

Year 5 and 6 Themes and Coverage Long Term Planner – Year B

Year B	Aut. 1	Aut. 2	Spring 1	Spring 2	Sum. 1	Sum. 2	
Theme	Mountains & Rivers	Tudor Times	Evacuee – Life in Britain During WWII	The UK – Investigating Who We Are	Ancient Greece	Summer Watch	
<b>Trips visitors</b>		Scaplen's Court - Tudor day.	Imperial War Museum, London		Osmington Year 5 Intech Planetarium or in school (School Dome)		
	UN Article Link: 13: Freedom of expression	UN Article Link: 5: Making choices	UN Article Link: 12: Respecting views 13: Freedom of expression	UN Article Link: 7: Birth registration, name, nationality 28: Right to an education	UN Article Link: 31: Leisure, play and culture	UN Article Link: 6: Life development	
<b>Science</b>	<p><b>Circulatory system</b>                      Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?                      Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?                      Can they describe the ways in which nutrients and water are transported within animals, including humans?  <i>Greater Depth:</i>                      Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?                      Can they compare the organ systems of humans to other animals?                      Can they make a diagram of the human body and explain how different parts work and depend on one another?                      Can they name the major organs in the human body?                      Can they locate the major human organs?                      Can they make a diagram that outlines the main parts of a body?</p>		<p><b>Properties and changes to materials</b>                      KQ1 Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets?                      KQ2 Can they explain how some materials dissolve in liquid to form a solution?                      KQ3 Can they describe how to recover a substance from a solution?                      KQ4 Can they use, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?                      KQ5 Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic?                      KQ6 Can they describe changes using scientific words?(evaporation ,condensation)                      Can they demonstrate that dissolving, mixing and changes of state are reversible changes?                      KQ7 Can they 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?                      Can they use the terms 'reversible' and 'Irreversible'?  <i>Greater Depth:</i>                      Can they describe methods for separating mixtures? (filtration, distillation)                      Can they work out which materials are most effective for keeping us warm or for keeping something cold?                      Can they use their knowledge of materials to suggest ways to classify?(solids, liquids, gases)</p>		<p><b>Earth and space</b>                      KQ1 Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?                      KQ2 Can they explain how seasons and the associated weather is created?                      KQ3 Can they describe and explain the movement of the Moon relative to the Earth?                      KQ4 Can they describe the sun, earth and moon as approximately spherical bodies?                      KQ5 Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?  <i>Greater Depth:</i>                      Can they compare the time of day at different places on the earth?                      Can they create shadow clocks?</p>		<p><b>Living things and their habitats.</b>                      Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?                      Can they give reasons for classifying plants and animals based on specific characteristics?  <i>Greater Depth:</i>                      Can they explain why classification is important?                      Can they readily group animals into reptiles, fish, amphibians, birds and mammals?                      Can they sub divide their original groupings and explain their divisions?                      Can they group animals into</p>

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			<p>Can they explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda?</p> <p>Can they explore the work of chemists who created new materials e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?</p>		<p>Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?</p> <p>Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)</p>	<p>vertebrates and invertebrates?</p> <p>Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?</p>
<b>DT/Art</b>	<p>Art: Link to geography: sketches of landscapes (real and imagined)</p>	<p>Art: Link to history: How were Tudor monarchs portrayed in paintings of the time?</p> <p><b>Drawing, painting and photography:</b> Children photograph, sketch and paint their own “power” or “VIP” portraits. See Focus KSU for objectives.</p>	<p>DT: Link to history and science – rationing/changing materials. <b>Food Tech:</b> Make bread rolls: see bakery on <a href="http://www.foodafactoflife.org.uk">http://www.foodafactoflife.org.uk</a></p>	<p>DT: <b>Textiles:</b> design and make a fabric phone case with applique decoration</p>	<p>Art: Link to history - <b>Papier Mache:</b> Greek bowls painted in red on black or black on red designs</p>	<p>DT: Link to science and maths (could be taught in maths lessons) – <b>Structures:</b> design and build Bird Hides</p>
<b>IT All Purple Mash Y6</b>	Unit 6.1 Coding (6 sessions) 2Code	Unit 6.5 Text Adventures (5) 2Code & 2Connect	Unit 6.4 Blogging (4) 2Blog	Unit 6.3 Spreadsheets (5) 2Calculate	Unit 6.6 Networks (3)	Unit 6.7 Quizzing (6) 2Quiz, 2DIY & Grammar Games
<b>Hist/Geog</b>	<p>Geography: <i>Rivers and Mountains</i> - describe and understand key aspects of physical geography, including: ...<i>rivers, mountains</i>... 3 lessons from Royal Geographical Society on mountains and 3 lessons from Collins Primary Geography Y5 Unit 2 on Rivers</p>	<p>History: <i>Tudor Times</i> – medium term planning and outstanding lessons from Keystage History website</p>	<p>History: Evacuee – Life In Britain During WWII – medium term planning and outstanding lessons from Keystage History website</p>	<p>Geography: <i>The UK – Investigating Who We Are</i> (Geography Plus: Primary Teacher’s Toolkit Resource)</p>	<p>History: <i>Ancient Greece</i> - medium term planning and outstanding lessons from Keystage History website</p>	<p>Geography: <i>Our Locality</i> – Map work of New Forest. Features of the New Forest: Countryside and Tourism. Link to Y6 New Forest walk</p>

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	Erosion, deposition and transportation Features of rivers OS map work on rivers					
<b>Music</b>	Music Express age 10-11: <i>World Unite (Step Dance performance)</i>	Music Express age 10-11: <i>Journeys (Song cycle performance)</i>	Music Express age 10-11: <i>Growth (Street Dance performance)</i>	Music Express age 10-11: <i>Roots (Mini musical performance)</i>	Music Express age 9 – 10: <i>Celebration (performance)</i>	
<b>PSHCE</b>	Jigsaw Yr6 Being Me In My World	Jigsaw Yr6 Celebrating Difference	Jigsaw Yr6 Dreams and Goals	Jigsaw Yr6 Healthy Me	Jigsaw Yr6 Relationships	Jigsaw Yr6 Changing Me (inc Y5 and Y6 Sex Ed.)
<b>RE</b> (N.B. Cycle A)	Understanding Christianity - Creation/Fall – Creation and Science: conflicting or complementary?	Understanding Christianity – Incarnation – Was Jesus the Messiah?	Understanding Christianity – Salvation (Big Frieze display link) – What did Jesus do to save human beings?	Understanding Christianity – Gospel – What would Jesus do?	Islam – Beliefs and Practices (select from Year 5 & 6 Discovery RE resources)	
<b>PE Outdoor</b>	Year 5: Tennis Year 6: Health Related Fitness	Year 5: Hockey Year 6: Football	Year 5: Basketball Year 6: Basketball	Year 5: Football Year 6: Tag Rugby	Year 5: Athletics Year 6: Athletics	Year 5: Badminton Year 6: Ultimate Frisbee
<b>PE Gym &amp; Dance</b>	Gym	Dance	Gym	Dance	Gym	Dance
<b>French</b>	Quel temps fait il?	La Maison Tudor Verbs/Pronouns	En Classe. Classroom Commands Possibly WWII unit	A l'école	En Famille Olympics when applicable	Seasons. Revision.