

Forest Hills Primary School
Long Term Planning Cycle A 2021-22
Year 5/6

	Autumn	Spring	Summer
Topics	Victory for the Victorians	Crime and Punishment	Exploring the Americas
Books / Texts that link	Oliver Twist / Street Child Cogheart The Jabberwocky A Christmas Carol Sainsbury's Christmas Ad (Video)	Holes Macbeth Francis (Animation) Titanium (Video) The Highway Man (The Listeners) Ruin (Animation)	The Chocolate Tree The Hero Twins: Against the Lords of Death The Great Kapok Tree Rain Player Middleworld
Visits/visitors	Victorian House Blists Hill / Black Country Living Museum	Stafford Gaol Police Officer Visit	America Day Cadbury World Space Centre, Leicester
Subjects			
Science	<p style="text-align: center;">Properties and changes of materials</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 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 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> <p style="text-align: center;">Forces (Friction)</p> <p>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 style="text-align: center;">Animals, inc. Humans</p> <p>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 humans</p> <p style="text-align: center;">Electricity – brightness</p> <p>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> <p style="text-align: center;">Light</p> <p>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>	<p style="text-align: center;">Living Things and their Habitats</p> <p>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 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 give reasons for classifying plants and animals based on specific characteristics</p> <p style="text-align: center;">Evolution and Inheritance</p> <p>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 style="text-align: center;">Earth and Space</p> <p>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 style="text-align: center;">Forces (Gravity)</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>
	<p style="text-align: center;">Working Scientifically</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</p>		
History	<p style="text-align: center;">Victorians / Industrial Revolution</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history</p> <p style="text-align: center;">Local History</p> <p>a depth study linked to one of the British areas of study listed above a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality BHM – black Victorian footballers</p>	<p style="text-align: center;">Dr Palmer the Rugeley Poisoner</p> <p style="text-align: center;">Crime and Punishment</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<p style="text-align: center;">The Mayans</p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p style="text-align: center;">Compare to Modern Maya</p> <p>establish clear narratives within and across the periods studied note connections, contrasts and trends over time</p>
Geography	<p style="text-align: center;">Land Use</p> <p><u>Locational knowledge</u> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p style="text-align: center;"><u>Human and physical geography</u> physical geography, including: rivers, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u> use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p style="text-align: center;">Location of the Victims</p> <p>Geographical skills and fieldwork use the eight points of a compass six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom use fieldwork to observe, measure, record and present 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 style="text-align: center;">Central and South America</p> <p style="text-align: center;">Rainforest</p> <p><u>Locational knowledge</u> locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p> <p style="text-align: center;"><u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p style="text-align: center;"><u>Human and physical geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Art	<p style="text-align: center;">William Morris</p> <p>to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil and paint] about great artists in history</p>	<p style="text-align: center;">Street Art / Graffiti</p> <p style="text-align: center;">Banksy</p> <p>to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] about great artists in history</p>	<p style="text-align: center;">Rousseau</p> <p>to improve their mastery of art and design techniques, including drawing and painting and sculpture with a range of materials [for example, pencil and pastels] about great artists in history</p> <p style="text-align: center;">Murals of Bonampak</p> <p>to improve their mastery of art and design techniques, including drawing and painting and sculpture with a range of materials [for example, pencil and paint] (Glyphs)</p>
	<p style="text-align: center;">Sketch books</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p>		

D&T	<p>Victorian Toy Design use research and develop design criteria to inform the design of innovative, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop and communicate ideas through discussion, annotated sketches and prototypes Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities Evaluate and analyse a range of existing products evaluate ideas and products against their design criteria and consider the views of others to improve their work Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Model of Dr Palmers 'unsafe' platform Design use research to develop the design of functional products that are fit for purpose generate, develop, model and communicate their ideas through discussion and prototypes Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining], accurately select from and use a wider range of materials and components, including construction materials, according to their functional properties Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge apply their understanding of how to strengthen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Tree frog been bags Design use research and develop design criteria to inform the design of appealing products that are aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities Evaluate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge apply their understanding of how to strengthen more complex structures</p>
Music	<p>Don't Dilly Dally play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Composition (The Highwayman) improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations</p>	<p>Carnival of the Animals listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
PE	<p>Gymnastics develop flexibility, strength, technique, control and balance Team Games - Football / Netball use running, jumping, throwing and catching in isolation and in combination play competitive games, and apply basic principles suitable for attacking and defending</p>	<p>OAA take part in outdoor and adventurous activity challenges both individually and within a team Swimming (Feb – July) swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations</p>	<p>Team Games – Tennis / Badminton use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Athletics use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance</p>
compare their performances with previous ones and demonstrate improvement to achieve their personal best			
Computing	<p>Victorian Movie select, use and combine a variety of software on a range of digital devices to design and create a range of programs that accomplish given goals, including presenting information Victorians Padlet understand computer networks including the internet; and the opportunities they offer for communication and collaboration select, use and combine a variety of software 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>	<p>Crime and Punishment Padlet understand computer networks including the internet; and the opportunities they offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create content that accomplish given goals, including collecting, and presenting information Criminal Statistics select, use and combine a variety of software 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</p>	<p>Ancient Mayan Scratch 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 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Enterprise Designer select and use software to design content that accomplish given goals, presenting information</p>
eSafety use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
RE	<p>Dr. Barnardo's <u>Beliefs, teachings and sources</u> Explore the life of key religious figures and make links with teachings and practices of special significance to followers <u>Practices and ways of life</u> Investigate the life of a person who has been inspired by their faith and make links between belief and action <u>Expressing meaning</u> Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice <u>Meaning, purpose and truth</u> Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings Investigate and reflect on a range of religious responses to suffering, hardship and death Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life Make links between belief and action and reflect on how this might have local, national and international impact</p>	<p>Right and Wrong <u>Values and Commitments</u> Explore rules for living found in sacred writings and teaching and ask questions about their impact on the lives of believers Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives <u>Meaning, purpose and truth</u> Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings Investigate and reflect on a range of religious responses to suffering, hardship and death Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life Make links between belief and action and reflect on how this might have local, national and international impact <u>Expressing meaning</u> Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions <u>Beliefs, teachings and sources</u> Explore the origins of sacred writings and consider their importance for believers today Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings</p>	<p>Creation or Perfection <u>Beliefs, teachings and sources</u> Explore the origins of sacred writings and consider their importance for believers today Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers <u>Expressing meaning</u> Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions <u>Identity, diversity and belonging</u> Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences <u>Meaning, purpose and truth</u> Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings <u>Values and Commitments</u> Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives Explore religious stories and teachings about environment and identify and reflect on their impact of behaviour</p>
PSHE	<p>Relationships Topic 1: Families and people who care for me Topic 5: Being Safe Physical Health and Mental Wellbeing Topic 5: Drugs, alcohol and tobacco Topic 7: Basic First Aid Topic 8: Changing Adolescent Body</p>	<p>Relationships Topic 2: Caring Friendships Topic 4: Online Relationships Physical Health and Mental Wellbeing Topic 1: Mental wellbeing Topic 2: Internet safety and harms Living in the Wider World (L2,6)</p>	<p>Relationships Topic 3: Respectful relationships Physical Health and Mental Wellbeing Topic 6: Health and prevention (Sunsafe) Topic 8: Changing Adolescent Body Living in the Wider World (L13,14,16)</p>
Physical Health and Mental Wellbeing Topic 3: Physical Health and Fitness / Topic 4: Healthy Eating / Topic 6: Health and prevention Living in the Wider World			
MFL	<p style="text-align: center;"><i>see Scheme of Work</i></p> <p><i>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 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*</i></p> <p>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 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</p>		