

## Year 5/6 Long Term Plan 2024- 2025

|                                   |                       | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|-----------------------------------|-----------------------|---|--|--|---|---|---|
| <b>Topic</b>                      |                       | <b>Anglo Saxons</b>   |  | <b>Vikings</b>   |   | <b>Mayans and Aztecs</b>  |   |
| <b>Topic Stimulus</b>             |                       | Watch Beowulf   |  | Court room drama- Is the Viking man guilty? Did he do it?  |   | Challenge- finding a new place to live  |   |
| <b>Topic Elements (History)</b>   |                       | <p><b>Year 5</b><br/><b>Big Question</b><br/>Power – Do too many cooks spoil the broth?</p> <p><b>Year 6</b><br/><b>Big Question</b><br/>How did the Anglo Saxons influence religion in Britain?</p>  |  | <p><b>Year 5</b><br/><b>Big Question</b><br/>Law breakers or law makers?</p> <p><b>Year 6</b><br/><b>Big Question</b><br/>Can you change people’s beliefs through force?</p>   |   | <p><b>Year 5</b><br/><b>Big Question</b><br/>Law and justice, who makes the rules?</p> <p><b>Year 6</b><br/><b>Big Question</b><br/>Religion and sacrifice, who would you choose?</p>   |   |
| <b>Topic Elements (Geography)</b> |                       | <b>Earthquakes and Volcanoes</b>  |  |  |   |   |   |
| <b>End of Topic Celebration</b>   |                       | Class assembly for parents  |  | Pieces of writing set up in a gallery for parents to come and view   |   | Aztec festival  |   |
| <b>English</b>                    | <b>Text Skills</b>    | <b>Historical fiction genres</b><br>Who Let the Gods Our & Percy Jackson<br><br><b>Recount</b>  | <b>Fiction from our literary heritage- The secret garden</b><br><br><b>Reports</b> | <b>Suspense and Mystery stories</b><br>Alma<br><br><b>Discussion</b>   | <b>Poetry 1</b><br>Structure -Riddles<br><b>Poetry 2</b><br>Structure -Narrative poetry<br><br><b>Explanation</b> | <b>Traditional Tales- Legends</b><br><br><b>Persuasion</b>  | <b>Take one book</b><br><br><b>Instructions</b> |
|                                   | <b>Spelling units</b> | Suffixes<br>Words containing ough letter string<br>Homophones   |  | sh spelt ti and ci<br>Homophones<br>sh spelt si or ssi<br>Silent letters   |   | ei and ie<br>Hyphens<br>-ible and -able<br>Plural nouns   |   |
| <b>Maths</b>                      |                       | Number: Place value<br>Number: four operations<br>Number: Fractions   |  | Number: decimals and percentages<br>Measurement: Converting measures<br>Measurement: Area, perimeter and volume  |   | Statistics: Data and graphs<br>Geometry: properties of shapes   |   |
| <b>Science</b>                    |                       | Forces (5)<br>Evolution (6)   | Properties and changes of materials (5)<br>Electricity (6)                         | Earth and Space (5)<br>Light (6)   | Living things and their habitats (5)<br>Living things and their habitats (6)                                      | Animals including humans (5)<br>Animals including humans (6)  |   |
| <b>RE</b>                         |                       | Christianity<br><b>Community and belonging</b><br>What is the best way for Christians to show commitment to God?  |  | Sikhism<br><b>Beliefs and practices</b><br>How far would a Sikh go for their religion?   |   | Buddhism<br><b>Beliefs and practices/ Community and belonging</b><br>Can Buddha’s teaching make the world a better place?   |   |
| <b>DT</b>                         |                       | <b>Playground Structures</b>  |  | <b>Come Dine with me</b>   |   | <b>Stuffed Toys</b>   |   |
| <b>Art &amp; Design</b>           |                       | <b>Architecture</b><br>Craft  |  | <b>Artist study</b><br>Paint   |   | <b>Make my voice heard</b><br>Draw  |   |
| <b>Music</b>                      |                       | How Does Music Teach Us About Our Community?<br>Unit 4 Year 5<br><b>Musical Spotlights</b><br>Enjoying musical styles   |  | How Does Music Shape Our Way Of Life?<br>Unit 5 Year 5<br><b>Musical Spotlights</b><br>Freedom to improvise  |   | How Does Music Connect Us with the Environment?<br>Unit 6 Year 5<br><b>Musical Spotlights</b><br>Battle of the bands!   |   |
| <b>Computing</b>                  |                       | Web page creation   |  | E Safety<br>- Stop, think..... do I consent<br>-Johnnie English - Your mission is  |   | Selection in quizzes  |   |
| <b>PE</b>                         |                       | Invasion games 5- Football<br>Invasion games 6-Hockey   | Tag Rugby<br>Netball   | Handball<br>Gymnastics   | Basketball<br>Dance   | Rounders<br>Tennis  | Athletics<br>Cricket                            |
| <b>PSHCE</b>                      |                       | <p><b>Families and friendships</b><br/>Attraction to others;<br/>romantic relationships; civil partnership and marriage.</p> <p><b>Safe relationships</b><br/>Recognising and managing pressure; consent in different situations</p> <p><b>Respecting ourselves and others</b><br/>Expressing opinions and respecting other points of view, including discussing topical issues</p> |  | <p><b>Belonging to a community</b><br/>Valuing diversity;<br/>challenging discrimination and stereotypes</p> <p><b>Media literacy and digital resilience</b><br/>Evaluating media sources; sharing things online</p> <p><b>Money and work</b><br/>Influences and attitudes to money; money and financial risks</p> |   | <p><b>Physical health and Mental wellbeing</b><br/>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><b>Growing and changing</b><br/>Human reproduction and birth; increasing independence; managing transition</p> <p><b>Keeping safe</b></p> |   |

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|------------|------------------------|--------------------|--|
|            |                        |                    | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |
| <b>MFL</b> | <b>Spanish phonics</b> | <b>The weather</b> | <b>Me in the world</b>   |