

# Misson Primary School

## Curriculum – Long Term Plan Y5&6

September 2022

Subject Cycle A Y5/6 2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Driver/Hook/Topic</b>	Nature Documentaries Visits from pupil's pets Aging app on iPad to look at how features could change Orienteering link – map school and make courses		Extract from planet of the apes – consider realism  Radio broadcast announcing war  The Crown S2:E8 First few minutes highlight Britain's links to slavery		Play a range of electronic board games including operation.	
<b>Key Thinking Questions</b>	Do all animals start life as an egg and how different will you be when you are as old as your grandparents?  I'm a Misson School pupil, can you get me out of here?		Have we always looked like this?  One of: <b>*How could Hitler have convinced a nation like Germany to follow him to war?</b>  *How would you have survived Medieval Britain? *What would you have done after school 100 years ago?  One of: <b>*Why should Britain be ashamed of slavery?</b>  *What were the historical implications of Henry VIII's break from the Catholic Church?		Could you be the next Nintendo apprentice?  Why has Brazil got one of the world's fastest growing economies? OR <b><u>What so special about the USA?</u></b>	
<b>Text</b>	When you reach me – Rebecca Stead  Spider and the Fly- Tony DiTerlizzi  Tuesday – David Weisner  The Highwayman – Alfred Noyes		100 Steps – Sir Tom Moore Journey to Jo Burg – Beverley Naidoo The Diary of a young girl – Anne Frank Sweet Clara and the Freedom Quilt – Deborah Hopkinson The boy in the striped pajamas Friend or Foe – Michael Morpurgo		Sacajawea	
<b>Visitor and Trip Opportunities</b>	Exploring Misson		War museum Holocaust museum		Retford Museum – Mayflower voyage	

			Archeological dig site Natural History Museum			
<b>SMSC</b>	School council election, class rules, Harvest Festival	Remembrance Day, Bonfire Night, Diwali and Christmas – visit to church	Martin Luther King Day (freedom of speech) and Chinese New Year	Easter	Eid	Ramadan
<b>PSHE</b> Topics linked to wider curriculum work where possible and chosen based on needs of the cohort at the time.	<b>Health and Wellbeing</b>		<b>Relationships</b>		<b>Living in the Wider World</b>	
<b>Science</b>	<b>Animals (including humans) and their habitats</b> <b>Life cycles – plants and animals</b> <b>Reproductive processes</b> <b>Classification of living things and the reasons for it</b> <b>Changes as humans develop from birth to old age</b> <ul style="list-style-type: none"> <li>• Know the life cycle of different living things e.g. mammal, amphibian, insect and bird</li> <li>• Know the differences between different life cycles</li> <li>• Know the process of reproduction in plants</li> <li>• Know the process of reproduction in animals</li> <li>• Classify living things into broad groups according to observable characteristics and based on similarities and differences</li> <li>• Know how living things have been classified</li> <li>• Give reasons for classifying plants and animals in a specific way</li> <li>• Create a timeline to indicate stages of growth in humans</li> </ul>		<b>Evolution and Inheritance</b> <b>Identical and non-identical off-spring</b> <b>Fossil evidence and evolution</b> <b>Adaptation and evolution</b> <ul style="list-style-type: none"> <li>• Know how the Earth and living things have changed over time</li> <li>• Know how fossils can be used to find out about the past</li> <li>• Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)</li> <li>• Know how animals and plants are adapted to suit their environment</li> <li>• Link adaptation over time to evolution</li> <li>• Know about evolution and can explain what it is</li> </ul>		<b>Electricity</b> <b>Electrical components</b> <b>Simple circuits</b> <b>Fuses and voltage</b> <ul style="list-style-type: none"> <li>• Compare and give reasons for why components work and do not work in a circuit</li> <li>• Draw circuit diagrams using correct symbols</li> </ul> Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer	<b>Light</b>
<b>History</b>			<b>Beyond 1066</b>  <b>One of:</b> <input type="checkbox"/> <u>Theme within WW2</u> <input type="checkbox"/> Medieval Britain What you would have done 100 years ago  How could Hitler have convinced a nation like Germany to follow		Local History  Local links Mayflower voyage, first Americans and Pilgrimages. William Bradford, Austerfield, shipbuilding	

		<p>him to war?</p> <p>A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain</p>	
<p>Geography</p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using</li> </ul> <p>Local links History of Misson, changes to the village over time.</p>		<p><b>North or South America</b></p> <p><b>One of:</b></p> <p><input type="checkbox"/> USA</p> <p><input type="checkbox"/> Brazil</p> <p>What is so special about the USA?</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps, to focus on North or South America and concentrating on their key physical and human characteristics, countries, and major cities.</li> </ul> <p>Local links Mayflower voyage, first Americans and Pilgrimages. William Bradford, Austerfield, shipbuilding</p>
<p>D&amp;T</p>	<p><b>Link to Mapping</b></p> <p>Building a 3D landscape gets pupils thinking about the different elements and functions of a map. It allows them to build up their knowledge piece by piece as they add detail to their own 3D landscapes and maps.</p> <p>Pupils start with a blank landscape board and map sheet. As they add detail to their landscape they also add the relevant detail to their map. The complexity increases as they progress. Introduce contour lines to explain landscape height, grid references to show how to pinpoint locations and route-measuring to teach map scales or navigation.</p>		<p><b>Link to Electronics</b></p> <p><b>Make a board game.</b></p> <ul style="list-style-type: none"> <li>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> </ul>
<p><b>Art</b></p> <p>Link to topic where possible.</p>	<p><b>Link to Animals</b></p> <p>Through sketching and use of watercolour crayons, produce detailed and accurate zoological and botanical artworks.</p>	<p><b>Link to WWII</b></p> <p>know how to use shading to create mood and feeling know how</p>	<p><b>Link to USA</b></p> <p>Sculpture – USA artists</p> <ul style="list-style-type: none"> <li>Show life-like qualities and real-life</li> </ul>

<p>Use milestones to determine the skill and level of skill to be taught.</p>	<p>Artist Study – Use the watercolour of Turner to investigate colour and mood.</p>	<p>to organise line, tone, shape and colour to represent figures and forms in movement. know how to express emotion in art know how to create an accurate print design following given criteria.</p>		<p>proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p>Using the art of Andy Warhol, can you recreate his work using a famous American as your subject? Investigate colour and blotted line printing. <a href="#">Lessons Unit: Andy +*Warhol's Blotted Line – The Andy Warhol Museum</a></p>	
<p>PE All areas of the curriculum will be taught across the two year cycle but changes will be made to reflect competitions and opportunities provided by our family of schools.</p>	<p>Dance (traditional)</p> <p>Link to animals Carnival of the Animals Dance (traditional)</p> <p>Music links – Saint-Saens, Carnival of the animals. Appreciation and interpretation of music</p>	<p>Gymnastics (movement/balance)</p>	<p>Athletics (Throwing/Jumping)</p>	<p>Invasion sports (rugby)</p>	<p>Fielding sports (rounders/cricket)</p>
<p>RE</p>	<p>Theme Teachings, wisdom and authority:</p> <p>Enquiry Question: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p>	<p>Theme Religion, worldviews, family and community:</p> <p>Enquiry Questions What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance</p>	<p>Theme Beliefs in action in the world:</p> <p>Enquiry Questions How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>	<p>Theme: Beliefs in action in the world:</p> <p>Enquiry Questions What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</p>	

		and respect?		
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Subject Cycle B Y5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Hook/Topic	Dissection of heart? Link to PE – use of heart rate monitors?		Setup 'class rainforest'		Mayans – Make the game 'pok a tok' Materials – Set up investigation to burn a range of materials and investigate if they can be identified afterwards	
	Why is your heart the most important pump you own?	How can Usain Bolt run so fast?	Is anybody out there?  Why should the rainforests matter to all of us?		Could you be the next CSI investigator?  Who were the Mayans and what did we learn from them?	
	From the end of the Roman occupation to 1066: how did Britain change?					
Text	Beowulf Anglo Saxon Boy Viking Boy The Last Viking		The girl who stole an elephant Running Wild – Michael Morpurgo Jack Harper: Space Explorer – twinkl text The Explorer - Katherine Rundell		The boy who wouldn't obey	
Visitors/Trips	Eureka? Yorvik, Dig – York		Astronomy at Austerfield Botanical Gardens? Butterfly House – South Anston? Space museum?		Chocolate factory - York	
SMSC	School council election, class rules, Harvest Festival	Remembrance Day, Bonfire Night, Diwali and Christmas – visit to church	Martin Luther King Day (freedom of speech) and Chinese New Year	Easter	Eid	Ramadan
PSHE Topics linked to wider curriculum work where possible and chosen based on needs of the cohort at the time.	Health and Wellbeing		Relationships		Living in the Wider World	
Science	Animals (including humans) The circulatory system	Animals, including humans Skeleton, muscles and exercise and health	Earth and Space  • Know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the		Properties and changes in materials Compare Properties of everyday materials Soluble/Dissolving Reversible and Irreversible substances	

	<p><b>Water transportation</b> <b>Impact of exercise on body</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system</li> <li>Know the function of the heart, blood vessels and blood</li> <li>Know the ways in which nutrients and water are transported in animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Know about the importance of a nutritious, balanced diet</li> <li>Know how nutrients, water and oxygen are transported within animals and humans</li> <li>Know about the skeletal and muscular system of a human</li> <li>Know the impact of diet, exercise, drugs and lifestyle on health</li> </ul>	<p>Moon relative to the Earth</p> <ul style="list-style-type: none"> <li>Know and demonstrate how night and day are created</li> </ul> <p>Describe the Sun, Earth and Moon (using the term spherical)</p>	<ul style="list-style-type: none"> <li>Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets</li> <li>Know and explain how a material dissolves to form a solution</li> <li>Know and show how to recover a substance from a solution</li> <li>Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)</li> <li>Know and demonstrate that some changes are reversible and some are not</li> <li>Know how some changes result in the formation of a new material and that this is usually irreversible</li> </ul>
<p><b>History</b></p>	<p><b>End of the roman empire to 1066</b> <b>Britain's settlements by Anglo-Saxons and Scots</b> <b>Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion</b></p> <ul style="list-style-type: none"> <li>know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict <ul style="list-style-type: none"> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul> </li> </ul>			<p><b>Civilisations around AD900 – Mayans</b> <b>Study of a non-European advanced civilization from over 1000 years ago.</b></p> <ul style="list-style-type: none"> <li>Know about the impact that the following ancient society had on the world; the Islamic civilization or the Mayan Society;</li> <li>Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>
<p><b>Geography</b></p>			<p><b>Rainforests</b></p>	

			<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• know what is meant by biomes and what are the features of a specific biome</li> <li>• know the terms: emergent layer, canopy, understory and forest floor and be able to label them on a diagram</li> </ul>			
D&T	<p><a href="#">Link to Anglo Saxons / Vikings</a> Can you work as a group to create a model Anglo-Saxon settlement? Or How can you create a Viking long ship from a range of materials? Or What did the Vikings eat and can you recreate a Viking meal?</p>			<p><a href="#">Link to Maya</a> Research and build Mayan style pyramid. Opportunity for pulley systems?</p>		
Art	<p><a href="#">Link to Anglo Saxons</a> What was Anglo Saxon art and culture like?  Investigate repeating patterns and shading accurate to culture of the time.  <a href="#">Link to Circulatory system</a> Can you paint a blood cell, using colour and tone to show shape?</p>	<p><a href="#">Link to Rainforests</a> Can you create a print using the large leaves of rainforest plants as your inspiration? Henri Rouseau – recreate art style using pastels  <a href="#">Link to Earth and Space</a> How could you create a moon surface? Outdoor learning opportunity, using soil/sand. Use of stamps and prints on clay to create surface map of the moon.</p>	<p><a href="#">Link to Maya</a> Improve mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials:  <a href="#">Link to Materials</a> Using finger prints as well as hand and foot prints, can you create an interesting piece of art work that has interesting design features?</p>			
PE	Dodgeball	Benchball	Gymnastics (apparatus)	Football	Racquet sports (Badminton/Tennis)	Dance (modern) Or swimming
<p>All area of the curriculum will be taught across the two year cycle but changes will be made to reflect competitions and opportunities provided by our family of schools.</p>						

<p>RE</p>	<p>Theme: Inspirational people in today's world</p> <p>Enquiry question What can we learn from great leaders and inspiring examples in today's world?</p>	<p>Theme: Religion and the individual: what matters to Christians?</p> <p>Enquiry Questions What is expected of a person in following a religion or belief?</p>	<p>Theme: Beliefs and questions:</p> <p>Enquiry Question How do people's beliefs about God, the world and others have impact on their lives?</p>	<p>Theme Beliefs in action in the world:</p> <p>Enquiry Question How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p>
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