



Crowton Christ Church Primary School

Key Stage Two - Long Term Plan for Years 5 and 6

Year 5 and 6 Year A	Autumn: Ancient China- The Shang Dynasty Christmas	Spring: The Titanic Indus Valley/Ancient Sumer	Summer: Super Heroes Natural disasters- Volcanoes and Earthquakes
Overview			
English	<p>Narrative: Can we save the tiger?</p> <p>Modals</p> <p>Active and Passive</p> <p>Adverbs of frequency</p> <p>Colon and semi colon</p> <p>Brackets and parenthesis</p> <p>Autobiography</p>	<p>Narrative: Leon and the place between</p> <p>Description</p> <p>Story writing- different endings</p> <p>Balanced argument- Titanic- Who is to blame?</p>	<p>Film narrative: Francis Brandywine</p> <p>Little Freak</p> <p>Character description</p> <p>Stories with flashbacks</p>
	<p>Christmas poetry - figurative language</p> <p>(Weekly spelling assessments, daily guided reading, daily SPAG and regular class story and handwriting sessions also!)</p>	<p>Macbeth: William Shakespeare</p> <p>Formal and informal</p> <p>Subjunctive form</p> <p>Phrases and clauses</p> <p>Subordinate clauses</p>	<p>Biography: Charlotte Henshaw</p>
Maths	<p>Number & Place Value, Addition & Subtraction, Multiplication & Division, developing key skills and arithmetic focus. Fractions, Measurement, Geometry, statistics/algebra, Xmas Maths and reasoning tasks.</p>	<p>Ordering, decimals, problem solving, investigating, data representations, angles, properties of shapes, area and perimeter, fractions decimals and percentages relationships, review and assessment.</p>	<p>Greater depth of subjects covered. Reasoning tasks and arithmetic assessment.</p> <p>Investigations and summer maths.</p>

<p>Science</p>	<p><i>Electricity</i></p> <ul style="list-style-type: none"> ▫ 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><i>Living things and their habitats</i></p> <ul style="list-style-type: none"> · 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><i>Evolution and inheritance</i></p> <p><i>Evolution and Inheritance</i></p> <ul style="list-style-type: none"> ▫ Recognise that living things have changed over time ▫ Recognise that living things produce offspring of the same kind, but that 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><i>Animals including humans</i></p> <p><i>Animals Including Humans</i></p> <ul style="list-style-type: none"> ▫ 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 	<p><i>Working scientifically- science week of experiments</i></p>
<p>Computing</p>	<p><i>Create a web page based on historical research about the Shang Dynasty</i></p> <ul style="list-style-type: none"> - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) 	<p><i>Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.</i></p>	<p><i>Photo story- in small groups, children create a simple comic strip and combine photographs and text to tell a superhero story for a given audience</i></p> <p><i>Stop- motion- animation- children create a short video for their superhero story.</i></p>

	<p>on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
PE	Gymnastics/athletics Develop strength, flexibility, control, balance and technique	Striking/fielding Competitive games	Use running, jumping, throwing, catching in isolation and in combination
History	<p>The achievements of the earliest civilizations - an overview and when the first civilizations appeared and a depth study of the Shang Dynasty Understand and reproduce timeline of key events</p> <p>Christmas- history of our favourite Christmas past times Carol singing Christmas cards Christmas crackers Traditions and contrasts with today's Christmas</p>	<p>The sinking of the Titanic Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history</p> <p><u>The Indus Valley Civilization</u> A non-European society that provides contrasts with British history</p> <p>https://www.history.org.uk/primary/resource/7431/curriculum-planning-world-study</p>	<p>Research heroes of history. 'Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066' Research heroes of history that have had an impact on significant turning points in British history.</p> <ul style="list-style-type: none"> - a significant turning point in British history, for example, the first railways or the Battle of Britain

		<p>https://www.planbee.com/history/the-kingdom-of-benin-the-complete-series https://www.keystagehistory.co.uk/benin-outstanding-lessons-keystage-2/</p> <ul style="list-style-type: none"> • Chronology • Communication • Enquiry, Interpretation and Using Sources • Events, People and Changes 	
Geography	<p><i>Locational knowledge</i> Use maps to investigate China, its key physical and human characteristics, and major cities Human and physical geography China's physical geography, its climate zones, biomes and vegetation belts, rivers, mountains, etc. <i>Geographical skills</i> Use maps, atlases, globes and computer mapping to locate and describe the features of China</p>	<p><i>Locational knowledge</i> Use maps, atlases, globes and digital/computer mapping to track the journey of the Titanic. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, in the context of the journey of the Titanic</p>	<p><i>Locational knowledge</i> Explore key geographical regions in relation to the existence of dinosaurs and understand how topographical features have changed over time Human and physical geography Investigate the larger picture of the physical geography of the earth in relation to existence and extinction of dinosaurs</p> <p>Volcanoes and earthquakes - location of world's largest volcanoes and worst earthquakes. Looking at key geographical features.</p>
Art	<p><i>Sketchbook work</i> Research the history of Chinese willow patterns and record observations of the artistry of its craftsmen Chinese writing - understand how The Shang were the first Chinese to develop writing.</p>	<p><i>Sketchbook work</i> Improve master of art and design techniques, including drawing, painting and sculpture with a range of materials. Use watercolours, pencils and oil pastels to portray scenes of the sailing and sinking of the Titanic.</p>	<p><i>Sketch book work- cartoon style characters-</i> Develop techniques with creativity, experimentation and an increasing awareness of different kinds of art through learning about great artists. Roy Lichtenstein Comic Study - investigate and give opinions on comic book covers,</p>

	<p>Improve master of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <ul style="list-style-type: none"> □ Closely observe photographs and artists impressions of Chinese opera masks. Design and create own masks based on significance of colours and patterns. Communicate ideas, annotate sketches of a mask which depicts a particular purpose, e.g ward off unwanted spirits or diseases, overcome disasters, carrier of wishes, etc. 	<p>Develop techniques with creativity, experimentation and an increasing awareness of different kinds of art through learning about great artists. Use the works of Ken Marschall to inspire a range of artwork based on the Titanic.</p>	<p>leading to designing their own for their superhero. Create comic strips combining art work and text.</p>
DT	<p>Use historic research and develop design criteria to inform the design of a terracotta warrior</p> <ul style="list-style-type: none"> □ Select appropriate tools and equipment to create masks using construction materials, textiles, etc, □ Evaluate designs and consider views of others <p>Cooking and nutrition</p> <ul style="list-style-type: none"> □ Understand and apply the basic principles of a healthy and varied diet through a knowledge of Chinese foods □ Prepare and cook a variety of Chinese dishes □ Know where a variety of Chinese ingredients are grown, reared, caught and processed □ Make fortune cookies containing Chinese proverbs 	<p>Design, Make, Evaluate, Technical Knowledge</p> <p>Create a 3D ship which included facts, figures, illustrations and diagrams</p> <p>Cooking and nutrition</p> <p>Research a menu for a passenger on the ship. Prepare and cook a meal, maintaining as much historical authenticity as possible</p>	<p>Design, Make, Evaluate, Technical Knowledge</p> <p>Design and create a superhero costume.</p> <p>Cooking and Nutrition</p> <p>Superfoods - tasting and evaluating</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Design earthquake-proof buildings/bridges) Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. (Creating and designing buildings/bridges). Understand and use mechanical systems in their</p>

			products [for example, gears, pulleys, cams, levers and linkages] (Build replica lever and explore objects that use levers).
Music	<ul style="list-style-type: none"> ▫ Perform, listen to, review and evaluate music across a range of styles and traditions ▫ Learn to sing and to use their voices ▫ Understand and explore how music is created 	improvise and compose music for a range of purposes using the inter-related dimensions of music	listen with attention to detail and recall sounds with increasing aural memory
PSHCE	Health and Well Being Anti-Bullying FBI (Friendly Bullying Inspectors) Buddies to reception class children	Relationships To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage	Real life heroes - we're all different, what makes us heroes
RE	<i>Diocese scheme of work</i>	<i>Diocese scheme of work</i>	<i>Diocese scheme of work</i>
Visits/ visitors			

<u>Year 5</u> <u>and 6</u> <u>Year B</u>	Autumn: Mountains and Rivers Water Cycle/Christmas	Spring: The Greeks A local study	Summer: World War 2 Great British Bake Off
Overview			
English	<p>Narrative: Treasure Island Playscripts Descriptive writing</p> <p>(Weekly spelling assessments, daily guided reading, daily SPAG and regular class story and handwriting sessions also!)</p>	<p>Narrative: The Day War Came Formal- Letters Informal- note to refugee Diaries</p>	<p>WW2 Literacy Shed- film narrative Persuasive- Churchill speech Poetry: the Christmas Truce Newspaper report: World War 2 Dialogue Non-finite Active and passive Diary/letter</p>

			<i>Relative</i>
	<p><i>Explanation- wildlife/geography of Everest</i></p> <p><i>Information text- Everest expedition</i></p> <p><i>Biography- Charlotte Henshaw British Swimmer</i></p>	<p><i>The Tyger William Blake</i></p> <p><i>Abstract nouns</i></p> <p><i>Word classes</i></p> <p><i>Subjunctive form</i></p> <p><i>Connecting adverbials</i></p>	<p><i>GBBO- Instructions- colons, semi colons, commands, phrases and clauses</i></p>
<i>Maths</i>	<p><i>Number & Place Value, Addition & Subtraction, Multiplication & Division, developing key skills and arithmetic focus. Fractions, Measurement, Geometry, statistics/algebra, Xmas Maths and reasoning tasks.</i></p>	<p><i>Ordering, decimals, problem solving, investigating, data representations, angles, properties of shapes, area and perimeter, fractions decimals and percentages relationships, review and assessment.</i></p>	<p><i>Greater depth of subjects covered. Reasoning tasks and arithmetic assessment.</i></p> <p><i>Investigations and summer maths.</i></p>
<i>Science</i>	<p><i>Light</i></p> <p><i>recognise that light appears to travel in straight lines</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i></p> <p><i>Forces</i></p>	<p><i>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.</i></p> <p><i>Living things and their habitats</i></p> <p><i>Living Things and their Habitat</i></p> <p><i>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. (Lifecycles)</i></p>	<p><i>Animal including humans describe the changes as humans develop to old age.</i></p> <p><i>Properties and changes of materials</i></p> <p><i>Properties and Changes of Materials</i></p> <p><i>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, based on evidence from comparative and fair tests, for the</i></p>

	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (Design for Parachute) Identify the effects of air resistance, water resistance and friction that act between moving surfaces. (Related to natural disasters) Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p>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>
Computing	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (E-safety Posters) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (Searching topic information) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (Databases about Greek Gods and Powerpoint Presentations)</p>	<p>(Design and steer rocket through asteroids. Debug program to find errors). Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (Make an advert for our planet for aliens relocating to planet Earth). (Program beebots to navigate their way around a solar system.)</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
PE	<p>Gymnastics/athletics Develop strength, flexibility, control, balance and technique</p>	<p>Striking/fielding Competitive games</p>	<p>Use running, jumping, throwing, catching in isolation and in combination</p>

<p><i>History</i></p>	<p><i>Mountains and Rivers- 1st ascents of 5 highest mountains. Historical timeline of climber achievements.</i></p>	<p><i>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</i></p>	<p><i>WW2 - What was life like during the war? History of who was involved in WW2 How the war began Timeline of events Key events during the war Key events after the war Rationing Dig for victory Evacuees</i></p>
<p><i>Geography</i></p>	<p><i>Mountains and rivers study- location of world's largest. Looking at key climbers and using Everest as prompt for writing opportunities. Explanation- wildlife/geography of Everest Information text- Everest expedition</i></p>	<p><i>Greece- Location of Greece in the world Similarities and differences between cultures Using Greek currency Studying Greek foods</i></p>	<p><i>Locational knowledge Use maps to investigate the countries involved in the war, their key physical and human characteristics, and major cities Human and physical geography- Germany's physical geography, its climate zones, biomes and vegetation belts, rivers, mountains, etc. Geographical skills Use maps, atlases, globes and computer mapping to locate and describe the countries involved in the war</i></p>
<p><i>Art</i></p>	<p><i>To create sketch books to record their observations and use them to review and revisit ideas. (Water Colour - The Great Wave) To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (Collage map of the Earth) (Paint and Pencil Pictures of Constellations) (Paint, Collage and Pastel Pictures of Planets)</i></p>	<p><i>To create sketch books to record their observations and use them to review and revisit ideas. (Greek Pottery and Mosaic Design Research) To improve their mastery of art and design technique including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. (Making Greek Pots and Mosaics) About great artists, architects and designers</i></p>	<p><i>Ww2 mural work - look at memorials locally. Common themes- design and make our school remembrance mural. Use our ww2 knowledge and ww2 poetry work to inspire.</i></p>

<p>DT</p>	<p>Create a moving Christmas model-wobblers</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products.</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (Create models of Earth and Planets to demonstrate rotation)</p>	<p>Cooking and nutrition- Great British Bake off!</p>
<p>Music</p>	<p>Christmas music study!</p> <p>Analysis of Christmas carols and which have similar musical pattern/instruments used.</p> <p>Group creation and performance of their own Christmas Carol.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (Holst - The Planet Suite)</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (Compose own song in group based on Elton John - Rocket Man)</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p>

			<i>and musicians. Develop an understanding of the history</i>
<i>PSHCE</i>	<i>Living in the Wider World Look at the role that money plays in their own and other's lives, including how to manage money. Develop initial understanding of concepts of 'interest', 'loan', 'debt' and 'tax'. Enterprise - developing skills to make someone 'enterprising'.</i>	<i>Similarities and Differences between people arise from factors including: family cultural, ethnic, racial, religious diversity, age, sex, sexual orientation and disability. Bullying Consequences of bullying, forms of bullying, aggressive behaviours. Responses and how to seek help.</i>	<i>The concept of keeping something secret, when we should not agree to this and when it is right to break confidence or share a secret. Friendships Determine what makes a good friend. How to be aware of our own feelings and managing that of others.</i>
<i>RE</i>	<i>Diocese scheme of work</i>	<i>Diocese scheme of work</i>	<i>Diocese scheme of work</i>
<i>Visits/visitors</i>			