

Misson Primary School

Curriculum – Long Term Plan Y5&6 2016

OCTOBER 2016

Subject Cycle A Y5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Evolution and Inheritance: To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To recognise that living things have changed over time.</p>	<p>Forces: To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>	<p>Light: to 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. To 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.</p>	Revision Unit	<p>Electricity: to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Gases: To recognise that gases are one of the three states of matter and that matter can change from one state to another. Investigate air as matter and explore air pressure and resistance. Discover how we use gases in everyday.</p>
History	<p>A contrasting world civilization: Baghdad and early Islamic civilization c. 900 AD (<i>Or other from list</i>) Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>A contrasting world civilization: Baghdad and early Islamic civilization c. 900 AD (<i>Or other from list</i>) Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>			<p>A local historical study that investigates a site. This may maintain existing work eg a Tudor or Victorian site <i>NB Can be from any locality not just the school's immediate area.</i></p>	<p>A local historical study that investigates a site. This may maintain existing work eg a Tudor or Victorian site <i>NB Can be from any locality not just the school's immediate area.</i></p>
Geography			<p>Skills Unit</p> <ul style="list-style-type: none"> Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<p>Fair Trade and the Americas. Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>	<p>Local historical study (link to History)</p>	<p>Local historical study (link to History)</p>
D&T		<p>Electronics Make a board game. • Create circuits using</p>				<p>Food-Bread • Understand the importance of correct</p>

		electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).				<p>storage and handling of ingredients (using knowledge of micro-organisms).</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
<p>Art Link to topic. Use milestones to determine the skill and level of skill to be taught.</p>	<p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 		<p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 		<p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	
PE	Dance (traditional) Or Swimming	Dance (traditional) Or Swimming	Gymnastics (movement/balance)	Athletics (Throwing/Jumping)	Invasion sports (rugby)	Fielding sports (rounders/cricket)
PSHE	Theme 1: New beginnings	Theme 2: Getting on and falling out	Theme 3: Going for goals!	Theme 4: Good to be me	Theme 5: Say no to bullying	Theme 6: Changes

RE	Why is the Mosque important to Muslims?	<p>Christmas</p> <ul style="list-style-type: none"> • There are two accounts of the birth of Jesus and these are to be found in the Gospels • That different writers may have had different aims • That Christmas was not celebrated until 300 hundred years after Jesus' birth. • The logistics and time scale of both Mary and Joseph travelling to Bethlehem and the Magi travelling to see Jesus. 	Find out about Southwell Cathedral and the place it has in the life of the Church in Nottinghamshire. Arrange to go 'Time Travelling' there.	Easter Victory (explore in more depth the events of Thursday night: The Last Supper Celebration and The Garden of Gethsemane, link the practice of Holy Communion to the Last Supper & to the Jewish Passover meal)	What do Hindus, Muslims and Christians believe? How do they show these beliefs?	Describe the Muslim practice of fasting and find out why Muslims fast during Ramadan. What else happens at Ramadan?
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Subject Cycle B Y5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Animals inc humans: To describe the changes as humans develop to old age. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p>Properties of materials: To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. To use knowledge of solids, liquids and gases to decide how mixtures might be separated. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.</p>	<p>Earth and Space: To describe the movement of the Earth relative to the Sun in the solar system. To use the idea of the Earth's rotation to explain day and night.</p>	<p>Revision Unit</p>	<p>Properties of materials: To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Living Things: To describe how living things are classified into broad groups according to common observable characteristics.</p>
History	The Viking and Anglo Saxon struggle for England 789-1066	The Viking and Anglo Saxon struggle for England 789-1066			A study beyond 1066 – Kept from the existing curriculum eg Tudors, Victorians or Britain since 1930s OR something new, including a thematic study.	
Geography	<p>Settlements – Viking / Anglo Saxons.</p> <p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p>	<p>Settlements – Viking / Anglo Saxons.</p> <p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p>	<p>Volcanoes / Earthquakes Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	<p>Volcanoes / Earthquakes Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>		<p>Topographical features. Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
D&T		<p>Textiles-Cushions</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) 				<p>Mechanics-moving toys.</p> <ul style="list-style-type: none"> • Convert rotary motion to linear using cams.

		<p>that employ a seam allowance.</p> <ul style="list-style-type: none"> • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 				<ul style="list-style-type: none"> • Use innovative combinations of electronics (or computing) and mechanics in product designs. • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).
<p>Art Link to topic. Use milestones to determine the skill and level of skill to be taught.</p>		<p>Link to D&T</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 		<p>Drawing-portraits</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 		<p>Printing.</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
PE	Dance (modern) Or swimming	Dance (modern) Or swimming	Gymnastics (apparatus)	Racquet sports (Badminton/Tennis)	Invasion sports (football)	Fielding Sports (Rounders/Cricket)
PSHE	Theme 1: New beginnings	Theme 2: Getting on and falling out	Theme 3: Going for goals!	Theme 4: Good to be me	Theme 5: Say no to bullying	Theme 6: Changes
RE	<p>The Creation Pathways of Belief Christianity programme 1.</p> <p>The Bible as the word of God. Pathways of Belief Christianity programme 5</p>	<p>Christmas</p> <ul style="list-style-type: none"> • Christmas is celebrated in different ways in different countries. • That artists have used a diversity of ways to represent the birth of Jesus • That carols and hymns tell the story of the meaning of Christmas. • That the 	<p>Why is a mosque so important to Muslims? What features inside a Mosque show us that it is important? QCA unit 6B</p>	<p>Easter WHAT HAPPENED TO JESUS DURING THE LAST HOURS OF HIS LIFE? Explore images of the Stations of the Cross as a way of telling this part of the story. Explain that Roman Catholics visit each of them in church during a Good Friday service. Like the food in the Seder, each station reminds them of aspects of the story</p>	<p>God Torah Family-a revision of the Jewish faith.</p> <p>Pathways of Belief Judaism programmes 1,2,3.</p>	<p>Hindu values and beliefs.</p>

		story of the birth of Jesus has, for Christians, become a very powerful image of God's love		which are painful Was Jesus really a threat to the authorities? The historical importance of his death. Pathways of Belief Christianity programme 3.		
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