LONG TERM PLANNING **CYCLE 2** **KS2:** **YEAR 5 AND 6**		**Theme:** **North and South America** 	**Theme:** **Ancient Greece** 	**Theme:** **Rivers and Canals** 
Entry Hook **Exit Point**		**Corridor decoration to immerse in the theme**		
		America Day	**Greek Day**	
Possible trips			**Visitors** **BMAG**	**Dudley Heritage Canal Trip** **Laches Wood River Study** **Black Country Museum** **Iron Bridge Gorge**
TERMLY OVERVIEWS		**Autumn Term 1 Y5** **Autumn Term 1 Y6** **Autumn Term 2 Y5** **Autumn Term 2 Y6**	**Spring Term 1 Y5** **Spring Term 1 Y6** **Spring Term 2 Y5** **Spring Term 2 Y6**	**Summer Term 1 Y5** **Summer Term 1 Y6** **Summer Term 2 Y5** **Summer Term 2 Y6**
LITERACY	Year 5	Narrative focus – HOLES - Narrative and Diary entry Poetry SPAG: Fronted adverbials including paragraph cohesion	Chronological Report/Newspaper Report - Greek Gods Myths and legends Story - Pandora's box Trojan Horse / Theseus and the Minotaur SPAG:	Explanation text - Rivers (3 weeks) Balanced Argument Narrative (Recap & refine previous learning from aut/spr) Reading comprehension

		Relative clauses (commas and which/who relative pronoun) Dialogue + adverbials to describe action Recapping y4 SPAG Reading comprehension Focus on VIPERS - Using the to evidence answers - retrieval and inference - Predictions		Relative clauses marked with dashes and brackets Lead sentence and supporting sentences Brackets, dashes and commas to indicate parenthesis Presentational devices SPAG: Modal verbs Passive voice Use commas to clarify meaning or avoid ambiguity Reading comprehension Focus on VIPERS Retrieval + inference - Vocabulary - Explanations - Summarise	Test skills
	Year 6	Reading comprehension focus - VIPERS structure to ensure key skills coverage. Inference through music lyrics. SAT paper practice.	Writing Persuasive writing - write a speech persuading other children to vote for you as House Captain. Biography writing (link to Black History Month) – Research the life of Jesse Owens, write a biography of his life and discuss his importance in Black History. Poetry – Write a poem linked to Bonfire Night. Analyse different types of poem; analyse	Myths and legends Trojan Horse / Theseus and the Minotaur Non-chronological Report/Information Text Greek Gods/Own Greek God Famous Greek figures Chronological Report/Newspaper Report Trojan War Greek Top Trumps Narrative writing - write a story based around Greek mythology.	Theme Park project writing. Short writing opportunities Diary entry Informal letter Setting description Character description Explanation text Information text Newspaper Report Writing a dialogue Compare book and film EWO - Write a story with flashbacks

			different poetic features including onomatopoeia, personification, metaphors. Diary writing – Link to Anti-bullying Week. Write diary entries from different perspectives (bully, victim, bystanders). Practice the written use of direct and indirect speech. Create rounded characters to use in fictional writing.				
Possible Texts	Year 5 and 6	Lost Thing – Shaun Tan HOLES - Louis Sachar			Extracts of text from Greek Odyssey		Kensuke's Kingdom
MATHS *White Rose Scheme of Learning 2020/21*	Year 5	Number and Place Value Addition and Subtraction Statistics	Multiplication and Division Area and Perimeter	Multiplication and division Fractions	Fractions Decimals and Percentages	Decimals Geometry: Shape Geometry: position and direction Measurement: converting units Measurements: volume	Theme Park project: Children to design a theme park, real life maths to include working out building/ running costs associated, profit and loss, area and perimeter, advertising budgets. Real life application of Maths learnt throughout primary school.

	Year 6	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above.	Addition, subtraction, multiplication and division: Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out	Fractions: use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, x =] divide proper fractions by whole numbers [for example, ÷ 2 = associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,] identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000	Ratio and proportion: solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Algebra: recognise and use simple formulae generate and interpret linear sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns.	Measurement: solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other	

			calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.		units [for example, mm3 and km3]. Geometry: describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	
Topic links maths opportunities	Year 5 and 6						
SCIENCE *Active Learn*	Year 5	**Life Cycles** children will learn that plants and animals have life cycles and that reproduction is a part of this cycle.	**Earth and Space** describe the movement of Earth, and other planets, relative to the Sun in our Solar System. Movement of the Moon relative to Earth and describe the Sun, Earth and the Moon as approximately spherical bodies.	**Forces** variety of forces including gravity, air resistance, water resistance and friction.	**Materials** children will have compared and grouped together everyday materials on the basis of their properties, including their hardness, solubility, transparency, response to magnets and electrical and thermal conductivity	**Types of Change** They will also recognise that mixing and changes of state are reversible changes. Children will be introduced to examples of irreversible changes such as burning candles and other fuels, heating some materials and mixing bicarbonate with acid	**Separating Mixtures** children will learn about the separation techniques of filtering, sieving and evaporation. They will use sieves to separate materials of different sizes.
		Scientific Enquiry		Scientific Enquiry		Scientific Enquiry	
	Year 6	**Light and Sight**	**Changing Circuits**	**Our Bodies**	**Classifying Living Things**	**Evolution and Inheritance**	

		Light and Sight • 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.	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.	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	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	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.	
		Scientific Enquiry		Scientific Enquiry		Scientific Enquiry	
HISTORY *Plan Bee /Twinkl*	Cycle 2	Explorers 'Discovery of the Americas Henan Cortez and journey to America Discovery of the Aztecs Aztec Life/gods/farming History of Chocolate Wild West and American Civil War ***MAIN SKILLS*** ***Use dates in order and place events on a timeline***		**Ancient Greece** Ancient Greek Timeline Who were the Ancient Greeks Greek Democracy/Greek legacy Daily life Olympics Marathon Gods and Goddesses Creation Story - Pandora's box Trojan War/warfare/soldiers and weaponry Slavery		Local Study - Canals of Birmingham Orienteering (see PE) Links to N/S America Local study Industrial revolution and canals Transportation of goods across country Mining	

		Describe achievement of earliest civilisations ***Describe a non-european society that provides contrasts with British History.***	Theatre Different Greek civilisations Athens vs Sparta Compare modern to ancient Famous Ancient Greek Figures ***MAIN SKILLS*** ***Use dates in order and place events on a timeline*** ***Describe achievement of earliest civilisations*** ***Describe a non-european society that provides contrasts with British History.*** ***Present Findings in different ways*** ***Provide and account of a historical event based on more than one source*** ***Describe a study of Ancient Greek life and achievements and influence on the western world.***	**MAIN SKILLS** **Describe chronologically secure knowledge and understanding of local history** **Contrasts and trends over time.** **Local history study** **Comparisons between history and modern day**
GEOGRAPHY *Plan Bee /Twinkl*	Cycle 2	North and South America Henan Cortez Trade routes Chocolate farming and land use Identify continents of N&S America. Identify countries within continents. Use atlases and digital Identify geographical features Compare and contrast Understand climates and compare Wild West / Aztec Land use ***GEOGRAPHICAL SKILLS AND FIELDWORK*** ***Use maps, atlases and digital mapping to locate countries and describe features*** ***Understand and use a wide range of geographical terms***	Greece Today Comparing modern and Ancient Greece Comparing modern Greece and UK Map work - Identify greece Ancient Greek Empire Physical Geography of Greece Human Geography of Greece - Tourism Ancient Greek trade routes ***GEOGRAPHICAL SKILLS AND FIELDWORK*** ***Use maps, atlases and digital mapping to locate countries and describe features*** ***Understand and use a wide range of geographical terms*** ***Use maps and charts to support decision making*** ***LOCATION KNOWLEDGE*** ***Locate the world's countries using maps*** ***Recognise shapes of different continents***	Rivers Orienteering (PE) Fieldwork - visit canals Refer back to Laches Wood Where does our rivers come from Rivers of the world River features Erosion and deposition (incl coast) River uses Floods Canals Pollution and impact on the environment Investigate River in detail ***GEOGRAPHICAL SKILLS AND FIELDWORK***

		Use maps and charts to support decision making ***LOCATION KNOWLEDGE*** ***Locate the world's countries using maps*** ***Recognise shapes of different continents*** ***HUMAN AND PHYSICAL*** ***Understand weather patterns and climate zones*** ***Key aspects of human geography including types of settlement and land use.*** ***PLACE KNOWLEDGE*** ***Compare physical and human features in a region***		***HUMAN AND PHYSICAL*** ***Understand weather patterns and climate zones*** ***Key aspects of human geography including types of settlement and land use.*** ***PLACE KNOWLEDGE*** ***Compare physical and human features in a region***		***Use maps, atlases and digital mapping to locate countries and describe features*** ***Understand and use a wide range of geographical terms*** ***Use maps and charts to support decision making*** ***Use 8 points of compass and 4/6 figure grid ref on OS maps*** ***Use fieldwork to observe, measure and present the human and physical features in the local area.*** ***HUMAN AND PHYSICAL*** ***Understand weather patterns and climate zones*** ***Key aspects of human geography including types of settlement and land use.*** ***Know how rivers erode, transport and deposit materials.*** ***Physical features of the coast incl erosion and deposition.*** ***PLACE KNOWLEDGE*** ***Compare physical and human features in a region***	
ART/D.T Plan Bee/ Twinkl	Cycle 2	Aztec Art Brazilian Pop Artist - Romero Britto Year 6 only: DT project – create and build own Xmas Light decoration – linked to Science topic on Changing Circuits.		Greek Theatre Masks Greek Soap carvings		Landscape artists - David Hockney Kensuke - African Art Aboriginal Art	
MUSIC *Charanga*	Year 5	Don't Stop Believing	Bells Ring Out	Classroom Jazz 1	Benjamin Britten Cuckoo!	Stop!	Reflect, Rewind and Replay
	Year 6	Living on a Prayer	Classroom Jazz	Benjamin Britten New Year Carol	Fresh Prince of Bel Air	Make you feel my love!	Reflect, Rewind and Replay
	Songs to compliment						

	learning						
Computing *Rising Stars Switched on Computing*	Year 5	Switched on computing unit 5.4: Creating a website **about North and South America** Use google sites to make a website about North and SOuth America in groups.	Switched on computing unit 5.1: Game Developers Design, write and debug programs that accomplish specific goals. Create a Christmas based game on Scratch for Y2 children to play.	Switched on computing unit 5.2: Cracking Codes Use logical reasoning to explain how simple algorithms work	Switched on computing unit 5.3: Fusing geometry and arts Use sequence, selection and repetition in programs; work with variables and various forms of input and output	Switched on computing unit 5.6: Creating a virtual space **using Google Sketchup** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	**espresso block coding**
	Year 6	Switched on Computing Unit 6.1: We are python programmers (was we are adventure gamers) Children learn the basics of python programming using espresso. They then use 'free code' to create their own simple game asking questions about science topic	Switched on Computing Unit 6.5: We are travel writers Children use media and mapping to document a trip pupils document an educational visit. They research their destination and explore different routes. While there, they capture photographs, audio and video. On return they add this content to google maps. (Laches Wood)	Switched on Computing Unit 6.2: We are computational thinkers Mastering algorithms for searching, sorting and mathematics Children participate in some hands-on unplugged activities that help them to develop an understanding of some important algorithms. They also investigate these when implemented as Scratch programs.	Switched on Computing Unit 6.3: We are movie makers (was we are advertisers) Children review existing informative videos about Ancient Greece, create a storyboard, shoot original footage, source other media and edit a final version of their movie.	Switched on Computing Unit 6.4: We are network technicians Children use unplugged activities to develop their understanding of networks; they learn about the domain name system and explore the school's network infrastructure. Use barefoot computing lessons	
PSHE *Staffordshire Curriculum*	Year 5	**Happy and Healthy me:** Children will identify components of a healthy lifestyle,	**Me and my relationships:** Children will explore the emotional and physical changes that occur during puberty.	**Me and my safety** Children recognise risks in different situations decide how to behave responsibly.	**Me and my school** Children recognise their worth as individuals, see their mistakes, make amends and set personal goals feel positive about themselves.	**Me and other people** Children will reflect on spiritual, moral, social, cultural issues,. UNderstand other people's experiences	**Me in the world** Children will learn what democracy is and the basic institution that support it locally and nationally.

		identify what positively and negatively affects their physical , mental and emotional health. children will research, discuss and debate topics; issues, problems and events	They will learn about menstruation. They will appreciate the value of building good friendships throughout life.	Recognising when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or that they believe is wrong.	Participate in the school's decision making process, relating it to processes such as councils, parliaments and voting	using imagination. They will learn to appreciate range of national, regional, religious, ethnic identities in the UK.	Children will learn why and how rules and laws are made and enforced. They will understand why we need different rules in different situation and learn how to take part in changing rules. They will also learn about looking after money.
	Year 6	**New Beginnings-SEAL** Recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. Why and how rules and laws are made and	**Getting on and falling out** Children will research, discuss and debate topical issues, problems and events, realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities. They will reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences.they will learn to resolve differences by looking at alternatives, making decisions and explaining choices. Find out that their actions affect	**Going for Goals** Children will recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. They will learn how to face new challenges positively by collecting information, looking for help, making responsible choices and taking action. Learn that their actions affect themselves and others, to care about other people's feelings and to try to	**Good To Be Me** Children will recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. They will be able to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. Find out that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help, and use basic techniques for resisting pressure to do wrong. Research how their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.	**Health** Children will learn to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action. They will research, discuss and debate topical issues, problems and events. Discuss why and how rules and laws are made and enforced, why different rules are needed in different situations and how to	ki

		enforced, why different rules are needed in different situations and how to take part in making and changing rules. To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.	themselves and others, to care about other people's feelings and to try to see things from their points of view.learn to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.	see things from their points of view		take part in making and changing rules. They will reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences and learn to resolve differences by looking at alternatives, making decisions and explaining choices.	
PE *Rising Stars*	Year 5	Athletics Invasion Games; Football- control and aiming	Invasion Games; Tactics, attacking and defending	Dance self expression choreography	Multi-skills OAA- team building	Athletics Batting and Fielding games; rounders	Athletics Net and wall games
	Year 6	Gym Invasion Games; Football- control and aiming	Gym Invasion Games; Tactics, attacking and defending	Dance self expression choreography	Multi-skills OAA- team building	Athletics Batting and Fielding games; rounders	Athletics Net and wall games
RE *SACRE*	Year 5	Sacred writing -Hinduism Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings	Peace Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers Religious diversity: happiness	**Explore the symbolic** use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers	**Religious diversity: happiness** Investigate and reflect upon a range of religious responses to suffering, hardship and death	**Wise words** Explore the origins of sacred writings and consider their importance for believers today	Values and beliefs Investigate the life of a person who has been inspired by their faith and make links between belief and action

	Year 6	Commitment Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment	words of Wisdom Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions	**Taking part** Find out about the activities of a local religious community and make links with key religious teachings	**contro;** Find out about the activities of a local religious community and make links with key religious teachings	**The importance of hope** Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings	**Justice rich and poor** Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life
French overview French Overview	Year 5	**All about ourselves Twinkl Unit** What they look like fashion and feelings	**Le car l des animaux (CILT Unit 11)** Names of animals Adjectives to describe some animals Some adverbs	**Bon apétit** **CILT Unit 14/ Twinkl Unit 'That's tasty'** Talking about what is eaten/ drunk, expressing likes and dislikes with regards to food and drinks Using les and des Following simple recipe/ instructions	**Les planetes (do whenever doing science unit on planets) CILT Unit 18** Link to Science topic Name sun, moon and planets in French Use adjectives to describe the planets	**En route pour l'école** **CILT Unit 15/ Y4 Twinkl Unit On the Move** Places in town Simple directions Describing a route to school	
	Year 6	What do you know? Revision of: numbers to 69 days of the week months of the year, colours Greetings - Bonjour, au revoir, Ca va?	Getting to know you Using future tense Feelings and jobs	**Notre école (CILT Unit 19)** OR Use some of Twinkl Unit 'All in a Day Telling the time Speak about school subjects and places around school Write about some activities they have done at break time		**Monter un café (Unit 21)** Learn names of snacks and drinks and ask for these Role play cafe Quantities of food and drink Use sums of money	