

## Long Term Plan Year 5 and 6 – Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Subject/Topic</b> (Cornerstones unless stated)	<b>Sow, Grow, Farm</b> (Geography)		<b>Ground-breaking Greeks</b> (History)		<b>Darwin's Delights</b> (Science)	<b>Hola Mexico! (The ancient Maya)</b> (History)
<b>Maths (White Rose)</b>	See Long Term Year 5 and 6 Maths plan					
<b>English Text focus</b> (See also English Long Term Plan for Year 5 and 6)	Find and retrieve information  Words in context  Modern Fiction  Non-Fiction (e.g. A Year on Adam's Farm, instructions/recipes)	Inference  Statements fact and opinion  Modern Fiction  Traditional Tales, play scripts, poems	T3: Summarising; Language, structure, presentation (non-fiction)  T4: Inference Prediction Language, structure, presentation (fiction)  Modern Fiction – historical/humour  Information texts; myths and legends; newspapers		Discuss and evaluate Reasoned justification  Modern Fiction – mystery  Narrative non-fiction	Consolidate  Modern Fiction – mystery  Stories from other cultures; myths and legends
<b>Writing Focus</b>	Poetry (Calligrams)  Chronological report  Persuasive leaflet  Diary entry	Traditional Tale (with a twist)  Instructions  Poetry – kenning; rhyme	Newspaper Report  Historical explanations / analyses  Science Report	Narrative – myths / humour (author's style)  Balanced Argument	Non-chronological report  Diary entry  Persuasive letter	Descriptive postcard  Play scripts
<b>Science</b>	Sc5/2.1 Living Things and their habitats	Sc6/4.1 Light	Sc6/4.2 Electricity	Sc6/2.2 Animals including humans	Sc6/2.3 Evolution	Sc6/2.1 Living Things and their habitats

RE (Lincolnshire Agreed Syllabus and Understanding Christianity)	What does it mean if God is loving and holy? God UC 2b.1 (core)	Do you have to believe in God to be good?	Creation and Science: Conflicting or Complementary? Creation UC 2b.2 (core)	Creation and Science: Conflicting or Complementary? UC 2b.2 (digging deeper)	Life Journeys – Hinduism/Islam	
Geography	<p><b>Ge2/1.1 Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Ge2/1.1a – North and South America: locate, environmental regions, key physical and human characteristics, countries, major cities</li> </ul> <p><b>Ge2/1.2 Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Ge2/1.2a – compare an area of the UK, North America and South America</li> </ul> <p><b>Ge2/1.3 Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Ge2/1.3a – climate zones</li> <li>Ge2/1.3b – different farming land uses; trade links linked to food; natural resources linked to food</li> </ul> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Ge2/1.4a – maps, atlases, globes</li> <li>Ge2/1.4b – grid references (Y5 4-figure, Y6 6-figure); Ordnance Survey map symbols and key</li> </ul>		<p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Ge2/1.4a – maps, atlases, globes</li> </ul>	<p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Ge2/1.4a – maps, atlases, globes</li> </ul> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Ge2/1.4b – grid references (Y5 4-figure, Y6 6-figure) – recap from Autumn Terms</li> </ul>		
History			Hi2/2.4 Ancient Greece		Hi2/2.5 Non-European Study	

			<p><b>Aim: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</b></p> <p><b>Aim: Y5: primary and secondary sources; Y6: reliability and how contrasting interpretations can be formed</b></p> <p><b>Aim: international history; cultural, social, economic and political histories; long and short timescales</b></p>			<p><b>(ancient Maya c. AD 900)</b></p> <p><b>Aim: characteristics of a non-European Society</b></p> <p><b>Aim: international history; cultural history</b></p>
<b>DT</b>	<b>DT2/2.1 Cooking &amp; Nutrition</b>	<b>DT2/1.4c understand and use electrical systems in their products</b>		<b>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</b>		
<b>Art and Design</b>			<b>Architecture</b>		<b>2D Drawing to 3D Representation</b>	<b>Shadow Puppets</b>
<b>Access Art</b>						
<b>RHSE (Toolkit)</b>	<b>Relationships</b>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Health and Wellbeing</b>
<b>Music</b>		<b>Charanga Year 6, Unit 2: How does music connect us with our past?</b>	<b>Robert Edgerton (coming in to teach music)</b>	<b>Robert Edgerton (coming in to teach music)</b>		

		<b>Understanding structure and form.</b>				
<b>Computing</b>	Computing Systems / networks – research / sharing information / communicating online (including related e-safety)				<b>Programming – Discovery Education (Y5 level 5, Y6 level 6)</b>	<b>Creating Media – videos / blog creation (including related e-safety)</b>
<b>MfL (French) With Classroom Secrets Scheme</b> For each unit, complete the Year 5 lesson/s and then the Year 6 lesson/s.	<b>Unit 3 – family and friends, my community</b>  <b>Unit 4 – my home</b>	<b>Unit 7 - food</b>	<b>Unit 8 – calendar</b>	<b>Unit 10 - shopping</b>	<b>Unit 11 – holidays and celebration</b>	<b>Unit 12 – towns and cities</b>
<b>PE with Premier Education</b>	<b>Netball</b>  <b>Dodgeball</b>	<b>Football</b>  <b>Rugby</b>	<b>Dance</b>  <b>Gymnastics</b>	<b>Cross Country / Circuit Training</b>  <b>Hockey</b>	<b>Cricket</b>  <b>Rounders</b>  <b>Bikeability</b>	<b>Tennis / Badminton</b>  <b>Athletics</b>  <b>Swimming and water safety</b>