YEAR B: Year 5 & 6: Long Term Overviews:

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English	**Poetry** The Lost Words by Robert Macfarlane and Jackie Morris **Explanation Text** Stuff you should know! By Rob Beattie	**Newspaper Article** Everest by Alexandra Stewart	**Extended Story with dialogue** Tales from Outer Suburbia by Shaun Tan	**Non-Chronological Report** Anatomy: A cut-away look at the human body by Helene & Jean-Claude Druvert **Diary Entry** How to train your dragon by Cressida Cowell	**Information Book** Extreme Animals by Nicola Davis **Atmospheric Writing: linked to setting descriptions** The Shadow Cage by Philippa Pearce	**Persuasive Writing** Alex Rider in 'Stormbreaker' by Anthony Horrowitz **Biography**
Cross-curricular English	**Poetry** About rivers, linking to the water cycle (Linking to Geography) **Explanation Text** Adaption (Linking to Science) **Class Text**: Journey to the River Sea by Eva Ibbotson	**Newspaper Article** Discovery of the pyramids (Linking to History) **Playscript** Egypt light/ shadow puppets (Linked to Science) **Class Text**: Journey to the River Sea by Eva Ibbotson	**Descriptive Setting** OS maps/ local area study (Linking to Geography) **Extended Story with dialogue** Local area study (Linking to Geography) **Class Text:** The Secret Garden Frances Hodgson Burnett	**Non-Chronological Report** Anatomy (Linking to Science) **Diary Entry** (Linking to Vikings Unit) **Class Text:** The Secret Garden Frances Hodgson Burnett	**Information Book** Animals and their habitats (Linked to Science) **Atmospheric Writing** Coasts (Linking to Geography) **Class Text:** Stormbreaker by Anthony Horrowtiz	**Persuasive Writing** Selling/ advertising gadgets (alexrider.com) (Linking to Science) **Biography** (Linking to Slavery Unit) **Class Text:** Stormbreaker by Anthony Horrowtiz
Year 5 Mathematics	**Number :** Place Value **Number:** Addition and subtraction	**Number:** Multiplication and Division **Number:** Fractions A	**Number:** Multiplication and Division **Number:** Fractions B	**Number:** Decimals and percentages **Measurement:** Perimeter and area **Statistics**	**Geometry:** Shape **Geometry:** Position and direction **Number:** Decimals	**Number:** Negative numbers **Measurement:** Converting units **Measurement:** Volume
Year 6 Mathematics	**Number :** Place Value **Number:** Addition, subtraction, Multiplication and Division	**Number:** Fractions A **Number:** Fractions B **Measurement:** Converting units	**Number:** Ratio **Number:** Algebra **Number:** Decimals	**Number:** Fractions, decimals and percentages **Measurement:** Area, perimeter and volume **Statistics**	**Geometry:** Properties of shape **Geometry:** Position and direction **Problem Solving** **Investigations** **Consolidation**	
Cross-curricular Mathematics	**Rivers** Mean average rainfall Compare rainfall Measure & record rainfall Water consumption Temperatures **Evolution & Inheritance** Dates/ time periods Population Bone density	**Light** Multiples Angles Measurement **Ancient Egypt** Distance Measurement Weight Time Volume	**Local Area Study – Beyond the Village** Distances Temperatures Timetables Money	**Animals including Humans** Heart rate Measurement Scale factors Volume **Vikings** Distance Time Radius/ diameter Weight	**Living Things and their Habitats** Dimensions Population Large/small quantities **Coasts** Data collection Representing data Land area Temperatures	**Electricity** Measurement Averages Symmetry

Science	**Evolution & Inheritance** How have living things on Earth changed over time? - 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 - Give reasons why offspring are not identical to each other or to their parents - Explain the process of evolution and describe the evidence for this Identify how plants and animals are adapted to suit their environment in different ways and how adaption may lead to evolution.	**Light** How do our eyes help us to see? - 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 objects and then to our eyes Use the ideas that light travels in straight lines to explain why shadows have the same shape as the object that cast them	**Animals including Humans** How does the heart work and why is it important? - Identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function - Describe the ways in which nutrients and water are transported within animals, including humans		**Living Things and their Habitats** How are living things grouped and classified? - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? - Give reasons for classifying plants and animals based on specific characteristics	**Electricity** How does electricity work and how does its power vary? - 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
	Working scientifically/investigations: Evolution & Inheritance: - Observe and raise questions about local animals and how they are adapted to their environment - Compare how some living things are adapted to survive in extreme conditions, E.g. cactuses, penguins and camels - Consider the advantages/ disadvantages of specific adaptions Light: - Decide where to place rear-view mirrors on cars - Design and make a periscope and using the idea that light travels in straight lines to explain how it works - Investigate the relationship between light sources, objects and shadows by using shadow puppets Animals (Including Humans): - Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health Living Things & their Habitats: - Devise classification systems and keys to identify some animals and plants in the immediate environment - Research animals and plants in other habitats and decide where they belong in the classification system					

	Electricity: - Identify the effect of changing one component at a time in a circuit - Design and make a set of traffic lights, a burglar alarm or something useful					
History		**Ancient Egypt** How can we re-discover the wonders of Ancient Egypt? - Locate Egypt in time and place - Use dates and historical language - Draw a timeline with significant time periods outlined which show a range of information - Make deductions about life in the past from pictures of the landscape - Know how much of the life of Egypt depended on the Rive Nile - Make inferences from objects and pictures about the ways of life in Ancient Egypt - Learn about Egyptian tombs, pyramids and burial sites - Consider the achievements of the earliest civilisations		**Vikings** Were the Vikings always victorious and vicious? - Indicate where a period fits on a timeline - Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently - Describe features of historical events and people from this time - Consider the Viking struggle for the Kingdom of England Consider: - Viking invasion - Way of life - Longboats - Settlements in Britain - Impact of King Alfred		**Slavery** Why should the world be ashamed of slavery? A theme in British history that extends chronological knowledge beyond 1066: - Establish what slavery is - Explore the link between slavery and discrimination - Research famous people who have fought against discrimination - Discuss rights and responsibilities (Link to Rights Respecting)
	Local History Week: Are pirates really real?					
Geography	**Rivers** How is a river formed? - Use a variety of resources to investigate rivers and streams - Understand the formation, locations and activities of rivers - Know the stages in the water cycle and the associated vocabulary		**Local Area Study – Beyond the Village - Maps** How do maps help us to find our way around? - Name and locate counties and cities of the United Kingdom - Use the eight key points of a compass, four figure grid references, symbols and key (including the use of		**Coasts** Are the coastlines changing? - Identify coastal areas and features using maps, atlases and photographs - Understand some headland features and stages of erosion - Explore the impact humans may have on coastal environments	

	- Have an understanding of river processes and patterns - Understand riverine vocabulary - Produce labelled/ annotated diagrams of rivers – label, describe and explain process - Identify some of the physical aspects of a local river using secondary sources - Develop observational skills and fieldwork techniques to gather information - Identify and describe physical aspects of a local river first-hand - Present findings clearly using text, maps and diagrams		Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		- Use maps and secondary sources to research and identify different land uses - Produce a field sketch - Follow a trail using a map and compass - Identify and explain different strategies for coastal management - Understand how decisions about coastal management affect the future quality of people's lives - Understand how changing land uses will affect the environment and people, now and in the future - Begin to appreciate how a coastal environment may be managed sustainably (Link to Monaco/ Dubai)	
	<u>Local Geography Week</u> – <u>Link to local area study</u> <u>Why is Plymouth such a cool place to live and why was it built where it is?</u> <u>Where would you choose to build a city?</u>					
Art	**Printing** Body prints/ DNA/ Fossils/ and patterns of living things (Linking to Science) - William Morris - Use sketchbooks to experiment with ways in which surface detail can be added to drawings - Apply simple use of pattern and texture in a drawing - Create printing blocks using a relief or impress method - Create repeating patterns	**Drawing & Painting** (Linking to Geography) - Close observational sketches of the eyes, giving attention to proportion - Look at the work of Constable and Cezanne, giving particular attention to light, tone and shadow - Use watercolour painting to create a landscape or still-life painting which shows light and shadow	**Drawing & Painting** (Linking to local area study) - Look at work by David Hockney - Use acrylic paint skills to paint a local scene that they have photographed **Collage** (Linking to Science) - Create a picture of your face using collage - Create a self-portrait but using small pieces of coloured paper to capture accurate colour and proportion		**Sculpture (3D Art)** **Kimmy Cantrell** (Linking to Science) - Animal masks in the style of Kimmy Cantrell - Use of oil pastels - Cardboard and construction and collage 3D work	**Collage** (Linking to History) Representing slavery - Explore how the emotion is captured in art that is associated with slavery - Use a range of media to capture images of slavery

	- Use more specific colour language - Annotate and edit work in sketch book - Compare ideas, methods and approaches to work and express opinions					
Other Cross-Curricular Links	**Reflection** (Linking to Geography) - Create an 'urban' or 'rural' school, pointing out the features in the locality **Music** (Linking to Geography) - Listen to and create music which is associated with water – from tiny raindrops to extreme weather	**Dance** (Linking to History) - Find out about Egyptian dances and perform them as a group **Dance** (Linking to Science) - Plan and design a group dance that shows how the human shape and body is successfully designed to balance and move	**Computing** - Take photographs to help to understand how Brixton has changed in the last 50, 100 or 200 years			**Enterprise** (Linking to Science) - Work in groups to organise a business - Create a company and give it an appropriate name - Discuss allocation of jobs/ roles - Explore selling a product
DT	**Mechanisms** (Linking to Geography) - Create a moving toy that requires water to power it - Research, plan, design and make a quality product	**Construction** (Linking to History) - Design and make a pyramid which contains at least one hidden compartment	**Cooking and Nutrition** (Linking to Science) - Understand and apply the principles of a heathy and varied diet - Prepare and cook a variety of savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	**Cooking and Nutrition** (Linking to History) - Research, design and make a Viking-style meal **Textiles** Mouldable Materials (Linking to History) - Design and make a Viking long boat from a range of materials	**Computing** (See Computing)	**Electronics** (Linking to Science) - Design, create and make a board game that makes use of an electric circuit and at either a switch, buzzer or motor - Understand and use electrical systems in products
Computing - Purple Mash	**Unit 6.2 – Online Safety** **Unit 6.6 – Networks**	**Unit 6.5 – Text Adventures** - To find out what a text-based adventure game is and to explore an example made in 2Create a Story. - To use 2Connect to plan a 'Choose your	**Unit 6.3 – Spreadsheets** - To use a spreadsheet to investigate the probability of the results of throwing many dice. - To use a spreadsheet to calculate the discount and final prices in a sale.	**Unit 6.1 – Coding** - To design a playable game with a timer and a score. - To plan and use selection and variables.	**Unit 6.4 – Blogging** - To identify the purpose of writing a blog. - To identify the features of successful blog writing. - To plan the theme and content for a blog.	**Unit 6.7 – Quizzing** (Linked to topic learning) - To create a picture-based quiz for young children. - To learn how to use the question types within 2Quiz.

	- To discover what the children know about the Internet. - To find out what a LAN and WAN are. - To find out how we access the internet in school. - To research and find out about the age of the internet. - To think about what the future might hold.	own Adventure' type story - To use 2Connect plans for a story adventure to make the adventure using 2Create a Story. - To introduce an alternative model for a text adventure which has a less sequential narrative. - To use written plans to code a map-based adventure in 2Code	- Create a formula to help work out the prices of items in the sale. - To use a spreadsheet to plan how to spend pocket money and the effect of saving money - To use a spreadsheet to plan a school charity day to maximise the money donated to charity.	- To understand how the launch command works. - To use functions and understand why they are useful. - To understand how functions are created and called. - To use flowcharts to test and debug a program. - To create a simulation of a room in which devices can be controlled - To understand the different options of generating user input in 2Code. - To understand how user input can be used in a program. - To understand how 2Code can be used to make a text-based adventure game.	- To understand how to write a blog and a blog post. - To consider the effect upon the audience of changing the visual properties of the blog. - To understand how to contribute to an existing blog. - To understand the importance of commenting on blogs. - To peer-assess blogs against the agreed success criteria. - To understand how and why blog posts and comments are approved by the teacher **Unit 6.2 – Online Safety**	- To explore the grammar quizzes. - To make a quiz that requires the player to search a database. - To make a quiz to test your teachers or parents.
E-Safety	**Unit 6.2 – Online Safety** - To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. - To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. - To identify the benefits and risks of giving personal information and device access to different software - To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. - To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. - To begin to understand how information online can persist and give away details of those who share or modify it. - To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. - To identify the positive and negative influences of technology on health and the environment.					
R.E.	**U2.2 Creation and Science; conflicting or complimentary?** - Outline the importance of Creation on the timeline of the 'big story' of the Bible	**U2.11 Why do some people believe in God and some people not? (C, NR)** - Define the term 'theist' 'atheist' and 'agnostic' and give examples that reflect these beliefs	**U2.7 Why do Hindus want to be good?** - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately - Give meanings for the story of the man in the well and	**U2.5 What do Christians believe Christians did to 'save' people?** - Outline the 'big story' of the Bible, explaining how	**U2.6 For Christians, what kind of king is Jesus?** - Explain links between biblical texts and the concept of the kingdom of God - Consider different possible meanings for	**U2.12 How does faith help people when life gets hard?** - Describe at least three examples of ways in which religions guide people in how to respond to

	- Identify what type of text some Christians say Genesis 1 is, and it's purpose - Suggest what Genesis 1 might mean, and compare ideas with ways in which Christians might interpret it - Make clear connections between Genesis 1 and Christian belief about God as Creator - Show understanding of why many Christians find Science and faith go together - Identify key areas arising from their study of Genesis 1and comment on how far these are helpful or just inspiring and why - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account	- Identify and explain what religious and non-religious people believe about God - Give examples of reasons why people do or do not believe in God - Consider and weigh up different views on theism, agnosticism and atheism - Make clear connections between what people believe about God and the impact of this belief on how they live - Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging - Give evidence and examples to show how Christians sometimes disagree about science and faith - Make connections between belief and behaviour, in pupil's own lives and learning	explain how it relates to Hindu beliefs about samsara, moksha etc. - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. - Give evidence and examples to show how Hindu's put their beliefs into practice in different ways - Make connections between Hindu beliefs studied and explain how and why they are important to Hindus - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view	Incarnation and Salvation fit - Explain what Christians mean when they say that Jesus' death was a sacrifice - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper - Show how Christians put their beliefs into practice in different ways - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today - Articulate own responses to the idea of sacrifice, recognising different points of view	the biblical texts studied, showing awareness of different interpretations - Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice - Relate the Christian 'kingdom of God' model to issues, problems and opportunities in the world today - Articulate their own responses to the idea of the importance of love and service in the world today	good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences - Make clear connections between what people believe about God and how they respond to challenges in life - Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ incarnation make a difference how someone lives - Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these
PSHE	**Being Me in My World** - Identify goals for this year, understand fears and worries about the future and know how to express them - Know that there are universal rights for all children but for many children these rights are not met - Understand that our actions affect other	**Celebrating Difference** - Understand there are different perceptions about what normal means - Understand how being different could affect someone's life - Explain some of the ways in which one person or a group can have power over another	**Dreams & Goals** - Know learning strengths and can set challenging but realistic goals - Work out the learning steps to take to reach our goals - Identify problems in the world that	**Healthy Me** - Take responsibility for health and make choices that benefit my health and well-being - Know about different types of drugs and their uses and their effects on the body, particularly the liver and heart - Understand that some people can be exploited and	**Relationships** - Know that it is important to take care of my mental health - Know how to take care of my mental health - Understand that there are different stages of grief and that there are different types of	**Changing Me** - Be aware of self-image and how my body image fits into that - Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally - Describe how a baby develops through the

	people globally and locally - Make choices about my own behaviour because I understand how rewards and consequences feel - Understand how an individual's behaviour can impact upon a group - Understand how democracy and having a voice benefits the school community	- Know some of the reasons why people use bullying behaviours - Give examples of people with disabilities who lead amazing lives - Explain ways in which difference can be a source of conflict and a cause for celebration	concern me and talk to other people about them - Work with other people to make the world a better place - Know what some people in my class admire or like about me	made to do things that are against the law - Know why some people join gangs and the risks this involves - Understand what it means to be emotionally well and can explore people's attitudes towards mental health/ illness - Recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse	loss that can cause people to grieve - Recognise when people are trying to gain power or control - Judge whether something online is safe and helpful for me - Use technology positively and safely to communicate with my friends and family	nine months of pregnancy and how it is born - Understand how being physically attracted to someone changes the nature of the relationship and what it might mean to have a girlfriend/ boyfriend - Be aware of the importance of a positive self-esteem and what I can do to develop it
Music (Charanga)	**Whole Class Music Theory and Instrumental Tuition**	**Classroom Jazz 2** - Describe the style indicators of the song/ music - Describe the structure of the song - Identify the instruments/ voices used in the song - Discuss the musical dimensions of the song - Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C - Improvise in Bacharach Anorak - Improvise in Blues style - Perform and share	**Happy** - Describe the style indicators of the song/ music - Describe the structure of the song - Identify the instruments/ voices used in the song - Discuss the musical dimensions of the song - Sing in two parts - Play instrumental parts accurately and in time - Improvise in lessons and as part of the performance - Compose a melody using simple rhythms - Perform and share	**Glockenspiel Stage 2** - Learn more complex rhythm patterns - Revise, play and read the notes C, D, E, F + G - Learn to play a range of tunes - Compose a new tune using a set of notes - Perform and share	**You've Got a Friend** - Describe the style indicators of the song/ music - Identify the instruments/ voices used in the song - Discuss the musical dimensions of the song - Singing in unison - Play instrumental parts - Improvise in lessons and as part of the performance - Compose a melody using simple rhythms and use as part of the performance - Perform and share	**Reflect, Rewind and Replay** - Listen and appraise classical music - Continue to embed the foundations of interrelated dimensions of music using voices and instruments - Sing - Play instruments within the song - Improvise using voices and instruments - Compose - Share and perform
French	**The Date**	**Family**	**Clothes**	**Olympics**	**Healthy Living**	**At the Weekend**
Language Angels	Through the above topics, pupils will: • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing					

	• Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
PE	Health & Fitness	Dance	Gymnastics	Swimming	Athletics	Striking and Fielding
	Playground Games	ABC	Sports Education	Sports Education	OAA	Rallying