may include surveys and interviews.</p> <p>Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs.</p> <p>Consider the views of others when evaluating their own work.</p> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>Justify their decisions about materials and methods of construction.</p> <p>Make suggestions on how their design/product could be improved.</p>	<p>Constructions, mechanics and electronics</p> <p>Year 5</p> <p>Control a model using an ICT control model.</p> <p>Use a glue gun with close supervision.</p> <p>Join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes.</p> <p>Year 6</p> <p>Create circuits that employ a number of components (such as LEDs, resistors and transistors).</p> <p>Cut wood accurately to 1mm.</p> <p>Build frameworks using a range of</p>	<p>Materials</p> <p>Year 5</p> <p>Cut accurately and safely to a marked line.</p> <p>Join/combine materials with temporary, fixed or moving joints.</p> <p>Year 6</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood).</p> <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</p>

	<p>Cooking and nutrition</p> <p>Assemble or cook ingredients, controlling the temperature of the oven or hob if cooking. Measure accurately using different equipment. Create recipes, including ingredients, methods, cooking times and temperatures. Understand the importance of correct storage and handling of ingredients.</p> <p>Year 6</p> <p>Combine ingredients appropriately e.g. beating or rubbing. Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>materials e.g. wood, card and corrugated plastic.</p> <p>Use a cam to make an up and down mechanism.</p>	
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	<p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>		
<p>Languages</p>	<p>French Year 5- iLanguages. Lessons 1-10</p> <ul style="list-style-type: none"> •Listen attentively to spoken language and show understanding by joining in and responding •Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words •Engage in conversations; ask and answer questions; express opinions 	<p>French week French Year 5-iLanguages. Lessons 10-20</p> <ul style="list-style-type: none"> •Listen attentively to spoken language and show understanding by joining in and responding •Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>French Year 5-iLanguages. Lessons 20-30</p> <ul style="list-style-type: none"> •Listen attentively to spoken language and show understanding by joining in and responding •Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words •Engage in conversations; ask and answer questions; express opinions

	<p>and respond to those of others; seek clarification and help</p> <ul style="list-style-type: none"> •Speak in sentences, using familiar vocabulary, phrases and basic language structures •Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases •Present ideas and information orally to a range of audiences •Read carefully and show understanding of words, phrases and simple writing •Appreciate stories, songs, poems and rhymes in the language •Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary •Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<ul style="list-style-type: none"> •Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help •Speak in sentences, using familiar vocabulary, phrases and basic language structures •Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases •Present ideas and information orally to a range of audiences •Read carefully and show understanding of words, phrases and simple writing •Appreciate stories, songs, poems and rhymes in the language •Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary •Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<p>and respond to those of others; seek clarification and help</p> <ul style="list-style-type: none"> •Speak in sentences, using familiar vocabulary, phrases and basic language structures •Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases •Present ideas and information orally to a range of audiences •Read carefully and show understanding of words, phrases and simple writing •Appreciate stories, songs, poems and rhymes in the language •Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary •Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
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	<ul style="list-style-type: none"> •Describe people, places, things and actions orally and in writing •Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<ul style="list-style-type: none"> •Describe people, places, things and actions orally and in writing •Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<ul style="list-style-type: none"> •Describe people, places, things and actions orally and in writing •Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Music	<p>Year 5 Play and perform</p> <ul style="list-style-type: none"> •Perform a song in a way to reflect its meaning •Maintain a part in a 2 part round •Show awareness of the effect other parts have on the piece of music <p>Listen and rehearse sounds accurately</p> <ul style="list-style-type: none"> •Evaluate work of others and give effective feedback •Improve performance in response to feedback from peers <p>Year 6 Play and perform</p>	<p>Listen to and appreciate a range of music</p> <p>Year 5 LO: identify specific instrument groups in a piece of music LO: compare two contrasting pieces of music using musical vocabulary LO: find a piece of music to represent specific inter-related dimensions of music</p> <p>Year 6 LO: identify specific instruments in a piece of music LO: describe the sounds of specific instruments (timbre)</p>	<p>Create and compose</p> <p>Year 5 LO: create music to accompany part of a film (timbre / texture) LO: create contracting pieces of music (timbre) LO: write short repeated rhythms on a staff</p> <p>Year 6 LO: to create an ensemble piece of music to accompany part of a film (timbre / texture / layers / effect) LO: create a piece of music with a specific structure (A,B,A) (A,A,B)</p>

	<ul style="list-style-type: none"> •Perform musical patterns confidently with strong sense of pulse •Lead others in a performance •Improvise during an ensemble performance <p>Listen and rehearse sounds accurately Identify targets and set goals to improve my work</p>	<p>LO: discuss the difference between live and recorded music</p> <p>Music over time Year 5 LO: discuss inspiration for musical works over time</p> <p>Year 6 LO: suggest reasons for changes in music over time</p>	<p>Patterns Year 5 LO: identify notes on a staff (treble clef C-G) LO: create mnemonics to remember placement of notes on a staff LO: place notes on a staff LO: Play music written on a staff</p> <p>Year 6 LO: read notes on a staff (treble clef C-E) LO: play music written on a staff LO: Write short pieces of music on a staff LO: follow a piece of music when singing</p>
<p>PE</p>	<p>Real PE scheme-Unit 5 and 6</p> <ul style="list-style-type: none"> •Play competitive games modified as appropriate •Develop physical manipulative skills •Develop weight transferring, balancing. •Compare performances to improve and develop skills with a peer including cooperation and team work. 	<p>Following Real PE scheme- Unit 1 and 2</p> <ul style="list-style-type: none"> •Play competitive games modified as appropriate •Develop flexibility and control in sporting events •Compare performances to achieve personal bests •Develop use of dynamic balance/counter-balance in team games 	<p>Real PE scheme-Unit 3 and 4</p> <ul style="list-style-type: none"> •Play competitive games modified as appropriate •Develop physical agility in sporting events. •Develop basic movements (running, jumping) and apply these in a range of activities. •Compare performances to improve and develop skills with a peer.

SMSC	Embracing our differences Day of the dead celebration Challenging stereotypes Internet safety Discussion with visitors Christmas	Understanding of the impact of events from the past on our lives/our community today. Debates around Crime and punishment Internet safety Discussion with visitors	Understanding the differences between cultures. Internet safety
PSHE	Hate Crimes week Tolerance of those with different faiths and beliefs	Changes through life. Tolerance of those with different faiths and beliefs	Sex and relationships education Preparing for transition Tolerance of those with different faiths and beliefs
Seven Rs	Relationships Hate Crime week Themed day Working with out of school visitors Resilience School sleepover Responsibility School sleepover Themed day Resourceful Use of medium in Art D and T tasks Reflective D and T tasks Day of the dead celebration Internet Safety day	Relationships Themed day Resilience Cooking Responsibility Crime and punishment debates Themed day Resourceful Use of medium in Art D and T tasks Reflective D and T tasks Crime and punishment Internet Safety day Risk taking D and T tasks	Relationships British value debates Transition Production Resilience Survival of the fittest Responsibility Transition Production Resourceful Use of medium in Art D and T tasks Reflective D and T tasks Charles Darwin Preparing for transition

	Risk taking D and T tasks School sleepover Reasoning Developing key questions P4C	Reasoning Developing key questions P4C	Risk taking D and T tasks Reasoning Developing key questions P4C
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