

**Michael Syddall CofE Primary School – Long term Planning Year 5 and 6**

<b>Year A – Autumn Term 1<sup>st</sup> Half</b>		<b>The Mayans</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b><i>Mayan civilization c. AD 900</i></b>; Benin (West Africa) c. AD 900-1300.</li> </ul> Children will learn how to – <ul style="list-style-type: none"> <li>Construct and sequence the past, establish narratives &amp; have chronologically secure knowledge and understanding</li> <li>Understand the concepts of change &amp; development and cause &amp; effect</li> <li>Understand how the past is constructed from a range of sources</li> <li>Plan and carry out an enquiry and use sources as evidence</li> </ul>		<b>Year 5</b>  <b>Unit 5.1</b> Coding (6 weeks)  <b>Unit 5.2</b> Online Safety (2 weeks)	<b>Year 6</b>  <b>Unit 6.1</b> Coding (6 weeks)  <b>Unit 6.2</b> Online Safety (2 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<b>Year 5 – Earth and Space</b> - Out of this world	<b>Year 6 – Animals including Humans-</b> Healthy Bodies	Food – celebrating culture and seasonality	
<b>PE</b>		<b>ART</b>	
<b>Year 5 – Invasion – Football</b> Swimming	<b>Year 6 – Invasion – Football</b> Health Related Fitness	<b>Technique</b> - Collage	<b>Artist</b> – The Mayans
<b>MUSIC</b>		<b>PSHE</b>	
<b>Year 5 – Our Community</b> (Performance)	<b>Year 6 – World Unite</b> (Step Dance Performance)	Me and My Relationships	
<b>RE</b>		<b>FRENCH</b>	
<b>Year 5 – What does it mean if God is holy and loving?</b>	<b>Year 6 – Why do some people believe in God and some not?</b>	<b>Year 5 – Ma famille</b>	<b>Year 6 – Les portraits</b>
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Hope		<b>Year 5 –</b> <b>SELF-BELIEF, EMPATHY, CURIOSITY</b>	<b>Year 6 –</b> <b>INTEGRITY, RESOURCEFULNESS</b>
<b>BRITISH VALUE</b>			
Individual Liberty			

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<b>Year A – Autumn Term 2<sup>nd</sup> Half</b>		<b>The Mayans</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b><i>Mayan civilization c. AD 900</i></b>; Benin (West Africa) c. AD 900-1300.</li> </ul> Children will learn how to – <ul style="list-style-type: none"> <li>Construct and sequence the past, establish narratives &amp; have chronologically secure knowledge and understanding</li> <li>Understand the concepts of change &amp; development and cause &amp; effect</li> <li>Understand how the past is constructed from a range of sources</li> <li>Plan and carry out an enquiry and use sources as evidence</li> </ul>		<b>Year 5 –</b>  <b>Unit 5.3</b> Spreadsheets (6 weeks)	<b>Year 6 –</b>  <b>Unit 6.7</b> Quizzing (6 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<b>Year 5 – Forces – Let's get Moving</b>	<b>Year 6 – Evolution and Inheritance</b>	Food – celebrating culture and seasonality	
<b>PE</b>		<b>ART</b>	
<b>Year 5 – Invasion – Netball Swimming</b>	<b>Year 6 – Invasion – Netball Dance – Carnival</b>	<b>Technique - Collage</b>	<b>Artist – The Mayans</b>
<b>MUSIC</b>		<b>PSHE</b>	
<b>Year 5 – Solar System (Listening)</b>	<b>Year 6 – Journeys (Song Cycle Performance)</b>	Keeping Myself Safe	
<b>RE</b>		<b>FRENCH</b>	
<b>Year 5 – What will make our village a more respectful place?</b>	<b>Year 6 – Creation and Science – conflicting or complementary?</b>	<b>Year 5 – Dans ma maison</b>	<b>Year 6 – Les cadeaux</b>
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Hope		<b>Year 5 –</b> <b>SELF-BELIEF, EMPATHY, CURIOSITY</b>	<b>Year 6 –</b> <b>INTEGRITY, RESOURCEFULNESS</b>
<b>BRITISH VALUE</b>			
Individual Liberty			

**Michael Syddall CofE Primary School – Long term Planning Year 5 and 6**

<b>Year A – Spring Term 1<sup>st</sup> Half</b>		<b>UK extending to The World (Incl fieldwork &amp; fair trade)</b>	
<b>GEOGRAPHY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics etc</li> <li>identify the position and significance of latitude, longitude etc</li> <li>human geography, including: types of settlement and land use etc</li> </ul> Children will learn about – <ul style="list-style-type: none"> <li>The UK &amp; local area and the World &amp; continents (and key features)</li> <li>Describe and understand physical and human themes (incl fair trade)</li> <li>Understanding places and connections</li> <li>Map/atlas work and fieldwork/investigations (observe and measure)</li> </ul>		<u>Year 5 –</u>  <b>Unit 5.5</b> Game Creator (5 weeks)	<u>Year 6 –</u>  <b>Unit 6.3</b> Spreadsheets (5 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 5 – Materials</u> – Material World	<u>Year 6 – Light</u>	Electrical systems – monitoring and control	
<b>PE</b>		<b>ART</b>	
<u>Year 5 – Invasion</u> – Tag Rugby OAA- Orienteering	<u>Year 6 – Invasion</u> – Tag Rugby OAA- Orienteering	<u>Technique</u> – N/A	<u>Artist</u> – N/A
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 5 – Life Cycles</u> (Structure)	<u>Year 6 – Growth</u> (Street Dance Performance)	My Healthy Lifestyle	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 5 – Was Jesus the Messiah?</u>	<u>Year 6 – How can following God bring justice and freedom?</u>	<u>Year 5 – Cher Zoo</u>	<u>Year 6 – Le carnaval des animaux</u>
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Community / Perseverance		<u>Year 5 –</u> <b>HONESTY, GRATITUDE,</b> <b>IMAGINATION</b>	<u>Year 6 –</u> <b>COOPERATION</b>
<b>BRITISH VALUE</b>			
Mutual Respect			

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<b>Year A – Spring Term 2<sup>nd</sup> Half</b>		<b>UK extending to The World (Incl fieldwork &amp; fair trade)</b>	
<b>GEOGRAPHY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics etc</li> <li>identify the position and significance of latitude, longitude etc</li> <li>human geography, including: types of settlement and land use etc</li> </ul> Children will learn about – <ul style="list-style-type: none"> <li>The UK &amp; local area and the World &amp; continents (and key features)</li> <li>Describe and understand physical and human themes (incl fair trade)</li> <li>Understanding places and connections</li> <li>Map/atlas work and fieldwork/investigations (observe and measure)</li> </ul>		<u>Year 5 –</u>  <b>Unit 5.4</b> Databases (4 weeks)	<u>Year 6 –</u>  <b>Unit 6.4</b> Blogging (4 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 5 – Life Cycles</u> – Circle of Life	<u>Year 6 – Living Things</u> – Classifying Living Things	Electrical systems – monitoring and control	
<b>PE</b>		<b>ART</b>	
<u>Year 5 –</u> Dance- Greeks Gymnastics- Counter Balance & counter tension	<u>Year 6 –</u> Invasion – Hockey Gymnastics- Matching and Mirroring	<u>Technique</u> - N/A	<u>Artist</u> – N/A
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 5 –</u> Keeping Healthy (Beat)	<u>Year 6 –</u> Roots (Mini Musical Performance)	My Healthy Lifestyle	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 5 –</u> What did Jesus do to save human beings?	<u>Year 6 –</u> What difference does the resurrection make for Christians?	<u>Year 5 –</u> Le petit déjeuner	<u>Year 6 –</u> Au café
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Community / Perseverance		<u>Year 5 –</u> <b>HONESTY, GRATITUDE,</b> <b>IMAGINATION</b>	<u>Year 6 –</u> <b>COOPERATION</b>
<b>BRITISH VALUE</b>			
Mutual Respect			

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<b>Year A – Summer Term 1<sup>st</sup> Half</b>		<b>UK extending to The World (Incl fieldwork &amp; fair trade)</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics etc</li> <li>identify the position and significance of latitude, longitude etc</li> <li>human geography, including: types of settlement and land use etc</li> </ul> Children will learn about – <ul style="list-style-type: none"> <li>The UK &amp; local area and the World &amp; continents (and key features)</li> <li>Describe and understand physical and human themes (incl fair trade)</li> <li>Understanding places and connections</li> <li>Map/atlas work and fieldwork/investigations (observe and measure)</li> </ul>		<u>Year 5 –</u>  <b>Unit 5.6</b> 3D Modelling (4 weeks)	<u>Year 6 –</u>  <b>Unit 6.5</b> Text Adventures (5 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 5 –</u> <b>Animals including Humans-</b> Growing up and growing old	<u>Year 6 –</u> N/A	Textiles – using CAD in textiles & combining different fabric shapes	
<b>PE</b>		<b>ART</b>	
<u>Year 5 –</u> Athletics – Quad Kids Net/Wall – Tennis	<u>Year 6 –</u> Athletics – Quad Kids Net/Wall – Tennis	<u>Technique –</u> drawing / painting	<u>Artist –</u> Lucy Pittaway
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 5 –</u> At the movies (Composition)	<u>Year 6 –</u> Class Awards (Awards Show Performance)	Me and My Future	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 5 –</u> What does it mean for a Jewish person to follow God?	<u>Year 6 –</u> What does it mean for a Jewish person to follow God? <b>INC ELEMENTS OF DIGGING DEEPER</b>	<u>Year 5 –</u> Vive le temps libre	<u>Year 6 –</u> Tour de France
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Forgiveness		<u>Year 5 –</u> <b>COURAGE, FAIRNESS,</b> <b>CONCENTRATION</b>	<u>Year 6 –</u> <b>SELF-MOTIVATION, EVALUATION</b>
<b>BRITISH VALUE</b>			
Democracy / Rule of Law			

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<b>Year A – Summer Term 2<sup>nd</sup> Half</b>		<b>UK extending to The World (Incl fieldwork &amp; fair trade)</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics etc</li> <li>identify the position and significance of latitude, longitude etc</li> <li>human geography, including: types of settlement and land use etc</li> </ul> Children will learn about – <ul style="list-style-type: none"> <li>The UK &amp; local area and the World &amp; continents (and key features)</li> <li>Describe and understand physical and human themes (incl fair trade)</li> <li>Understanding places and connections</li> <li>Map/atlas work and fieldwork/investigations (observe and measure)</li> </ul>		<u>Year 5 –</u>  <b>Unit 5.7</b> Concept Maps (4 weeks)	<u>Year 6 –</u>  <b>Unit 6.6</b> Networks (3 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 5 – Properties and Changes of Materials – Amazing Changes</u>	<u>Year 6 –</u> N/A	Textiles – using CAD in textiles & combining different fabric shapes	
<b>PE</b>		<b>ART</b>	
<u>Year 5 –</u> Health Related Exercise Striking/ Fielding – Cricket	<u>Year 6 –</u> Striking/ Fielding – Cricket Athletics – Competitions	<u>Technique –</u> drawing / painting	<u>Artist –</u> Lucy Pittaway
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 5 –</u> Celebration (Performance)	<u>Year 6 –</u> Moving On (Leavers' Assembly Performance)`	Me and My Future	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 5 –</u> What does it mean for a Jewish person to follow God?	<u>Year 6 –</u> What does it mean for a Jewish person to follow God? <b>INC ELEMENTS OF DIGGING DEEPER</b>	<u>Year 5 –</u> À la plage	<u>Year 6 –</u> Destination vacances
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Forgiveness		<u>Year 5 –</u> <b>COURAGE, FAIRNESS, CONCENTRATION</b>	<u>Year 6 –</u> <b>SELF-MOTIVATION, EVALUATION</b>
<b>BRITISH VALUE</b>			
Democracy / Rule of Law			