

Forest Hills Primary School
Long Term Planning Cycle B 2020-21
Year 5/6

	Autumn	Spring	Summer
Topics	Survival	Extreme Earth	Eureka!
Books / Texts that link	The Eye of the Wolf / Wolves in the Walls Gold of the Gods The Lost City of the Kogi The Diary of Anne Frank The Charge of the Light Brigade The Piano (Animation) War Game / The Christmas Truce	If The Tempest Hunger Games King of the Cloud Forests	Who Let the God's Out Theseus and the Minotaur Ancient Athens (Animation)
Visits/visitors	Cosford Reenactment	Fieldwork – Rivers	Greek Day / Greek Restaurant Dudley Zoo
Subjects			
Science Year 5 Year 6	<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;">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</p>	<p style="text-align: center;">Evolution and Inheritance Charles Darwin</p> <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 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;">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;">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;">Living Things and their Habitats Aristotle</p> <p>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;">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	WWI / WWII a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Volcanic Catastrophes establish clear narratives within and across the periods studied note connections, contrasts and trends over time	Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world Link to Egypt establish clear narratives within and across the periods studied note connections, contrasts and trends over time
Geography	<p style="text-align: center;">Settlement (Basic Needs)</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 (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and physical geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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</p>	<p style="text-align: center;">Rivers, Mountains, Volcanoes and Earthquakes</p> <p><u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and 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, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Human and physical geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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;">Europe - Greece</p> <p><u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p style="text-align: center;">(Cartography)</p> <p><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Art	Propaganda 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] about great artists, architects and designers in history	Eco Art – reuse materials – sculpture, drawing 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] about great artists, architects and designers in history	Sculpture – Soap Masks –Clay/ Modroc 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] about great artists, architects and designers in history
	<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>Ration Packs understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Shelters Design use research and develop design criteria to inform the design of innovative, functional, products that are fit for purpose generate, develop, model and communicate their 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], accurately select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities Evaluate 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 understand how key events and individuals in design and technology have helped shape the world Technical knowledge apply their understanding of how to strengthen and reinforce more complex structures</p>	<p>Labyrinth Design use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, prototypes and computer-aided design Make 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, according to their functional properties and aesthetic qualities Evaluate investigate 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 computing to program, monitor and control their products</p>
Music	<p>Singing (War Songs) 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 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</p>	<p>Zorba 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</p>
PE	<p>Team Games – Football / Netball 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 Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>OAA take part in outdoor and adventurous activity challenges both individually and within a team Dance perform dances using a range of movement patterns 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 water-based situations</p>	<p>Athletics (Greeks) use running, jumping, throwing and catching in isolation and in combination Team Games - Rounders / Cricket 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 Dance (Zorba) perform dances using a range of movement patterns</p>
compare their performances with previous ones and demonstrate improvement to achieve their personal best			
Computing	<p>WW2 Coding 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 Survival: The Movie select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including presenting information</p>	<p>Extreme Earth Presentation 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 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 on a range of digital devices to create content that accomplish given goals, including presenting information World Data select, use and combine a variety of software (including internet) 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>Scratch Labyrinth 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 Greek Animation use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
RE	<p>Persecution <u>Practices and ways of life</u> Investigate features of key religious festivals and celebrations and identify similarities and differences <u>Expressing meaning</u> Explore the symbolic use of a wide range of visual images, actions and gestures and make suggestions as to the intended meaning they have for believers Compare and contrast the use of symbols, actions and gestures used in worship by different communities <u>Identity, diversity and belonging</u> Research some key events in the development of religious tradition and explain the impact on believers Investigate the importance for believers on ceremonies in which special moments in the life cycle are marked <u>Meaning, purpose and truth</u> Investigate and reflect on a range of religious responses to suffering, hardship and death Investigate God's relationship with people and think how this helps some people make sense of life <u>Values and Commitments</u> Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p>	<p>Natural Disasters and Charity <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>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>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</p>	<p>Religion and Philosophy <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 <u>Practices and ways of life</u> Identify the main features of worship and talk about the importance of worship 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 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 <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</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</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	<i>see Scheme of Work</i>		
<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>			