



**CLASS 4 (Year 5 & 6)**  
**LONG TERM PLANNING**  
**2023 - 2024**

**Slingsby Community Primary School - LONG TERM PLANNING**

**Cycle B – Class Four (Year 5/6) 2023-2024**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme – History Geography</p>	<p><u>Ancient Greece:</u> A study of Greek life and achievements and their influence on the western world. -Investigating the timeline and four main periods of the Greek Empire: Including the achievements of key figures i.e. Alexander the Great. -Exploring different kinds of historical sources and evaluating their usefulness. -Learning about trading and design; researching lifestyle and clothing; and a study of key Ancient Greek buildings. -Researching democracy (Link to British Values). -Looking at the Olympics and its modern legacy. -Religion: The Afterlife.</p> <p><u>Locational knowledge:</u> -Africa &amp; Asia linked to the expansion of the Greek Empire: Mapping focus. Key topographical features (including hills, mountains, coasts and rivers)</p> <p>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).</p>	<p><u>The Mayans:</u> NC: The study of a non-European society that provides contrasts with British history –Mayan civilization c. AD 900.</p> <p>-The Maya in context -Writing -Maths &amp; Calendar -Cities &amp; Architecture -Trade -Religion -Technology -Everyday Life -Farming</p> <p><u>Upper KS2 Geographical Skills:</u> -Keys, compasses &amp; grid references -Compasses and contours -Mapping Land Use -Digital Analysis &amp; Presentation -Using maps of the UK &amp; Wider World</p>	<p><u>The Indus Valley</u> 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.</p> <p>-Cities -Everyday life -Craftspeople &amp; Trade -Farming -Religion in the Indus Valley</p> <p>Place knowledge <b>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</b></p> <p>Human and physical geography <b>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</b></p>			

<p>English Fiction N Fiction Poetry</p>	<p><b>Myths &amp; Legends: Percy Jackson &amp; Greek Myths (Fiction):</b></p> <ul style="list-style-type: none"> <li>• Story openings based on Percy Jackson</li> <li>• Informal letter</li> <li>• Revision of Noun phrases</li> </ul> <p><b>Letters (Non-fiction):</b></p> <ul style="list-style-type: none"> <li>• Thank you letters to Peat Rigg staff</li> </ul>	<p><b>Myths &amp; Legends: Percy Jackson &amp; Greek Myths (Fiction):</b></p> <ul style="list-style-type: none"> <li>• Descriptive prediction of which cabin you would belong to</li> <li>• Explore the subjunctive form through drafting rules for Camp Half-Blood</li> </ul> <p><b>Recounts (Non-fiction):</b></p> <ul style="list-style-type: none"> <li>• Recounts of the school visit to the Pantomime</li> </ul>	<p>Spring Set A (Year 5/6)</p> <p><b>Myths &amp; Legends: Percy Jackson &amp; Greek Myths (Fiction)</b></p> <ul style="list-style-type: none"> <li>• Instructions – how to survive Camp Half-Blood</li> </ul> <p><b>Persuasive writing (Non-fiction):</b></p> <ul style="list-style-type: none"> <li>• Advertising and Influencing</li> </ul> <p><b>Poems on a Theme:</b></p> <ul style="list-style-type: none"> <li>• Science</li> </ul>	<p>Spring Set A (Year 5/6)</p> <p><b>Short Stories (Fiction):</b></p> <ul style="list-style-type: none"> <li>• African Stories</li> </ul> <p><b>Reports (Non-fiction):</b></p> <ul style="list-style-type: none"> <li>• Re-wilding</li> </ul> <p><b>Poems on a Theme:</b></p> <ul style="list-style-type: none"> <li>• Portrait Poems</li> </ul>	<p>Summer Set A (Year 5/6)</p> <p><b>Graphic Novels (Fiction):</b></p> <ul style="list-style-type: none"> <li>• When stars are scattered</li> </ul> <p><b>Information Texts (Non-fiction):</b></p> <ul style="list-style-type: none"> <li>• Kings and Queens</li> </ul> <p><b>Poems on a Theme:</b></p> <ul style="list-style-type: none"> <li>• Migration</li> </ul>	<p>Summer Set A (Year 5/6)</p> <p><b>Adventure Stories (Fiction):</b></p> <ul style="list-style-type: none"> <li>• The Explorer</li> </ul> <p><b>Instructions and Explanations (Non-fiction):</b></p> <ul style="list-style-type: none"> <li>• Fake News</li> </ul> <p><b>Classic Poems:</b></p> <ul style="list-style-type: none"> <li>• Selected by Michael Rosen</li> </ul>
<p>Maths</p>	<p><b>White Rose Mastery Year 5:</b> Week 1-3: Place Value Week 4-5: Addition and Subtraction Week 6-8: Multiplication and Division A</p> <p><b>Year 6:</b> Week 1-2: Place Value</p>	<p><b>White Rose Mastery Year 5:</b> Week 9-12: Fractions A</p> <p><b>Year 5 Spring White Rose Mastery:</b> Week 1-3: Multiplication and division B</p> <p><b>Year 6:</b></p>	<p><b>White Rose Mastery Year 5:</b> Week 1-3: Multiplication and division B (finish off) Week 4-5: Fractions B Week 6-8: Decimals and percentages</p> <p><b>Year 6:</b> Week 1-2: Ratio Week 3-4: Algebra</p>	<p><b>White Rose Mastery Year 5:</b> Week 6-8: Decimals and percentages Week 9-10: Perimeter and area Week 11: Statistics</p> <p><b>Year 6:</b></p>	<p><b>White Rose Mastery Year 5:</b> Week 1-3: Shape Week 4-5: Position and direction Week 6-8: Decimals</p> <p><b>Year 6:</b> Week 1-3: Shape Week 4: Position and direction</p>	<p><b>White Rose Mastery Year 5:</b> Week 6-8: Decimals Week 9: Negative numbers Week 10-11: Converting units Week 12: Volume</p> <p><b>Year 6:</b> Themed projects, consolidation and</p>

	Week 3-7: Four operations Week 8-9: Fractions A	Week 8-9: Fractions A Week 10-11: Fractions B Week 12: Converting Units	Week 5-6: Decimals	Week 7-8: Fractions, decimals and percentages Week 9-10: Area, perimeter and volume Week 11: Statistics		problem solving ready for Year 7
Science	<u>Year 5 Earth and space:</u> *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.		<u>Year 6 Electricity</u> *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.	<u>Year 6 Light</u> *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.	<u>Year 6 Animals including Humans:</u> -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.  <u>Non-Statutory coverage:</u> 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.	
Computing	Y6 Computing Systems and Networks – Communication/Searching the web.	Y5 – Creating Media – Video Editing	Y5 – Computing Systems and Networks – Sharing Information	Y6 – Creating Media – Web Page Creation / Presenting to an audience.	Y5 – Data and Information – Flat-file Databases. (Data focus/Excel)	Y6 – Programming A – Variables in Games
Art/ DT	Kapow: Digital world – Navigating the World (Year 6)	Kapow: Sculpture and 3D – Interactive installation (Year 5)	Kapow: Electrical systems – Steady hand game (Year 6)	Kapow: Drawing – Make my voice heard (Year 6)	Kapow: Cooking and Nutrition - What could be healthier? (Year 5)	Kapow: Painting and mixed media – Artist study (Year 6)
R.E.	North Yorks U2.4: If God is everywhere, why go to a place of worship? (reference to Judaism and pilgrimage in Hinduism)  Hinduism (Divali)	North Yorks U2.2: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)  Christmas – Peace: Yr 5	North Yorks U2.6: What does it mean to be a Muslim in Britain today?	Resurrection & Salvation – Yr 6	Sikhism	North Yorks U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?

PE	Invasion: Netball Trip to Peat Rigg Gymnastics: Counter balance & Counter Tension	Invasion: Football  Swimming	Invasion: Tag Rugby  Health Related Exercise	Invasion: Hockey  OAA: Communication & Problem Solving	Striking & Fielding: Rounders  Net/Wall: Tennis	Striking & Fielding: Cricket  Athletics inc Running, Throwing & Jumping
PSHE/RSE (Kapow/Slingsby CP objectives)	New beginnings (first week to introduce children to their new class) Kapow Yr 5/6 (Cycle B): Citizenship	Kapow Yr 5/6 (Cycle B): Families and relationships / me and my future	Kapow Yr 5/6 (Cycle B): Health and Wellbeing	Kapow Yr 5/6 (Cycle B): Economic wellbeing	Kapow Yr 5/6 (Cycle B): Safety and the changing body	Sex Education (Year 6) Kapow Yr 5/6 (Cycle B): Transition
music	<b>SING EDUCATION</b>  Christmas production		<b>SING EDUCATION:</b> <ul style="list-style-type: none"> <li>• Pop Music 1: Arrangements and Improvisation</li> <li>• Pop Music 2: Chords and Bass Lines</li> </ul> Song at Easter service		<b>SING EDUCATION</b>  Year 6 Leaver's Service	
French	Year 5/6: Portraits – describing in French (Cycle A)	Year 5/6: Meet my French family (Cycle A)	Year 5/6: Clothes – getting dressed in France (Cycle A)	Year 5/6: French weather (Cycle A)	Year 5/6: Planning a French holiday (Cycle A)	Year 5/6: Exploring the French speaking world (Cycle A)