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| **Slingsby County Primary School - LONG TERM PLANNING**  **Cycle A – Class Four (Year 5/6) 2018-2019** | | | | | | | | | | |
|  | Autumn 1 | Autumn 2 |  | Spring 1 | Spring 2 |  | Summer 1 | | | Summer 2 |  |
| Theme - History Geography | WW2  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 & in depth study of local history linked to WW2:  **-Eden Camp visit;**  **-John Conyard (visiting speaker);**  **-A study of a significant turning point in British history (the Battle of Britain).**  Local Knowledge & Place knowledge: European Countries and World (Positioning/locating countries involved in WW2). How places have changed over time. Land use:  **-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;**  **-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;**  **-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.** | |  | Dinosaurs & Fossils  An additional in-depth study into palaeontology and how fossilisation has enabled modern scientific theory into how plants and animals have evolved over time:   * **Fossils & Rocks** * **Mary Anning inc’ main fossil hunting areas of the UK** * **Fossil Footprints** * **Fossil Humans** * **Dinosaur Species** * **Dinosaur Extinction** * **Tectonic Plates**   **Possible Visit to either: The Rotunda in Scarborough or Museum Gardens Dinosaur exhibition.**  **Place Knowledge:**  **-Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Dorset-Jurassic Coast region) and a region in North or South America eg: Western Colorado (USA).**  **Physical Geography:**  **-Physical geography including climate zones, biomes, mountains.**  **-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** | |  | The Victorians  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066:  **-The changing power of monarchs using case studies such as Queen Victoria;**  **-Changes in an aspect of social history, such the work-houses and schooling from the Victorians to the present;**  **-The legacy of the industrial revolution, science, and literature on later periods in British history, including the present day.**  Place knowledge – Non Euro Victorian Empire.  Place knowledge: European Countries and World (Positioning/locating countries which were part of the British Empire):  **-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;**  **-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;**  **-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.** | | | |  |
| English  Fiction  N Fiction  Poetry | **Autumn Set B**  **Historical Stories (Fiction):**  *WarHorse* by Michael Morpurgo,*War Game* by Michael Foreman,*In Flanders Fields* by Jorgensen & Harrison-Lever, *One Boy’s War* by Huggins-Cooper & Benfold Haywood.  **Recounts (Non-Fiction):**  Linked to Warhorse.  **Performance Poetry** | **Autumn Set B**  **Significant authors (Fiction):**  Books by Phillip Pullman:*Northern Lights and Clockwork*.  **Instructions and Explanations (Non-Fiction):**  Linked to making own bomb-shelter in D&T.  **Narrative poems**  *The Highwayman* by Alfred Noyes. |  | **Spring Set B**  **Stories with flashbacks (Fiction):**  *Harry Potter books* by J.K. Rowling.  **Non-chronological reports and journalistic writing (Non-Fiction).**  **Free form poetry** | **Spring Set B**  **Tales from other cultures (Fiction):**  *Sinbad the Sailor* retold by Marcia Williams  *The Seven Voyages of Sinbad the Sailor* by J. Yeoman, *Tales from Nasreddin Hodja* by Cengiz Demir  **Persuasive writing (Non-Fiction):**  Dinosaurs and all that Rubbish by Michael Foreman  **Classic poems** |  | **Summer Set B**  **Classic Fiction (Fiction):** Oliver Twist by Charles Dickens.  **Chronological reports (Non-Fiction)**  **Poet study: Emily Dickinson** | | | **Summer Set B**  **Modern classic fiction (Fiction):**  *The Eighteenth Emergency*by Betsy Byers  **Information Texts (Non-Fiction)** |  |
| Maths | ABC 1 | CDE1 |  | ABC 2 | CDE 2 |  | ABC 3 | | | CDE 3 |  |
| Science | Yr 4 Sound **(as not yet covered by current Yr 5/6):**  \*Identify how sounds are made, associating some of them with something vibrating;  \*Recognise that vibrations from sounds travel through a medium to the ear;  \*Find patterns between the pitch of a sound and features of the object that produced it;  Find patterns between the volume of a sound and the strength of the vibrations that produced it;  \*Recognise that sounds get fainter as the distance from the sound source increases. | Year 5 Properties and  Changes of materials **inc Year 4 States of Matter (as not covered by Yr5/6)**  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;  \*Now 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. |  | Year 4/5 animals including humans  \*Describe the simple functions of the basic parts of the digestive system in humans;  \*Identify the different types of teeth in humans and their simple functions;  \*Construct and interpret a variety of food chains, identifying producers, predators and prey.  \*Describe the changes as humans develop to old age;  \*Pupils should draw a timeline to indicate stages in the growth and development of humans;  \*They should learn about the changes experienced in puberty;  \*Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. | |  | Year 6 Evolution & inheritance: inc  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. | | Year 6 Living things and their habitats  \*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. | |  |
| ICT | 2D Graphical Modelling: MS Publisher.  -Be able to use shapes and arrange them into different layers and groups.  -Use shapes to create a 2D representation of a building with many key features included. | 3D Graphical Modelling: Sketch-Up.  -Be able to create a 3D structure that has multiple different sections, painted and decorated to achieve some realism.  -Be able to build up layers of detail such as window frames. |  | Data-Handling CSI: googleDocs & MS Excel.  -Be able to log onto googleDocs.  -Add information to a shared document.  -Be able to sort data in a way that makes it easier to read.  Filter data by multiple categories. | Interactive Quizzes: Powerpoint.  -Be able to create an interactive, hyperlinked quiz and begin to include a timer that limits the time given to answer questions.  -Be occasionally checking a piece of work for all outcomes, right answers as well as wrong answers. |  | Making Games & Activities: Kodu Coding  -Be able to program a navigation, shooting and two player game in kodu.  -Plan a way to win and lose the game. Allow characters to interact with objects to collect e.g. ammo and more lives. | | | Video Editing: Moviemaker  -Be able to import a video clip, zoom in and out of the timeline and split it into more (smaller) clips.  -Begin to re-order video to suit a purpose.  Apply titles and captions to the start and end of a video to create a neat production. |  |
| Art/ DT | Shelters (linked to WW2 Anderson Shelters) (DT)  Art Assessment: Observational drawing-flowers | Art Deco (The art styles of the  early 20th century). Propaganda Posters  Christmas Art/Cards & Calendars |  | Scarecrow sculpture | |  | Bread/Biscuits (Linked to  healthy eating: science)(DT) | | | Artist study: William Morris  (Printing and design based  on natural elements) |  |
| **R.E.** | Judaism | Christmas – Incarnation: God becoming human. |  | (2.7 North Yorks)  Values: what matters most to Christians, to Humanist and to me? | Easter & Sacrifice |  | Journeys in Life  Judaism – Focus on the Passover story detailed in Exodus |  | | Inspiring Art in RE |  |
| PE | Basic movements: Dance | Ball Games |  | Gymnastics | Invasion games |  | Field games & Swimming | | | Athletics |  |
| PSHCE Using units from SEAL | New beginnings | Residential to Peak Rigg |  | Going for goals | Good to be me |  | Relationships | | | Cyber Safety |  |
| music | **NY Scheme for Music: Unit 1 -Pulse (Yr5/6)**  -Sing a song in tune keeping a steady pulse.  -Perform a part in time within the class piece showing awareness of the other parts.  -Identify what is happening in a piece of music and to develop knowledge and understanding of musical theatre.  -Use musical language accurately.  -Make up musical patterns using rhythm and pitch.  -Identify and talk about good things in performances and how to improve them.  Christmas production | |  | **NY Scheme for Music: Unit 2-Pitch (Yr5/6)**  -Sing a part by ear.  -Talk about different types of music and compare them using musical vocabulary.  -Perform songs from memory.  -Identify a role within the performance e.g. singing a solo part.  -Identify and talk about good things in performances and how to improve them.  -Identify a role within the performance e.g. leading others.  Easter production | |  | **NY Scheme for Music: Unit 3 - Rhythm (Yr5/6)**  -Perform a part in time within a class piece, showing awareness of other parts.  -Perform from simple notation/more complex notation.  -To identify what is happening in a piece of music.  -To compose and perform a rap.  -Identify and talk about good things in performance/composition and how to improve them.  -Identify what is happening in a piece of music.  -Talk about different types of music and compare them using musical vocabulary.  -Perform a complex rhythmic chant from memory.  Year 6 Leaver’s Service | | | |  |
| French | Year 5 Unit 16: Le petit dejeuner (Breakfast items)  *+ Revision of numbers 10-20; Alphabet; Classroom language.* | Year 6 Unit 22: Au café  (Drinks & snacks)  *+ Revision of numbers 69-100; Alphabet; Classroom language.* |  | Year 5 Unit 13: Ma famille  (Family)  *+ Revision of numbers 20-69; Alphabet; Classroom language.* | Year 6 Unit 20: Les cadeaux  (Family)  *+ Revision of numbers 20-69; Alphabet; Classroom language.* |  | Year 5 Unit 15: Cher zoo  (Animals)  *+ Revision of numbers 69-100; Alphabet; Classroom language.* | | | Year 6 Unit 21: Le Carnival des animaux (Animals)  *+ Revision of numbers 69-100; Alphabet; Classroom language.* |  |