



## Year 5/6 - Two Year Cycle Long Term Plan – Cycle B – K. Smithard

|                                | Autumn – Alien Invasion  | Spring – Anglo Saxons and Vikings  | Summer – Rivers and Mountains   |
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| <b>1<sup>st</sup><br/>Half</b> | <p><b>Science – Earth and Space</b></p> <ul style="list-style-type: none"> <li>- describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>- describe the movement of the Moon relative to the Earth</li> <li>- describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>- use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>- (plus) topic related questions devised and suggested by the class.</li> </ul> <p><b>History – The Space Race</b></p> <ul style="list-style-type: none"> <li>- Understand the historical context and significance of the space race.</li> <li>- develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</li> <li>- address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul> <p><b>Art and Design – Planet Water Colours</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>- Find out about great artists, architects and designers in history.</li> </ul> <p><b>English - Journalistic writing, Explanation texts, Persuasion</b> – see mid-term plan and weekly planning documents.</p> <p><b>Maths</b> – see mid and short term plans</p> <p><b>Computing – Morphing Images</b> – see separate planning document</p> <p><b>PE – Games Hockey</b> - see separate planning documents.</p> <p><b>RE – Christianity and Judaism</b> – see separate planning document</p> <p><b>Languages – French – planned separately</b></p> | <p><b>History – Anglo Saxon settlements and Viking Invaders</b></p> <ul style="list-style-type: none"> <li>- Britain’s settlement by Anglo-Saxons and Scots including:</li> <li>- Exploring, researching and understanding Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>- Research, explore and understand Anglo-Saxon art and culture (link to Art and design outcomes)</li> <li>- Develop objectives based on the NC programme of study <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf</a></li> </ul> <p><b>Science – Properties and changes of Materials</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>- demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>- 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.</li> </ul> <p><b>Design and Technology</b> – design a Viking ship – see NC outcomes <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum</a></p> <p><b>English – Narrative (Saga of Bjorn), discussion</b> – see mid-term plan and weekly planning documents.</p> <p><b>Maths</b> – see mid and short term plans</p> <p><b>Computing – Robotics and Systems</b> – see separate planning document</p> <p><b>PE – Games Tennis/Badminton/Netball</b> - see separate planning documents.</p> <p><b>RE – Christianity</b> – see separate planning document</p> <p><b>Languages – French – planned separately</b></p> | <p><b>Geography – Rivers and Mountains</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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.</li> </ul> <p><b>Science – topic based investigations For example:</b></p> <ul style="list-style-type: none"> <li>- describe the differences in the life cycles of creatures living in and around river environments.</li> <li>- Understand the impact of nature in a river environment</li> <li>- Identify different rocks and soils, and their impact on types of mountains and human settlement.</li> <li>- Understand/ identify how creatures have adapted to life in the river/on a mountain.</li> </ul> <p><b>Art and Design – Landscapes - Seurat</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>- Find out about great artists, architects and designers in history.</li> </ul> <p><b>English – Focus on study skills/take one poet</b> – see mid-term plan and weekly planning documents.</p> <p><b>Maths</b> – see mid and short term plans</p> <p><b>Computing – Sound works</b> – see separate planning document</p> <p><b>PE – OAA/Cricket/ Athletics</b> - see separate planning documents.</p> <p><b>RE – Christianity and Islam</b> – see separate planning document</p> <p><b>Languages – French – planned separately</b></p> |

**2<sup>nd</sup>  
Half**

**Science – Forces**

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

- 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.

**History – The Space Race (cont)**

- Understand the historical context and significance of the space race.

- develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.

- address and devise historically valid questions about change, cause, similarity and difference, and significance.

**Design and technology – make a working water rocket (linked to forces work)**

- use research and develop design criteria to inform the design  
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  
- select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities.

- 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.

**English – Fictional genres, biography, poetry** – see mid-term plan and weekly planning documents.

**Maths** – see mid and short term plans

**Computing – Morphing Images** – see separate planning document

**PE – Games Hockey** – see separate planning documents.

**RE – Christianity and Judaism** – see separate planning document

**Languages – French – planned separately**

**History – Edward the Confessor**

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Art and Design – Repeated patterns (Anglo Saxon art)**

- to create sketch books to record their observations and use them to review and revisit ideas

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

- Find out about great artists, architects and designers in history

**Science – Properties and changes of Materials**

- 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.

**English – Recount, monologues, take one book** – see mid-term plan and weekly planning documents.

**Maths** – see mid and short term plans

**Computing – Robotics and Systems** – see separate planning document

**PE – Games Tennis/Badminton/Netball** - see separate planning documents.

**RE – Christianity** – see separate planning document

**Languages – French – planned separately**

**Geography – Rivers and Mountains**

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- 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.

**Science – topic based investigations For example:**

- describe the differences in the life cycles of creatures living in and around river environments.

- Understand the impact of nature in a river environment

- Identify different rocks and soils, and their impact on types of mountains and human settlement.

- Understand/ identify how creatures have adapted to life in the river/on a mountain.

**Art and Design – Landscapes - Seurat**

- to create sketch books to record their observations and use them to review and revisit ideas

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

- Find out about great artists, architects and designers in history.

**English – Mystery and Suspense/take one book** – see mid-term plan and weekly planning documents.

**Maths** – see mid and short term plans

**Computing – Sound works** – see separate planning document

**PE – OAA/Dance/ Athletics** - see separate planning documents.

**RE – Christianity and Islam** – see separate planning document

**Languages – French – planned separately**