

CYCLE A	<u>Theme: To Infinity and Beyond</u>		<u>Theme: WWII</u>		<u>Theme: Globe Trotting</u>	
	<u>English:</u> See long term plan		<u>English:</u> See long term plan		<u>English:</u> See long term plan	
	<u>Mathematics:</u> See long term plan		<u>Mathematics:</u> See long term plan		<u>Mathematics:</u> See long term plan	
	<u>Science</u>		<u>Science</u>		<u>Science</u>	
	<u>Year 5:</u> Y5 Earth and Space Y5 Forces	<u>Year 6:</u> Y5 Earth and space Y6 Evolution and inheritance	<u>Year 5:</u> Y5 Properties and changes of materials Y6 Electricity	<u>Year 6:</u> Y6 Animals including humans RSE/PSHE	<u>Year 5:</u> Y5 Living things and their habitats Y5 Animals, including Humans	<u>Year 6:</u> Y6 Living things and their habitats Y6 Light
	<u>History:</u> History of space travel and exploration Historical study: Moon landing		<u>History:</u> Study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) WW2- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066/ a local history study <ul style="list-style-type: none"> • How significant was the Blitz? • WW2: Whose war? • What was the impact of WW2 on people in our locality • How well does a fictional story tell us what it was like to be an evacuee? • How significant was the impact of WW2 on women? • What did men do in the war? Did all men have to fight? • How has life in Britain changed for children since World War 1 / 2? 		<u>History:</u> Famous explorers and scientists- inc Key treks to the Antarctic - ie Scott of the Antarctic. Seven wonders of the Ancient World	

<p><u>Geography:</u> Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four and six figure grid references <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand similarities and differences between rocket launch sites around the world <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>Geography:</u> Locational and place knowledge</p> <ul style="list-style-type: none"> Investigating and locating major world cities / locations from WW2 Focussing on their key characteristics How are they similar and different <p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries. Use four and six figure grid references <p>Map work, focus on Local and Europe Human geography, including land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p><u>Geography:</u> Locational Knowledge:</p> <ul style="list-style-type: none"> UK main rivers(e.g. Tyne, Wear, Tees, Thames, Mersey, Severn) trade links World Rivers (e.g. Nile, Amazon, Rhine, Danube, Yangtze) <p>Human and physical geography</p> <ul style="list-style-type: none"> Rivers: trade links, natural resources including energy, food, minerals & water. Compare geographical areas. Water Cycle - including supply problems <p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four and six figure grid references. Interpret OS Maps <p>Geographical similarities and differences for human and physical geography- UK/Europe/N,S America Seven wonders of the world</p>	
<p><u>DT / Art projects:</u> Peter Thorpe - Art - Space paintings DT - Space buggies</p>		<p><u>DT / Art projects:</u> Shadows, silhouettes, gas masks, shelters</p>		<p><u>DT / Art projects:</u> Artists from around the world</p>	
<p><u>Food & Nutrition project:</u> Space star biscuits.</p>		<p><u>Food & Nutrition project:</u> Rationing Menu and Dig for victory</p>		<p><u>Food & Nutrition project:</u> Vegetable pasta</p>	
<p><u>Computing</u></p>		<p><u>Computing</u></p>		<p><u>Computing</u></p>	
<p><u>Year 5:</u> Computing Systems and Networks: Sharing information Creating Media: Video editing Online safety</p>	<p><u>Year 6:</u> Computing Systems and Networks: Communication Creating Media: Web page creation Online safety</p>	<p><u>Year 5:</u> Programming A: Selection in physical computing Data and Information: Flat-file databases Online safety</p>	<p><u>Year 6:</u> Programming A: Variables in games Data and Information: Spreadsheets Online safety</p>	<p><u>Year 5:</u> Creating Media: Vector drawing Programming B: Selection in quizzes Online safety</p>	<p><u>Year 6:</u> Creating Media: 3D modelling Programming B: Sensing Online safety</p>
<p><u>Music</u> Gustav Holst/Seasonal Singing</p>		<p><u>Music</u> Music from the war years</p>		<p><u>Music</u> Music from around the world</p>	
<p><u>MFL</u></p>		<p><u>MFL</u></p>		<p><u>MFL</u></p>	

<u>Year 5:</u> Numbers 20-60 Dates and birthdays Clothes	<u>Year 6:</u> Who am I? Where I live	<u>Year 5:</u> Body In town	<u>Year 6:</u> Numbers 60-100 Shopping Likes/Dislikes Leisure time	<u>Year 5:</u> Weather Deeper learning	<u>Year 6:</u> School Deeper learning
<u>PSHE</u>		<u>PSHE</u>			
<u>Year 5:</u> St John's Ambulance: • Calling for help • CPR • Head injuries • Basic life support Bleeding 1Decision: • Peer pressure • Looking out for others	<u>Year 6:</u> St John's Ambulance: • Calling for help • CPR • Basic life support • Head injuries Choking 1Decision: • Water safety • Worry	<u>Year 5:</u> 1Decision: • Image sharing • Anger RSE (Respect Yourself): • Puberty and personal hygiene • Menstruation • Conception and pregnancy	<u>Year 6:</u> 1Decision: • Making friends online • In-App purchases 1Decision: • British values • Stealing RSE (Respect Yourself): • Emotional and physical changes in puberty • Changing relationships • Personal hygiene • Conception	<u>Year 5:</u> 1Decision: • Inclusion and acceptance • Enterprise PSHE Association: • Managing risk: Medicines and legal/illegal drugs 1Decision: Smoking	<u>Year 6:</u> Transition to secondary - LA resources PSHE Association: • Managing risk: influences and pressure • Managing risk: drugs and alcohol in the media 1Decision: Alcohol
<u>RE</u>		<u>RE</u>		<u>RE</u>	
<u>Year 5:</u> What does it mean if Christians believe God is holy and loving?	<u>Year 6:</u> Creation and science: conflicting or complementary?	<u>Year 5:</u> Why do Christians believe Jesus was the messiah?	<u>Year 6:</u> Why do Hindu's want to be good?	<u>Year 5:</u> Christians and how to live: 'What would Jesus do'?	<u>Year 6:</u> For Christians, what kind of king is Jesus?
What does it mean to be a Muslim in Britain today?	Why do some people believe in God and some people not?	Why is the Torah so important to Jewish people?	What do Christians believe people did to 'save' people?	What matters most to humanists and Christians?	How does faith help people when life gets hard?
<u>PE</u>		<u>PE</u>		<u>PE</u>	
<u>Year 5:</u> Tag Rugby Gymnastics Swimming	<u>Year 6:</u> Netball Gymnastics Swimming	<u>Year 5:</u> Sports-hall Athletics Dance Basketball Hockey	<u>Year 6:</u> Outdoor Adventure Dance Volleyball Netball	<u>Year 5:</u> Rounders Tennis Cricket Outdoor Adventure	<u>Year 6:</u> Multi-skills Rounders Cricket Athletics
<u>Visit / Visitors:</u> Leicester space museum/ Starry night sleepover		<u>Visit / Visitors:</u> Museum		<u>Visit / Visitors:</u> Explorer (Google Expedition)	

CYCLE B	<u>Theme: Glorious Greeks and More!</u>		<u>Theme: The Magic of Rainforest</u>		<u>Theme: Invaders and Settlers</u>	
	<u>English:</u> See long term plan		<u>English:</u> See long term plan		<u>English:</u> See long term plan	
	<u>Mathematics:</u> See long term plan		<u>Mathematics:</u> See long term plan		<u>Mathematics:</u> See long term plan	
	<u>Science</u>					
	<u>Year 5:</u> Y5 Properties and changes of materials Y6 Electricity	<u>Year 6:</u> Y6 Animals including humans Y6 Evolution and inheritance	<u>Year 5:</u> Y5 Living things and their habitats RSE	<u>Year 6:</u> Y6 Living things and their habitats RSE	<u>Year 5:</u> Y5 Forces Y5 Animals, including Humans	<u>Year 6:</u> Y6 Light PSHE
	<u>History:</u> Ancient Greece- a study of Greek life and achievements and their influence on the western world. • How can we find out about the civilisation of Ancient Greece • Can we thank the Ancient Greeks for anything in our lives today?		<u>History:</u> Short focus on the effects of human populations on rainforests over time.		<u>History:</u> Britain's settlement by Anglo-Saxons and Scots / The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Who were the Anglo-Saxons and why did they invade and settle in Britain? • How well did the Anglo-Saxons and Vikings get on with each other? • What was life really like in Anglo-Saxon and Viking Britain? • What did the Anglo-Saxons and Vikings leave behind?	
	<u>Geography:</u> Locational and place knowledge • Locate Egypt and its cities • Identify key topographical features hills, rivers, seas and costs etc.) Human and Physical • How does the location of the river affect trade? • The Aswan Dam and the Nile Delta Geographical Skills and Field Work • Use maps, atlases, globes and digital media to locate countries • Use four and figure grid references Name and locate counties and cities of the United Kingdom, geographical regions and their identifying		<u>Geography:</u> Location Knowledge • Locate Worlds countries using Maps, atlases and globes • Identify positions of significant longitudes and latitudes; biomes and vegetation belts. Place Knowledge • Understand similarities and differences between Rainforests and with UK Human and physical geography • Climates and vegetation belts • Types of settlements • Why are rainforests important? To investigate trade links and economic activity of major world cities. Geographical Skills		<u>Geography:</u> Locational and place knowledge • Locate key countries of the Roman empire their major geographical features Human and Physical • How does the location affect/influence where the settlements are and their lifestyle especially Italy. <i>Why did they not invade Scotland? - climate</i> Geographical Skills and Field Work • Use maps, atlases, globes and digital media to locate countries. • Use four and six figure grid references	

human and physical characteristics and understand how some of these aspects have changed over time		<ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four and six figure grid references. Interpret OS maps. Locate the world's countries, using maps and looking at environmental regions, key physical and human characteristics, climate zones and vegetation belts			
<u>DT / Art projects:</u> Longboats		<u>DT / Art projects:</u> Henri Rousseau, rainforest art		<u>DT / Art projects:</u> Mechanisms: Cams and axles	
<u>Food & Nutrition project:</u> Bread		<u>Food & Nutrition project:</u> Foods of the rainforest		<u>Food & Nutrition project:</u> Roman Day	
<u>Computing</u>		<u>Computing</u>		<u>Computing</u>	
<u>Year 5:</u> Computing Systems and Networks: Sharing information Creating Media: Video editing Online safety	<u>Year 6:</u> Computing Systems and Networks: Communication Creating Media: Web page creation Online safety	<u>Year 5:</u> Programming A: Selection in physical computing Data and Information: Flat-file databases Online safety	<u>Year 6:</u> Programming A: Variables in games Data and Information: Spreadsheets Online safety	<u>Year 5:</u> Creating Media: Vector drawing Programming B: Selection in quizzes Online safety	<u>Year 6:</u> Creating Media: 3D modelling Programming B: Sensing Online safety
<u>Music</u> Singing		<u>Music</u> Sounds of the rainforest		<u>Music</u>	
<u>MFL</u>		<u>MFL</u>		<u>MFL</u>	
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<u>PSHE</u>					
<u>Year 5:</u> St John's Ambulance: <ul style="list-style-type: none"> Calling for help CPR Head injuries Basic life support Bleeding 1Decision:	<u>Year 6:</u> St John's Ambulance: <ul style="list-style-type: none"> Calling for help CPR Basic life support Head injuries Choking 1Decision: <ul style="list-style-type: none"> Water safety Worry 	<u>Year 5:</u> 1Decision: <ul style="list-style-type: none"> Image sharing Anger RSE (Respect Yourself): <ul style="list-style-type: none"> Puberty and personal hygiene Menstruation 	<u>Year 6:</u> 1Decision: <ul style="list-style-type: none"> Making friends online In-App purchases 1Decision: <ul style="list-style-type: none"> British values Stealing RSE (Respect Yourself): <ul style="list-style-type: none"> Emotional and physical changes in puberty 	<u>Year 5:</u> 1Decision: <ul style="list-style-type: none"> Inclusion and acceptance Enterprise PSHE Association: <ul style="list-style-type: none"> Managing risk: Medicines and legal/illegal drugs 1Decision:	<u>Year 6:</u> Transition to secondary - LA resources PSHE Association: <ul style="list-style-type: none"> Managing risk: influences and pressure

<ul style="list-style-type: none"> • Peer pressure • Looking out for others 		<ul style="list-style-type: none"> • Conception and pregnancy 	<ul style="list-style-type: none"> • Changing relationships • Personal hygiene • Conception 	Smoking	<ul style="list-style-type: none"> • Managing risk: drugs and alcohol in the media 1Decision: Alcohol
<u>RE:</u>		<u>RE:</u>		<u>RE:</u>	
<u>Year 5:</u> What does it mean if Christians believe God is holy and loving?	<u>Year 6:</u> Creation and science: conflicting or complementary?	<u>Year 5:</u> Why do Christians believe Jesus was the messiah?	<u>Year 6:</u> Why do Hindu's want to be good?	<u>Year 5:</u> Christians and how to live: 'What would Jesus do'?	<u>Year 6:</u> For Christians, what kind of king is Jesus?
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<u>PE:</u>		<u>PE:</u>		<u>PE:</u>	
<u>Year 5:</u> Tag Rugby Gymnastics Swimming	<u>Year 6:</u> Netball Gymnastics Swimming	<u>Year 5:</u> Sports-hall Athletics Dance Basketball Hockey	<u>Year 6:</u> Outdoor Adventure Dance Volleyball Netball	<u>Year 5:</u> Rounders Tennis Cricket Outdoor Adventure	<u>Year 6:</u> Multi-skills Rounders Cricket Athletics
<u>Visit / Visitors:</u> Shrewsbury Museum		<u>Visit / Visitors:</u> Chester Zoo		<u>Visit / Visitors:</u>	