Forest Hills Primary School

Long Term Planning Cycle B 2022-23

Year 5/6

<table>
<tr><th></th><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td>Topics</td><td>Survival</td><td>Extreme Earth</td><td>Eureka!</td></tr>
<tr><td>Books for Reading</td><td>Boy in the Stripped Pyjamas
The Eye of the Wolf
Wolves in the Walls
Gold of the Gods - Lost City of Kogi
The Piano (Animation)
War Game / The Christmas Truce</td><td>If
The Tempest
Hunger Games</td><td>Who Let the God’s Out
Theseus and the Minotaur
Ancient Athens (Animation)
A Child / Street through Time</td></tr>
<tr><td>Visits/visitors</td><td>Cosford
Residential / Survival Week</td><td>Fieldwork –Cardingmill Valley</td><td>Greek Day
Dudley Zoo</td></tr>
<tr><td>Subjects</td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Science
Year 5
Year 6</td><td>Animals, inc Humans
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
Living Things and their Habitats
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</td><td>Evolution and Inheritance
Charles Darwin
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
Properties and changes of materials
compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity (electrical and thermal), and response to magnets
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</td><td>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</td></tr>
<tr><td colspan="3">Working Scientifically
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</td></tr>
<tr><td>History</td><td>WWI / WWII
a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</td><td>Volcanic Catastrophes
Pompeii / Krakatoa / Cumbra Vieja
establish clear narratives within and across the periods studied
note connections, contrasts and trends over time</td><td>Ancient Greeks
Ancient Greece – a study of Greek life and achievements and their influence on the western world
establish clear narratives within and across the periods studied
note connections, contrasts and trends over time
Compare to Egypt (Y34)</td></tr>
<tr><td rowspan="2">Geography</td><td>Settlement (Basic Needs)
<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
<u>Human and physical geography</u>
physical geography, including: rivers, mountains, 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
<u>Geographical skills and fieldwork</u>
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</td><td>Rivers, Mountains and Volcanoes
<u>Locational knowledge</u>
locate the world’s countries, using maps to focus on their environmental regions, key physical and human characteristics, countries, and major cities
<u>Human and physical geography</u>
physical geography, including: rivers, mountains and volcanoes, and the water cycle
<u>Geographical skills and fieldwork</u>
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</td><td>Europe - Greece
<u>Locational knowledge</u>
locate the world’s countries, using maps to focus on European (including the location of Russia) 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)
<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</td></tr>
<tr><td colspan="3">Geographical skills and fieldwork
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</td></tr>
<tr><td rowspan="2">Art</td><td>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</td><td>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</td><td>Sculpture – Soap / Clay
Greek Artefacts
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</td></tr>
<tr><td colspan="3">Sketch books
to create sketch books to record their observations and use them to review and revisit ideas</td></tr>
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D&T	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	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	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
Music Charanga	Happy	Classroom Jazz	Reflect, Rewind and Replay
PE	Team Games – Tag Rugby 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]	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	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
	compare their performances with previous ones and demonstrate improvement to achieve their personal best		
Computing Purple Mash	Coding (6) Online Safety (2)	Spreadsheets (5) Blogging (4)	Text Adventures (4) Networks (3)
Computing – cross curricular	Survival: The Movie	Extreme Earth Presentation	
	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		
RE	Persecution / Judaism <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 <u>Identity, diversity and belonging</u> Research some key events in the development of religious tradition and explain the impact on believers <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	Natural Disasters and Charity <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	Religion and Philosophy <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
PSHE SCARF	SCARF Unit 1 Me and My Relationships SCARF Unit 2 Valuing Difference	SCARF Unit 3 Keeping Myself Safe SCARF Unit 4 Rights and Responsibilities	SCARF Unit 5 Being My Best SCARF Unit 6 Growing and Changing
	Other issues and sessions will also be led in response to the emerging needs of the class.		
MFL	Getting to know you All about ourselves	This is France	Family & Friends Time travelling
	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		