

**Curriculum Long Term Plan - Year B**  
**Years 5 and 6**

Subject	Autumn – 1 <sup>st</sup> Half	Autumn – 2 <sup>nd</sup> Half	Spring – 1 <sup>st</sup> Half	Spring – 2 <sup>nd</sup> Half	Summer – 1 <sup>st</sup> Half	Summer– 2 <sup>nd</sup> Half
	<p align="center"><i>Traders and Raiders! (Anglo-Saxons, Scots and Vikings)</i></p>	<p align="center"><i>Extreme Earth!</i></p>	<p align="center"><i>Who Let The Gods Out? (Ancient Greece)</i></p>	<p align="center"><i>The Wild West!</i></p>	<p align="center"><i>Ancient Civilisations/ South America</i></p>	<p align="center"><i>Survival!</i></p>
<p>English <i>See medium term planning for NC coverage</i></p>	<p><b>Whole class texts</b></p> <ul style="list-style-type: none"> <li>• ‘Beowulf’ by Michael Morpurgo</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Historical Story</li> <li>• Informal letter from Beowulf</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Description of Grendel's Lair</li> <li>• Explanation Text: How to Kill a Monster</li> <li>• A ‘Hero’ Job Advert</li> <li>• Newspaper Report on the defeat of Grendel</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• ‘The Jabberwocky’ by Lewis Carroll</li> <li>• Beowulf's Victory Song</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• suffixes: -ly, -ure, -ous, -ive, -ance,-ence</li> </ul>	<p><b>Whole class texts</b></p> <ul style="list-style-type: none"> <li>• ‘Floodland’ by Marcus Sedgewick</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Thriller Story – the sequel to Floodland</li> <li>• Diary entry as Zoe</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Advice letter to Zoe</li> <li>• Instructions/rules – Living on Eel's Island</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• The Song of the Eels</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• suffixes: --ial, -ible/able, -tion, -sion</li> </ul>	<p><b>Whole class texts</b></p> <ul style="list-style-type: none"> <li>• ‘The Adventure of Odysseus’</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• A story with a moral</li> <li>• Odysseus diary entry (in role)</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Explanation - Information page on Greek Gods</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• The Land of the Dead – how Odysseus feels</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• prefixes;</li> <li>• phonemes: ou and y</li> <li>• ouch words</li> <li>• ch words</li> <li>• sc words</li> <li>• gue and cue words</li> <li>• ‘l before e’</li> <li>• silent letters</li> </ul>	<p><b>Whole class texts</b></p> <ul style="list-style-type: none"> <li>• ‘Locomotion’ by Jacqueline Woodson</li> <li>• ‘The Lady of Shalott’ by Alfred, Lord Tennyson</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Diary entry as the Lady of Shalott on how she got her curse</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Newspaper on the death of the Lady of Shlott</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Poem about Sir Lancelot</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• ough words</li> <li>• hyphenated words</li> <li>• homophones</li> <li>• revision of spelling rules (SATs)</li> </ul>	<p><b>Whole class texts</b></p> <ul style="list-style-type: none"> <li>• ‘Locomotion’ by Jacqueline Woodson (cont.)</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Balanced argument – a letter about their views on poetry</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Poem about a photograph</li> <li>• A rap about conversations with their friends.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• revision of spelling rules (SATs)</li> </ul>	<p><b>Whole class texts</b></p> <ul style="list-style-type: none"> <li>• ‘War of the Worlds’ by H.G. Wells</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Survival Story from a Desert Island</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Description of their island</li> <li>• Information text (also persuasion – visit my island!)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• revision of spelling rules (Y5)</li> </ul>
<p>Mathematics <i>See White Rose Maths medium term planning</i></p>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Four Operations</li> <li>• Prime Numbers</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Four Operations (cont.)</li> <li>• Prime Numbers</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Percentages</li> <li>• Algebra</li> <li>• Geometry - Angles and Shapes</li> <li>• Geometry – Position and Direction</li> </ul>	<ul style="list-style-type: none"> <li>• Converting Units</li> <li>• Area and Perimeter</li> <li>• Volume</li> <li>• Y5: Measures</li> <li>• Y6: SATs</li> </ul>	<ul style="list-style-type: none"> <li>• Y5: Fractions, Decimals and Percentages</li> <li>• Y6: Consolidation</li> <li>• Y5: Four Operations</li> <li>• Y6: Consolidation</li> </ul>

Science (All science to be taught to both year groups)	<p><b>(Y5) Animals, including humans:</b> describe the changes as humans develop to old age</p> <p><b>(Y5) Living things and their habitats:</b> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; describe the life processes of reproduction in some plants and animal</p>	<p><b>(Y6) Living things and their habitats:</b> classification based on describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>(Y6) Light:</b> 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</p>	<p><b>(Y6) Electricity:</b> 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</p>	<p><b>Scientific Enquiry</b></p>	<p><b>(Y6) Evolution and inheritance:</b> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
<p><b>Working scientifically:</b> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; take measurements, using a range of scientific equipment, with increasing accuracy and precision and take repeat readings where appropriate; record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; use test results to make predictions to set up further comparative tests; report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; identify scientific evidence that has been used to support or refute ideas and arguments.</p>						
Computing TBC						
DT	Building a Viking longboat	Make a volcano		Making wigwams/dream-catchers		
<p><b>Teaching Design Technology will include opportunities to:</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>* <b>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups:</b> describe the purpose of their products; indicate the design features of their products that will appeal to intended users; explain how particular parts of their products work; carry out research, using surveys, interviews, questionnaires and web-based resources; identify the needs, wants, preferences and values of particular individuals and groups; develop a simple design specification to guide their thinking</li> <li>* <b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design:</b> generate innovative ideas, drawing on research; make design decisions, taking account of constraints such as time, resources and cost</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>* <b>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. measuring, marking out, cutting, shaping, joining and finishing) accurately:</b> explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>* <b>Select from and use a wider range of materials and components, including construction materials, textiles, ingredients, mechanical components and electrical components, according to their functional properties and aesthetic qualities</b></li> <li>* Follow procedures for safety and hygiene</li> <li>* Produce appropriate lists of tools; equipment and materials that they need; formulate step-by-step plans as a guide to making</li> <li>* Use techniques that involve a number of steps</li> <li>* Demonstrate resourcefulness when tackling practical problems</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>* <b>Investigate and analyse a range of existing products:</b> how well products have been designed; how well products have been made; why materials have been chosen; what methods of construction have been used; how well products work; how well products achieve their purposes; how well products meet user needs and wants; know how much products cost to make; how innovative products are; how sustainable the materials</li> </ul>						

in products are; what impact products have beyond their intended purpose

- \* **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work:** identify the strengths and areas for development in their ideas and products; critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make; evaluate their ideas and products against their original design specification
- \* **Understand how key events and individuals in design and technology have helped shape the world:** know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products

**Technical Knowledge:**

- \* **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures:** know that materials can be combined and mixed to create more useful characteristics
- \* Know that materials have both functional properties and aesthetic qualities
- \* **Understand and use mathematical systems in their products (e.g. gears, pulleys, cams, levers and linkages)**
- \* **Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors)**
- \* **Apply their understanding of computing to program, monitor and control their products**

**Cooking and Nutrition:**

- \* **Understand and apply the principles of a healthy and varied diet**
- \* **Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques:** know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking; know that recipes can be adapted to change the appearance, taste, texture and aroma by adding or substituting one or more ingredients
- \* **Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health**
- \* **Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed:** that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world; that seasons may affect the food available; know how food is processed into ingredients that can be eaten or used in cooking

<p>Geography</p>		<p><b>Natural Disasters: Volcanoes and Earthquakes:</b> locate countries with volcanoes/ earthquakes using maps; describe and understand key aspects of: physical geography, including: volcanoes and earthquakes; use maps, atlases, globes and digital/computer mapping to locate volcanoes and earthquake areas; use the eight points of a compass, six-figure grid references, symbols and key to build their knowledge of locations of volcanoes and earthquakes</p> <p><b>Global warming:</b> describe and understand key aspects of: climate zones and biomes and vegetation belts</p>	<p><b>Greece:</b> locate countries, using maps to focus on Europe (including Russia) focusing on Greece - environmental regions, key physical/human characteristics, major cities; identify the position/ significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Prime/ Greenwich Meridian and time zones (including day and night); describe/understand key aspects of: physical geography of Greece, including: rivers, mountains and human geography, including: types of settlement/ land use, economic activity including trade link, distribution of natural resources including energy, food, minerals and water; understand geographical similarities and differences of UK and Greece; use maps, atlases, globes and digital/computer mapping to locate Greece and describe features studied; use the eight points of a compass, six-figure grid references, symbols and key to build knowledge</p>	<p><b>North America:</b> locate countries, focusing on North America - environmental regions, key physical/human characteristics, major cities; identify the position/ significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic Circle; Prime/ Greenwich Meridian and time zones (including day and night); describe/understand key aspects of: physical geography of North America, including: rivers, mountains and human geography, including: types of settlement/ land use, economic activity including trade link, distribution of natural resources including energy, food, minerals and water; understand geographical similarities and differences of UK and North America; use maps, atlases, globes and digital/computer mapping to locate North America and describe features studied; use the eight points of a compass, six-figure grid references, symbols and key to build knowledge of North America</p>	<p><b>South America</b> locate countries, focusing on South America - environmental regions, key physical/human characteristics, major cities; identify the position/ significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Antarctic Circle; Prime/ Greenwich Meridian and time zones (including day and night); describe/understand key aspects of: physical geography of South America, including: rivers, mountains and human geography, including: types of settlement/ land use, economic activity including trade link, distribution of natural resources including energy, food, minerals and water; understand geographical similarities and differences of UK and South America; use maps, atlases, globes and digital/computer mapping to locate South America and describe features studied; use the eight points of a compass, six-figure grid references, symbols and key to build knowledge of South America</p>	
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History	<p><b>Britain's settlement by Anglo-Saxons and Scots:</b> e.g. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>and</p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</b> e.g. Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066</p>		<p><i>of Greece</i></p> <p><b>Ancient Greece:</b> Greek life and achievements and their influence on the western world</p>	<p><b>(Native Americans) – not in NC</b></p>		
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**History teaching will include opportunities to develop:**

- \* **Chronological understanding: Develop a chronologically secure knowledge and understanding of British, local and World history; Develop the appropriate use of historical terms:** confidently use dates to order, place and locate the historical periods, events, people and changes that are studied on a timeline; know where to place a studied historical period in relation to other periods of history; sequence key events within the periods of history being studied; apply understanding of chronology; use relevant period labels; use an increasing range of common words and phrases relating to the passing of time e.g. 'medieval', 'Middle Ages', 'decade', 'reign of', 'Anno Domini' (AD), 'Before Christ' (BC), 'historical', 'Common Era' (CE), 'Before Common Era' (BCE), 'chronology'
- \* **Knowledge and Understanding: Continue to develop a secure knowledge and understanding of British, local and world history; Note connections, contrasts and trends over time; Establish clear narratives within and across the periods they study; Develop the appropriate use of historical terms:** show increasing factual knowledge and understanding of aspects of the history of Britain, local and world history; identify and describe significant features, events and figures of the historical periods being studied; identify and describe the beliefs, behaviour, characteristics and attitudes of people living in societies in the past; explain the causes/effects of important historical events/changes giving evidence to support answer; appreciate/understand the influence of the past on present day knowledge and understanding; identify similarities and differences within and between different periods in history; identify changes within historical periods; identify trends, links and connections within and across historical periods; understand and use more complex historical terminology related to the historical periods, events and people being studied e.g. empire, civilisation, parliament and peasantry
- \* **Enquiry: Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance; Understand how our knowledge of the past is constructed from a range of sources:** ask questions about people, events and objects from the past and hypothesise about the possible answers; know that different sources can provide different kinds of information and identify sources that are useful for finding out answers to specific questions; make confident use of a variety of sources for independent historical research – draw conclusions and make personal interpretations; use evidence from historical sources to support arguments; select and combine information from different sources ; understand that sources can contradict each other; compare and contrast historical sources for the same period in history e.g. primary and secondary sources
- \* **Interpretation: Discern how and why contrasting arguments and interpretations of the past have been constructed:** begin to understand why historical events, people and changes may be interpreted in different ways and suggest possible reasons for this; be aware that different evidence will lead to different conclusions; compare and contrast different accounts of historical events; consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- \* **Organisation and Communication: Construct informed responses that involve thoughtful selection and organisation of relevant historical information; Develop the appropriate use of historical terms:** plan and carry out an independent historical investigation; present findings and communicate historical knowledge and understanding in different ways making appropriate and confident use of dates and specialist terminology; select and organise relevant historical information to produce structured work; summarise what has been learned about the past

<p>Art and Design (Ensure use of a sketchbook)</p>	<p><b>Viking Longboats: Sculpture</b> (recreate 2D image in 3D)</p> <ul style="list-style-type: none"> <li>* Use: clay; salt dough</li> <li>* Develop techniques of: form, shape, pattern, texture, colour</li> <li>* Learn about the work of: .....</li> </ul>	<p><b>Sculpture: Greek Pottery</b> (recreate 2D image in 3D)</p> <ul style="list-style-type: none"> <li>* Use: clay; salt dough</li> <li>* Develop techniques of: form, shape, pattern, texture, colour</li> </ul>	<p><b>Textiles (tie-dying and stitching)</b></p> <ul style="list-style-type: none"> <li>* Use: contrasting colours in textiles, fabric dye</li> <li>* Develop techniques of: tie-dying; decorating through</li> </ul>
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	and compare/make links to their own work	* Learn about the work of: .....	e.g., plaiting, pinning, stapling, stitching, sewing	* Learn about the work of: ..... and compare/make links to their own work		
Music See Charanga for medium term planning (14509 MPSchool) and differentiate units accordingly as these units are intended for Y6	<ul style="list-style-type: none"> <li>• <b>Livin' On A Prayer</b></li> <li>• <b>Benjamin Britten – A New Year Carol</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom Jazz 2</b></li> <li>• <b>Fresh Prince of Bel Air</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make You Feel My Love</b></li> <li>• <b>Reflect, Rewind and Replay</b></li> </ul>			
	<p>Teaching of music will enable children to:</p> <ul style="list-style-type: none"> <li>* Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>* Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>* Listen with attention to detail and recall sounds with increasing aural memory</li> <li>* Use and understand staff and other musical notations</li> <li>* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>* Develop an understanding of the history of music</li> </ul>					
PE See 'Colchester United' medium term planning	<ul style="list-style-type: none"> <li>• <b>Football</b></li> <li>• <b>Dance</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rugby</b></li> <li>• <b>Gymnastics</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Athletics</b></li> <li>• <b>Fielding games</b></li> <li>• <b>Swimming</b></li> </ul>			
RE See 'Understanding Christianity' for medium term planning	<b>The Creation</b>	<b>Incarnation Christmas</b>	<b>Sikhism</b>	<b>Salvation</b>	<b>Pentecost God</b>	<b>Judaism</b>
PSHE	<b>We are all different</b>	<b>Fairness and my right to speak</b>	<b>Democracy and government</b>	<b>Money in my future</b>	<b>Showing courage</b>	<b>Moving on</b>
French (differentiate units accordingly as these units are intended for either Y5 or Y6)	<b>'Choose the Perfect Outfit' (Hazel Pearson unit of work – Y6)</b>		<b>Plan for a Town' (Hazel Pearson unit of work – Y5)</b>			
<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>* Listen attentively to spoken language, join in and respond: <i>listen to and understand longer texts including familiar language and respond appropriately</i></li> <li>* Explore patterns/sounds of French through songs and rhymes and link the spelling, sound and meaning of words: <i>identify different ways of spelling key phonemes</i></li> <li>* Engage in conversations; ask/answer questions; express opinions and respond to those of others; seek clarification and help: <i>express opinions and take part in conversations</i></li> <li>* Speak in sentences, using familiar vocabulary, phrases and basic language structures: <i>use more complex sentences as models to create own extended sentences</i></li> <li>* Develop accurate pronunciation and intonation: <i>use accurate pronunciation and intonation to tackle less familiar words and say different sentence types</i></li> <li>* Present ideas/information orally to a range of audiences: <i>create and perform a short presentation to an audience</i></li> <li>* Read carefully and show understanding of words, phrases and simple writing: <i>read some short texts containing familiar language</i></li> <li>* Appreciate stories, songs, poems and rhymes in the language: <i>explore and become familiar with some authentic texts</i></li> <li>* Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary: <i>develop their range of known vocabulary linked to a familiar topic; use newly learnt/familiar vocabulary in a range of contexts</i></li> <li>* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly: <i>write phrases and simple sentences from memory and make some adaptations</i></li> <li>* Describe people, places, things and actions orally and in writing: <i>give more detailed descriptions orally and in writing</i></li> <li>* Understand basic grammar appropriate to the language being studied: <i>know how to conjugate some high-frequency verb forms; further understand concepts of noun and verb agreement; understand how to form a question and a negative sentence</i></li> </ul>						
Trips/ Topic days	<b>Layer Marney Tower</b>	<b>Black History Month Pantomime Class Assembly</b>	<b>World Book Day Chinese New Year Greek Day Class Assembly</b>		<b>USA Day</b>	<b>Production Year 6 Leavers event PGL</b>