

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

Year B – Autumn Term 1 st Half		WW2 and Catterick Garrison	
HISTORY		COMPUTING	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">a local history studya study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066development of Catterick and the Garrison in to an Army base <p>Children will learn how to –</p> <ul style="list-style-type: none">Construct and sequence the past, establish narratives & have chronologically secure knowledge and understandingUnderstand the concepts of change & development and cause & effectUnderstand how the past is constructed from a range of sourcesPlan and carry out an enquiry and use sources as evidence		<u>Year 5</u>	<u>Year 6</u>
		Unit 5.1 Coding (6 weeks)	Unit 6.1 Coding (6 weeks)
		Unit 5.2 Online Safety (2 weeks)	Unit 6.2 Online Safety (2 weeks)
SCIENCE		DT	
<u>Year 5</u> – Earth and Space - Out of this world	<u>Year 6</u> – Animals including Humans- Healthy Bodies	Mechanisms - cams	
PE		ART	
<u>Year 5</u> – Invasion – Football Swimming	<u>Year 6</u> – Invasion – Football Health Related Fitness	<u>Technique</u> – drawing/painting	<u>Artist</u> – Henry Moore
MUSIC		PSHE	
<u>Year 5</u> – Our Community (Performance)	<u>Year 6</u> – World Unite (Step Dance Performance)	Me and My Relationships	
RE		FRENCH	
<u>Year 5</u> – What does it mean if God is holy and loving?	<u>Year 6</u> – Why do some people believe in God and some not?	<u>Year 5</u> – Ma famille	<u>Year 6</u> – Les portraits
OUR VALUES			
CHRISTIAN VALUE		MY PB	
Hope		<u>Year 5</u> – SELF-BELIEF, EMPATHY, CURIOSITY	<u>Year 6</u> – INTEGRITY, RESOURCEFULNESS
BRITISH VALUE			
Individual Liberty			

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

Year B – Autumn Term 2 nd Half		WW2 and Catterick Garrison	
HISTORY		COMPUTING	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• a local history study• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066• development of Catterick and the Garrison in to an Army base <p>Children will learn how to –</p> <ul style="list-style-type: none">• Construct and sequence the past, establish narratives & have chronologically secure knowledge and understanding• Understand the concepts of change & development and cause & effect• Understand how the past is constructed from a range of sources• Plan and carry out an enquiry and use sources as evidence		<p><u>Year 5 –</u></p> <p>Unit 5.3 Spreadsheets (6 weeks)</p>	<p><u>Year 6 –</u></p> <p>Unit 6.7 Quizzing (6 weeks)</p>
SCIENCE		DT	
<u>Year 5 –</u> Forces – Let's get Moving	<u>Year 6 –</u> Evolution and Inheritance	Mechanisms - cams	
PE		ART	
<u>Year 5 –</u> Invasion – Netball Swimming	<u>Year 6 –</u> Invasion – Netball Dance – Carnival	<u>Technique –</u> drawing/painting	<u>Artist –</u> Henry Moore
MUSIC		PSHE	
<u>Year 5 –</u> Solar System (Listening)	<u>Year 6 –</u> Journeys (Song Cycle Performance)	Keeping Myself Safe	
RE		FRENCH	
<u>Year 5 –</u> What does it mean for Muslims to follow God?	<u>Year 6 –</u> Creation and Science – conflicting or complementary?	<u>Year 5 –</u> Dans ma maison	<u>Year 6 –</u> Les cadeaux
OUR VALUES			
CHRISTIAN VALUE		MY PB	
Hope		<u>Year 5 –</u> SELF-BELIEF, EMPATHY, CURIOSITY	<u>Year 6 –</u> INTEGRITY, RESOURCEFULNESS
BRITISH VALUE			
Individual Liberty			

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

Year B – Spring Term 1 st Half		UK vs EU vs South America	
GEOGRAPHY		COMPUTING	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">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 etcunderstand 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 Americafieldwork and transport survey <p>Children will learn about –</p> <ul style="list-style-type: none">The UK & local area and the World & continents (and key features)Describe and understand physical and human themes (incl fair trade)Understanding places and connectionsMap/atlas work and fieldwork/investigations (observe and measure)		<p><u>Year 5 –</u></p> <p>Unit 5.5 Game Creator (5 weeks)</p>	<p><u>Year 6 –</u></p> <p>Unit 6.3 Spreadsheets (5 weeks)</p>
SCIENCE		DT	
<u>Year 5 –</u> Materials – Material World	<u>Year 6 –</u> Light	Food – celebrating culture and seasonality	
PE		ART	
<u>Year 5 –</u> Invasion – Tag Rugby OAA- Orienteering	<u>Year 6 –</u> Invasion – Tag Rugby OAA- Orienteering	<u>Technique –</u> collage	<u>Artist –</u> Gustavo Ortiz
MUSIC		PSHE	
<u>Year 5 –</u> Life Cycles (Structure)	<u>Year 6 –</u> Growth (Street Dance Performance)	My Healthy Lifestyle	
RE		FRENCH	
<u>Year 5 –</u> Was Jesus the Messiah?	<u>Year 6 –</u> How can following God bring justice and freedom?	<u>Year 5 –</u> Cher Zoo	<u>Year 6 –</u> Le carnaval des animaux
OUR VALUES			
CHRISTIAN VALUE		MY PB	
Community / Perseverance		<u>Year 5 –</u> HONESTY, GRATITUDE, IMAGINATION	<u>Year 6 –</u> COOPERATION
BRITISH VALUE			
Mutual Respect			

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

Year B – Spring Term 2 nd Half		UK vs EU vs South America	
GEOGRAPHY		COMPUTING	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">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 etcunderstand 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 Americafieldwork and transport survey <p>Children will learn about –</p> <ul style="list-style-type: none">The UK & local area and the World & continents (and key features)Describe and understand physical and human themes (incl fair trade)Understanding places and connectionsMap/atlas work and fieldwork/investigations (observe and measure)		<p><u>Year 5 –</u></p> <p>Unit 5.4 Databases (4 weeks)</p>	<p><u>Year 6 –</u></p> <p>Unit 6.4 Blogging (4 weeks)</p>
SCIENCE		DT	
<u>Year 5 –</u> Life Cycles – Circle of Life	<u>Year 6 –</u> Living Things – Classifying Living Things	Food – celebrating culture and seasonality	
PE		ART	
<u>Year 5 –</u> Dance- Greeks Gymnastics- Counter Balance & counter tension	<u>Year 6 –</u> Invasion – Hockey Gymnastics- Matching and Mirroring	<u>Technique –</u> collage	<u>Artist –</u> Gustavo Ortiz
MUSIC		PSHE	
<u>Year 5 –</u> Keeping Healthy (Beat)	<u>Year 6 –</u> Roots (Mini Musical Perf)	My Healthy Lifestyle	
RE		FRENCH	
<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
OUR VALUES			
CHRISTIAN VALUE		MY PB	
Community / Perseverance		<u>Year 5 –</u> HONESTY, GRATITUDE, IMAGINATION	<u>Year 6 –</u> COOPERATION
BRITISH VALUE			
Mutual Respect			

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

Year B – Summer Term 1 st Half		The Ancient Worlds – Egypt and Greece	
HISTORY		COMPUTING	
Pupils should be taught about: <ul style="list-style-type: none">the achievements of the earliest civilizations – Ancient EgyptAncient Greece – a study of Greek life and achievements and their influence on the western world Children will learn about – <ul style="list-style-type: none">Construct and sequence the past, establish narratives & have chronologically secure knowledge and understandingUnderstand the concepts of change & development and cause & effectUnderstand how the past is constructed from a range of sourcesPlan and carry out an enquiry and use sources as evidence		<u>Year 5 –</u> Unit 5.6 3D Modelling (4 weeks)	<u>Year 6 –</u> Unit 6.5 Text Adventures (5 weeks)
SCIENCE		DT	
<u>Year 5 –</u> Animals including Humans- Growing up and growing old	<u>Year 6 –</u> N/A	Structures – frame structures	
PE		ART	
<u>Year 5 –</u> Athletics – Quad Kids Net/Wall – Tennis	<u>Year 6 –</u> Athletics – Quad Kids Net/Wall – Tennis	<u>Technique –</u> printing	<u>Artist –</u> Ancient Egyptians
MUSIC		PSHE	
<u>Year 5 –</u> At the movies (Composition)	<u>Year 6 –</u> Class Awards (Awards Show Performance)	Me and My Future	
RE		FRENCH	
<u>Year 5 –</u> What would Jesus do?	<u>Year 6 –</u> What will make our village a more respectful place?	<u>Year 5 –</u> Vive le temps libre	<u>Year 6 –</u> Tour de France
OUR VALUES			
CHRISTIAN VALUE		MY PB	
Forgiveness		<u>Year 5 –</u> COURAGE, FAIRNESS, CONCENTRATION	<u>Year 6 –</u> SELF-MOTIVATION, EVALUATION
BRITISH VALUE			
Democracy / Rule of Law			

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

Year B – Summer Term 2 nd Half		The Ancient Worlds – Egypt and Greece	
HISTORY		COMPUTING	
Pupils should be taught about: <ul style="list-style-type: none">the achievements of the earliest civilizations – Ancient EgyptAncient Greece – a study of Greek life and achievements and their influence on the western world Children will learn about – <ul style="list-style-type: none">Construct and sequence the past, establish narratives & have chronologically secure knowledge and understandingUnderstand the concepts of change & development and cause & effectUnderstand how the past is constructed from a range of sourcesPlan and carry out an enquiry and use sources as evidence		<u>Year 5 –</u> Unit 5.7 Concept Maps (4 weeks)	<u>Year 6 –</u> Unit 6.6 Networks (3 weeks)
SCIENCE		DT	
<u>Year 5 – Properties and Changes of Materials</u> – Amazing Changes	<u>Year 6 –</u> N/A	Structures – frame structures	
PE		ART	
<u>Year 5 –</u> Health Related Exercise Striking/ Fielding – Cricket	<u>Year 6 –</u> Striking/ Fielding – Cricket Athletics – Competitions	<u>Technique –</u> printing	<u>Artist –</u> Ancient Egyptians
MUSIC		PSHE	
<u>Year 5 –</u> Celebration (Performance)	<u>Year 6 –</u> Moving On (Leavers’ Assembly Performance)`	Me and My Future	
RE		FRENCH	
<u>Year 5 –</u> Why is pilgrimage important to some religious believers?	<u>Year 6 –</u> How do religions help people live through good times and bad?	<u>Year 5 –</u> À la plage	<u>Year 6 –</u> Destination vacances
OUR VALUES			
CHRISTIAN VALUE		MY PB	
Forgiveness		<u>Year 5 –</u> COURAGE, FAIRNESS, CONCENTRATION	<u>Year 6 –</u> SELF-MOTIVATION, EVALUATION
BRITISH VALUE			
Democracy / Rule of Law			