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| **Slingsby County Primary School - LONG TERM PLANNING**  **Cycle B – Class Four (Year 5/6) 2019-2020** | | | | | | | | | | | |
|  | Autumn 1 | Autumn 2 |  | Spring 1 | | Spring 2 |  | Summer 1 | | Summer 2 | |  |
| Theme –  History Geography | People & Places:  Children compare disparate peoples and places in the UK, Europe, North America and South America. Look at local area and discover the similarities and differences between where they live and other locations (listed below). Develop a range of skills in understanding key human and physical geography.  -Local Area  -Grand Canyon  -Mexico  -Amazon Basin  -Peruvian Andes  -Alps  Locational knowledge  **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**  Place knowledge  **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, and a region within North or South America**  Human and physical geography  **Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** | |  | Mountains & Rivers:  **Children learn what mountains, rivers and coasts actually are, some of the forces that help create and shape these important features, and the effects they have on the world around them. They will learn about the climates, human interactions, and lifestyles shaped by the mountains, rivers and coasts of the world.**  **Possible visit to Flamborough Head**  Locational knowledge:  **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**  **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).**  Human and physical geography  **Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** | | |  | The Indus Valley  NC: Children should be taught: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066:  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Indus Valley.  -Cities  -Everyday life  -Craftspeople & Trade  -Farming  -Religion in the Indus Valley  Place knowledge  **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, and a region within North or South America**  Human and physical geography  **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 | **Classic Authors: H.G. Wells – Science Fiction (Fiction):**  The Wars Of The Worlds, The Invisible Man, The Time Machine.  **Reports & Journalistic Writing:** Horsel Common Cylinder Landing  **Diary Writing.**  **Slam Poetry.** | **Autumn Set A**  **Persuasive writing (Non-Fiction):**  Travel brochures and leaflets.  **Instructions and Explanations (Non-Fiction) linked to science work.**  **Classic poems**  *The Walrus and the Carpenter* by Lewis Carroll  *Cautionary Tales* by Hilaire Belloc |  | **Spring Set A**  **Genre fiction (Fiction):**  *Short* by Kevin Crossley Holland  **Argument and debate (Non-Fiction):**  Ocean pollution.  **Classic narrative and oral poetry**  *The Ballad of Charlotte Dymond* by Charles Causley**;** *Lochinvar* by Sir Walter Scott | | **Spring Set A**  **Drama: Shakespeare**  Mr William Shakespeare’s *Plays by* Marcia Williams  **Non-Chronological reports (Non-Fiction):**  How coastal features are formed.  **Poetic Style:**  You Wait Till I’m Older Than You by Michael Rosen  Collected Poems by Roger McGough |  | **Summer Set A**  **Classic fiction (Fiction):**  *The Jungle Book* & Just So Stories by Rudyard Kipling  **Biographies and autobiographies (Non-Fiction):**  *Boy and Going Solo* by Roald Dahl  *Singing for Mrs Pettigrew/Homecoming* by Michael Morpurgo | | **Summer Set A**  **Classic modern fiction Fantasy Genre (Fiction):**  Dragon Rider by Cornelia Funke  **Poetry:** Composing Year 6 leavers poems – rhyming couplets. | |  |
| Maths | ABC 1 | CDE1 |  | ABC 2 | | CDE 2 |  | ABC 3 | | CDE 3 | |  |
| Science | Year 5 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. | |  | Year 6 Electricity  \*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. | | Year 6 Light  \*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. |  | Year 6 Animals including Humans:  -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.  Non-Statutory coverage:  Build on previous learning about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. | | | |  |
| ICT | Search engines and word  Processing skills.  Communicating with audiences: **Using email.** | Search engines and word  Processing skills.  Giving Instructions: **Coding** (Jam Sandwich).  **My Robot Friends.** |  | Making Games & Activities: **Coding. Scratch.**  Control technology  Coding | | Powerpoint Presentations & presenting to an audience. |  | Branch diagrams &  Classification. **Clickcharts Diagram and Flowchart software for Windows.**  **Questioning & Sorting Data. Powerpoint.** | | | **Stop Motion Animation: MonkeyJam.** |  |
| Art/ DT | Perspective Drawing  Hindu God paintings  Art Assessment: Obs’ drawing - flowers | Christmas cards & calendars |  | Scarecrow Sculptures | | Moving Toys (Cams, levers  & linkages, and creating  movement)(DT) |  | Slippers/sandals (Sewing & fabric work)(DT) | | Incan Art - Printing | |  |
| R.E. | What makes Jesus an inspiration to some people?  Hinduism (Divali) | Christmas – Peace: Yr 5 |  | Sacred Places – Yr 5 & 6 | | Resurrection & Salvation – Yr 6 |  | Respect & Tolerance  Sikhism |  | Questions for God | |  |
| PE | Basic movements: Dance | Ball Games |  | Gymnastics | | Invasion games |  | Field games & Swimming | | Athletics | |  |
| PSHCE Using the units from SEAL | New beginnings | Changes – anti bullying week |  | Going for goals | | Good to be me |  | Relationships | | Cyber Safety | |  |
| music | **NY Scheme for Music: Unit 4 - Structure (Yr5/6)**  -Improvise a short melody.  -Identify and talk about good things in performance/composition and how to improve them.  -To analyse and identify different structures.  -Begin to compose a song with verse and chorus.  -Notate chords using symbols to accompany a song.  -Compose and perform a song with verse and chorus.  -Analyse and compare features in a pop song.  -Perform from staff notation.  -Analyse and compare features in Samba, rap, pop, rock n roll and blues music.  Christmas production | |  | **NY Scheme for Music: Unit 5 - Mood (Yr5/6)**  -Perform from a graphic score.  -Notate music as a graphic score.  -Talk about the different effects being created to show the composer’s intention.  -Identify what is happening in the music, analysing and comparing features in different pieces of programme music/film music.  Compose programme music and to notate as a graphic score.  -Talk about the purpose music is written for and the way that this affects the way music is created and performed.  Easter production | | |  | **NY Scheme for Music: Unit 6 – Musical Elements (Yr5/6)**  -Talk about different types of music and compare different types of music using musical vocabulary.  -To analyse and compare features in different pieces of music developing an understanding of the history of music.  -Compose music using appropriate musical devices.  -Identify an individual’s role within composition and performance.  -Develop ideas when creating composition work.  - Use a variety of notations when writing down a group composition.  -Talk confidently about music, accuracy identifying features.  Year 6 Leaver’s Service | | | |  |
| French | Unit 14 Year 5: On fait la fete (Birthdays)  *+ Revision of numbers 10-20; Alphabet; Classroom language* | Year 6 Unit 19: Les portraits (Facial Features)  *+ Revision of numbers 10-20; Alphabet; Classroom language.* |  | Unit 17 Year 5: Vive le temps libre (Sport)  *+ Revision of numbers 20-69; Alphabet; Classroom language.* | Unit 23 Year 6: Tour de France (Compass points)  *+ Revision of numbers 20-69; Alphabet; Classroom language.* | |  | Unit 18 Year 5: A la plage (Beach vocab)  *+ Revision of numbers 69-100; Alphabet; Classroom language.* | | | Year 6 Unit 24: Destinations (Euro countries/capitals)  *+ Revision of numbers 69-100; Alphabet; Classroom language.* |  |