

Slingsby County Primary School - LONG TERM PLANNING

Cycle A – Class Four (Year 5/6) 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History (Kapow Primary)	<u>Year 5/6 Cycle A</u> <u>British history 4: Were the Vikings raiders, traders or something else?</u> -Explain where the Vikings came from and why they invaded Britain -Sequence events according to their significance for groups of people -Find evidence and make inferences from sources -Name Viking trade routes -Explain why trade routes were important to the Vikings -Identify the differences between Viking sagas -Evaluate the impact of Viking achievements -Lesson 1: When and why did the Vikings come to Britain? -Lesson 2: Were the Vikings raiders, traders or something else? -Lesson 3: Where did the Vikings go? How did they get there? -Lesson 4: Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? -Lesson 5: What were the impacts of Viking raids and settlements on local communities in Britain? -Lesson 6: What were the Vikings' achievements and how did they impact the world?		<u>Year 5/6 Cycle A</u> <u>British history 5: What was life like in Tudor England?</u> -Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources -Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence -Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements -Identify primary sources, highlighting evidence in a source and make historical deductions from evidence -Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester -Make deductions using inventories and making judgements as to whether a person was rich or poor -Explain how inventories are useful to historians and create a realistic inventory -Lesson 1: Fair ruler or tyrant? What was Henry VIII really like? -Lesson 2: Why did Henry VIII have so many wives? -Lesson 3: Why was Anne Boleyn executed? -Lesson 4: What was a Royal Progress? -Lesson 5: What was a Royal Progress like? -Lesson 6: What can inventories tell us about life in Tudor times? (Part 1) -Lesson 7: What can inventories tell us about life in Tudor times? (Part 2)		<u>Year 5/6 Cycle A</u> <u>British history 6: What was the impact of World War II on the people of Britain?</u> -Identify the causes of World War 2 -Identify the different phases in the Battle of Britain -Make inferences and deductions about a photograph -Describe how children may have felt when evacuated -Evaluate the accuracy and reliability of sources -Describe the impact WW2 had on women's lives -Lesson 1: Why did Britain go to war in 1939? -Lesson 2: Who won the Battle of Britain? -Lesson 3: What do sources tell us about the Blitz? -Lesson 4: What was evacuation like for children? (Part 1) -Lesson 5: What was evacuation like for children? (Part 2) -Lesson 6: What impact did WW2 have on women's lives? -Lesson 7: Why did people migrate to Britain during and after World War 2? Opportunity for a class trip to Eden Camp.	

<p>Geography (Kapow Primary)</p>	<p><u>Geography – What is life like in the Alps? (Kapow Year 5/6 Cycle A)</u></p> <ul style="list-style-type: none"> -Locate the Alps on a world map and identify and label the eight countries that spread through. -Locate three physical and three human characteristics in the Alps. -Research and describe the physical and human features of Innsbruck. -Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. -Compare the human and physical geography of their local area and Innsbruck. -Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' <p>-Lesson 1: Where are the Alps? -Lesson 2: What is it like in the Alps? -Lesson 3: Why do people visit the Alps? -Lesson 4: What is there to do in our local area? -Lesson 5: How are the Alps different from our local area? -Lesson 6: What is life like in the Alps?</p>	<p><u>Geography – Would you like to live in the desert? (Kapow Year 5/6 Cycle A)</u></p> <ul style="list-style-type: none"> -Identify the lines of latitude where hot desert biomes are located. -Describe the characteristics of a hot desert biome. -Locate the largest deserts in each continent. -Describe ways the Mojave Desert is used. -Name and describe the physical features found in a desert. -Identify how humans use the desert. -Explain how human activity may contribute to the changing climate and landscape of a desert. -Recognise that the Mojave Desert has a different time zone to the UK. -Describe some of the threats to deserts. -Give the benefits and drawbacks of living in a desert environment. -Identify characteristics of two contrasting biomes and compare land use. -Discussing if a desert environment is hospitable and why. <p>-Lesson 1: What is a hot desert biome? -Lesson 2: Where are deserts located? -Lesson 3: What physical features are found in a desert? -Lesson 4: How can people use deserts? -Lesson 5: What are the threats to deserts? -Lesson 6: Would you like to live in the desert?</p>	<p><u>Geography – Where does our energy come from? (Kapow Year 5/6 Cycle A)</u></p> <ul style="list-style-type: none"> -Describe the significance of energy. -Give examples of sources of energy and their trading routes. -Define renewable and non-renewable energy. -Discuss the benefits and drawbacks of different energy sources. -Describe the significance of the Prime Meridian. -Identify human features on a digital map. -Discuss how transport links have changed over time. -Locate UK cities on a map. -Use six-figure grid references to identify features on an OS map. -Consider and justify the location of energy sources. -Design and use interview questions. -Plot points on a sketch map. <p>-Lesson 1: Why is energy important? -Lesson 2: What is renewable energy? -Lesson 3: How does the United States generate energy? -Lesson 4: How does the United Kingdom generate energy? -Lesson 5: What is the best way to generate energy? -Lesson 6: Where is the best place for a solar panel on the school grounds?</p>
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English Fiction Non Fiction Poetry (Hamilton Brookes)	Autumn 1: Year 5/6 Week 1-4: The Iron Man (Fiction) Genre: Science-Fiction Key text(s): -The Iron Man Week 4: School test week Week 5-8: Black and British (Non-fiction) Genre: Interviews and Articles Key text(s): -Black and British – An illustrated history -Black History Month: Men Who Made History in Britain -Black History Month: Great Women you should know about -Black History Month: Pioneers in Black History	Autumn 2: Year 5/6 Week 1-2: Black and British (Non-fiction continued) Genre: Interviews and Articles Key text(s): -Black and British – An illustrated history -Black History Month: Men Who Made History in Britain -Black History Month: Great Women you should know about -Black History Month: Pioneers in Black History Week 3-7: The Boy in the Tower (Fiction) Genre: Science-Fiction Key text(s): -Boy in the Tower		Spring 1: Year 5/6 Week 1-3: Space (Non-fiction) Genre: Reports and Recounts Key text(s): -Hidden Figures – The True Story of Four Black Women and the Space Race -Curiosity – The Story of a Mars Rover -Meet Jessica Watkins: Meet the first black woman to work on the ISS -Mars Curiosity Rover: Methane gas source found on Mars Week 4-6: Holes (Fiction) Genre: Adventure stories Key text(s): -Holes Poems: Haiku poetry in collaboration with Kemps bookstore	Spring 2: Year 5/6 Week 1-2: Holes (Fiction-continued) Genre: Adventure stories Key text(s): -Holes School test week Week 4-5: Poems from a Green and Blue Planet Genre: Poems on a theme Key text(s): -Poems from a Green and Blue Planet, edited by Sabrina Mahfouz Week 6: The Day the Screens went Blank (Fiction) Genre: Humorous Stories Key text(s): -The Day the Screens went Blank	Summer 1: Year 5/6 Week 1: The Day the Screens went Blank (Fiction - continued) Genre: Humorous Stories Key text(s): -The Day the Screens went Blank Week 2-3: Rise up (Non-fiction) Genre: Biographies Key text(s): -Rise Up: Ordinary Kids with Extraordinary Stories Week 4: SATs week: Lessons subject to change Week 5: I am Unique Genre: Poetry Key text(s): -Life Doesn't Frighten Me -Being Me: Poems About Thoughts, Worries and Feelings -Rhythm and Poetry	Summer 2: Year 5/6 Week 1+2: Adventures (Non-fiction) Genre: Explanations and Instructions Key text(s): -The Lost Book of Adventure Week 3: School test week Week 4+5: Framed (Modern Fiction) Genre: Mystery Key text(s): -Framed Week 6+7: Historic Speeches (Non-Fiction) Genre: Persuasive writing Key text(s): -Talking History
Maths (White Rose)	White Rose Mastery Year 5 -Place value (week 1-3)	White Rose Mastery Year 5 Fractions A (Week 9-12) Year 6		White Rose Mastery Year 5 -Multiplication and division B (Week 1-3) -Fractions B (Week 4-5)	White Rose Mastery Year 5 -Decimals and percentages (Week 6-8)	White Rose Mastery Year 5 -Shape (Week 1-3) -Position and direction (Week 4-5)	White Rose Mastery Year 5 -Decimals (Week 6-8)

	-Addition and subtraction (week 4-5) -Multiplication and division A (week 6-8) Year 6 -Place value (week 1-2) -Four operations (week 3-7) -Fractions A (week 7-9)	-Fractions B (Week 9-11) -Measurement: converting units (Week 12) Year 6 -Ratio (Week 1-2) -Algebra (Week 3-4) -Decimals (Week 5-6)	-Decimals and percentages (Week 6-8) Year 6 -Ratio (Week 1-2) -Algebra (Week 3-4) -Decimals (Week 5-6)	-Perimeter and area (Week 9-10) -Statistics (Week 11-12) Year 6 -Fractions, decimals and percentages (Week 7-8) -Area, perimeter and volume (Week 9-10) -Statistics (Week 11-12)	Year 6 -Shape (Week 1-3) -SATs: Monday 12 th May 2025 Tuesday 13 th May 2025 Wednesday 14 th May 2025 Thursday 15 th May 2025 -Position and direction (Week 4)	-Negative numbers (Week 9) -Converting units (Week 10-11) -Volume (Week 12) Year 6 -Themed projects, consolidation and problem solving based on work across the year -Preparation work ready for Year 7
Science (Kapow Primary)	<u>Year 5: Materials: Mixtures and separation</u> -Define the term 'mixture' and name some common examples -Define the term 'sieving' and explain how sieving separates mixtures -Define the term 'filtering' and explain how filtering separates mixtures -Define the terms 'solution' and 'dissolve' and name some common examples of solutions -Recall some factors that affect the time taken to dissolve -Describe the effect of temperature on the time taken to dissolve -Define the term 'evaporating' and	<u>Year 5: Materials: Properties and changes</u> -Determine the hardness of different materials and link this to their uses -Determine the transparency of different materials and link this to their uses -Determine the thermal and electrical conductivity of different materials and link this to their uses -Demonstrate, identify and describe reversible and irreversible changes <u>Working scientifically:</u> -Evaluate the hardness test to determine the degree of trust in the results -Plan and draw a table of results -Write a detailed, organised and easy to follow method -Write a prediction using prior knowledge of the states of matter	<u>Year 5: Living things and their habitats: Life cycles and reproduction</u> -Describe the life cycle of a plant, including the reproductive stage -Describe the life cycle of a mammal -Describe the life cycle of a bird and compare it with that of a mammal -Describe the life cycle of an amphibian -Describe the life cycle of an insect and compare it with that of an amphibian -Describe asexual reproduction in plants <u>Working scientifically:</u> -Observe and compare equivalent parts in different flowers -Research the life cycles of different mammals -Pose questions to compare the life cycles of different birds -Suggest how one temperature may affect egg hatching -Use data to describe a relationship and make predictions	<u>Year 6: Living things: Classifying big and small</u> -Define the term 'organism' and name the seven life processes of all living things -Describe the work of Carl Linnaeus -Define the term 'vertebrate' and name the vertebrate groups -Describe the characteristics of fish, amphibians, reptiles, birds and mammals -Compare the characteristics of the vertebrate groups -Define the term 'invertebrate' -Describe the characteristics of worms, snails, spiders and insects -Compare the characteristics of the invertebrate groups -Name the plant group	<u>Year 6: Living things: Evolution and inheritance</u> -Define and identify variation in organisms and recall that it is caused by inherited and environmental factors -Recall that living things produce offspring of the same kind but are not normally identical to their parents -Describe patterns of inheritance from parent to offspring in a given example or family tree -Describe what an adaptation is; it cannot be chosen and is usually inherited -Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive -Explain how variation may affect survival within	<u>Year 5: Forces and space: Unbalanced forces</u> -Describe gravity and its effects. -Describe the relationship between mass and gravity. -Describe air resistance and its effects. -Describe friction and its effects. -Describe water resistance and its effects. -Describe the relationship between surface area and air and water resistance. -Explain how to make an object aerodynamic or streamlined. -Describe the effects of levers, pulleys and simple machines on movement. <u>Working scientifically:</u> -Analyse predictions, data and anomalies to write a conclusion. -Plan a fair test to investigate air resistance.

	<p>explain how it separates solutions</p> <ul style="list-style-type: none"> -Identify when sieving, filtering and evaporating should be used <p>Working scientifically:</p> <ul style="list-style-type: none"> -Research a mixture to find out what substances it is made from -Draw and annotate a diagram to explain how sieving separates a solid-solid mixture -Identify and justify which type of enquiry to use to answer my testable question -Identify solutions by observing and describing their appearance -Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve -Choose which measurements to take and how long to take them for 	<ul style="list-style-type: none"> -Analyse observations about rusting and use them to support a conclusion -Measure accurately in centimetres 		<ul style="list-style-type: none"> -Represent root growth over time on a line graph 	<ul style="list-style-type: none"> -Describe the characteristics of flowering plants, ferns, mosses and conifers -Define the term 'micro-organism' and name some examples <p>Working scientifically</p> <ul style="list-style-type: none"> -Use a classification key to group and identify organisms -Make a simple classification key 	<p>a population and recall what natural selection means</p> <ul style="list-style-type: none"> -Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species -Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy <p>Working scientifically</p> <ul style="list-style-type: none"> -Sort variation as environmental, inherited or a mixture of both -Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control -Comment on the reliability of the results and the degree of trust -Consider how evidence is used to form theories and the degree of trust the evidence offers 	<ul style="list-style-type: none"> -Write a method. -Evaluate a method and judge the degree of trust. -Design a results table. -Calculate the mean average from repeat data. -Draw and annotate a diagram. -To draw an accurate line graph. 	
Computing (Kapow Primary)	Year 5: Programming 2: Micro:bit	Year 5: Data handling: Mars Rover 1		Year 5: Skills showcase: Mars Rover 2	Year 6: Computing systems and networks: Bletchley Park and the history of computers	Year 6: Skills showcase: Inventing a product	Year 5: Online safety	
Art/ DT (Kapow Primary)	Kapow: Textiles: Stuffed Toys (DT – Year 5)	Kapow: Painting and mixed media – Portraits (Art - Year 5)		Kapow: Craft and design – Architecture (Art - Year 5)	Kapow: Structures: Bridges (DT – Year 5)	Kapow: Mechanical systems: Automata toys (DT - Year 6)	Kapow: Craft and design – Photo opportunity (Art - Year 6)	

R.E.	North Yorks U2.1: Why do some people believe God exists?	North Yorks U2.9: What can be done to reduce racism? Can religion help?		North Yorks U2.7: What matters most to Christians and Humanists?	North Yorks U2.10: Green religion? What do religious and non-religious worldviews teach about caring for the Earth?		North Yorks U2.3: What do religions say to us when life gets hard?	North Yorks U2.5: Art in RE (Is it better to express your religion in arts and architecture or in charity and generosity?)	
PE (Complete PE)	Invasion: Netball Health Related Exercise	Invasion: Football Gymnastics: Matching & Mirroring		Invasion: Basketball Dance: Carnival	Invasion: Hockey OAA: Orienteering & Leadership		Striking & Fielding: Rounders Net/wall: Tennis Swimming	Striking & Fielding: Cricket Athletics including Running, Throwing & Jumping	
PSHE/RSE (Kapow Primary)	Year 5/6 Cycle A: Families and relationships	Year 5/6 Cycle A: Health and wellbeing		Year 5/6 Cycle A: Safety and the changing body	Year 5/6 Cycle A: Citizenship		Year 5/6 Cycle A: Economic wellbeing	Year 5/6 Cycle A: Transition	
Music (Kapow Primary - condensed)	Year 5 – Composition notation (Theme: Ancient Egypt) Christmas production			Year 6 – Theme and variations (Theme: Pop Art) Year 5 – South and West Africa Song in Easter service			Year 6 – Composing and performing a Leavers' song Year 6 Leaver's Service		
French (Kapow Primary)	Year 5/6 – French transport (Cycle B)	Year 5/6 – In my French house (Cycle B)		Year 5/6 – French music celebrations (Cycle B)	Year 5/6 – Verbs in a French week (Cycle B)		Year 5/6 – Visiting a town in France (Cycle B)	Year 5/6 – French sport and the Olympics (Cycle B)	