

WATERHOUSES CE (VC) PRIMARY SCHOOL
YEAR 5/6 LONG TERM PLAN 2017-18

	Autumn 1 7wks	Autumn 2 8 wks	Spring 1 7 wks	Spring 2 5wks	Summer 1 6 wks	Summer 2 7 wks
TOPIC TITLE	Dig it up (Archaeology – Anglo-Saxons/Scots/Vikings and the Staffordshire Hoard)	Christmas Is the Business (Enterprise and money based theme)	Land of Hope and Glory (UK based theme-focus on London)	Cracking Ideas (Inventions - Anglo-Saxons/Scots/Viking s- transport, trade and invasion)	From bean to bar (Mayans) African Adventure (Ghana - Fair trade)	
Entry point	Hanley Museum – Hoard Hunter and Staffordshire Hoard Helmets workshops	Money Week – Setting up your own business	Residential trip to London?		Visit to Cadbury World/Chocolatier Visit	
Exit point		Christmas Fayre – Selling handmade products	Local Politician	Goblin Car racing – Our own cracking invention!	African drumming workshop	
VALUE	Responsibility	Hope	Compassion	Forgiveness	Generosity	Respect
Curriculum Enrichment Visits/Visitors	Harvest Festival Grandparents' Day Staffordshire Hoard/Anglo-Saxon workshop	Diwali Bonfire Night/Guy Fawkes Advent Christmas Play Pantomime Church- carol service Christmas Fayre	Chinese New Year Internet Safety Day Pancake Day/Ash Wednesday	Easter Sport Relief British Science Week	St George's day Visit to Cadbury World	Sports Day Swimming Gala Summer Production
Numeracy	Year 5/6 continuum of learning – Place Value, addition, subtraction (written methods and mental facts).	Year 5/6 continuum of learning – Multiplication, division (written methods and mental facts), prime numbers, multiples and factors, statistics, area and perimeter.	Year 5/6 continuum of learning – Fractions, decimals and percentages.	Year 5/6 continuum of learning – Algebra and ratio (Year 6 only), Geometry- shape and angle and position and direction.	Year 5/6 continuum of learning – Volume and measures: converting units of measure.	Year 5/6 continuum of learning – Consolidation of fractions, decimals and percentages and further number work on the four operations.
Literacy – Writing	Classic poetry -Reading, writing, performing (Beowulf) Poetry – Anglo-Saxon Kennings Fiction – Myths and Legends Writing a mini – Anglo-Saxon saga Non-fiction - letters.	Poetry by heart – Twas the night before Christmas Fiction –Write a personalised story for a young child as a Christmas Gift. Non-fiction - Instructions	Poetry – Write poems that convey an image (simile, word play, rhyme and Metaphor) based on experiences of London. Fiction – Plays. Study the works of Shakespeare (Globe theatre, Shakespeare week). Non-Fiction –Write biographies or journalistic writing,	Fiction – Write adventure stories. Non-Fiction – Write explanations.	Poetry – Performance poems about chocolate (Michael Rosen as a focus author) Fiction – Write Mayan creation myths. Non-Fiction –Write persuasively (Fairtrade). Non-Fiction –Write non chronological reports.	Poetry – Write Haikus about the rainforest. Fiction – Write stories set in another culture. Non-Fiction – Recounts – based on the diary of Alex Winters in amazon Diaries

Literacy-Reading	<p>Daily 15 minutes differentiated phonics and spelling work</p> <p>Daily 25 minute whole class reading sessions with particular skills focus</p> <p>Accelerated Reader - Pupils take quizzes and earn rewards for the books they read at home/in school and for their reading progress.</p> <p>Daily listening to stories for pleasure – teacher/class chosen text.</p> <p>Read and listen to a wide range of styles of text, including fairy stories, myths, legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</p> <p>Prepare plays to read out loud.</p> <p>Learn and perform classic and modern poetry off by heart.</p> <p>Author Focus and celebrations of reading (world book day etc)</p> <p>Discuss class texts and own reading books.</p> <p>Use the class and school libraries.</p>					
	<p>Class texts–</p> <p>Teacher Read for pleasure- Skellig by David Almond</p> <p>Literacy focus - Beowulf by Michael Morpurgo</p> <p>Plus other reading materials (both fiction and non-fiction as well as poetry and song) to link with core texts during whole class reading sessions.</p>	<p>Class texts –</p> <p>Teacher Read for pleasure - The Firework-Maker's Daughter by Philip Pullman or CLASS CHOICE</p> <p>Literacy focus - tbc</p> <p>Plus other reading materials (both fiction and non-fiction as well as poetry and song) to link with core texts during whole class reading sessions.</p>	<p>Class texts –</p> <p>Teacher Read for pleasure - The London Eye Mystery by Siobhan Dowd</p> <p>Literacy Focus – tbc</p> <p>Plus other reading materials (both fiction and non-fiction as well as poetry and song) to link with core texts during whole class reading sessions.</p>	<p>Class texts –</p> <p>Teacher Read for pleasure – CLASS CHOICE</p> <p>Literacy Focus – tbc</p> <p>Plus other reading materials (both fiction and non-fiction as well as poetry and song) to link with core texts during whole class reading sessions.</p>	<p>Class texts –</p> <p>Teacher Read for pleasure – CLASS CHOICE</p> <p>Literacy focus - Bitter Chocolate by Sally Grindley</p> <p>Plus other reading materials (both fiction and non-fiction as well as poetry and song) to link with core texts during whole class reading sessions.</p>	<p>Class texts–</p> <p>Teacher Read for pleasure – Wonder by R.J Palacio</p> <p>Literacy Focus - Journey to Jo'burg - by Beverley Naidoo/ Amazon Diary: The Jungle Adventures Of Alex Winters</p> <p>Plus other reading materials (both fiction and non-fiction as well as poetry and song) to link with core texts during whole class reading sessions.</p>
<p>RE (Year B)</p>	<p>Who is the Holy Spirit? (4h)</p> <p>How do Sikhs celebrate Harvest- Vaisakhi (3h)</p>	<p>How do carols help us understand the Christmas story? & preparing for nativity/carol service</p>	<p>Founders and Leaders- Jesus & Disciples, Guru Nanak, Muhammad</p>	<p>How can 'The Lion, the witch and the wardrobe' helps us understand Easter better?(Barnabas in Schools topic)</p>	<p>How did it all begin? Exploring different religious and non-religious creation stories</p>	<p>Where in the world? (Barnabas in Schools topic- Christianity worldwide)</p>

<p>PSHCE/British Values</p>	<p>Me and My School Rules, achievements and goals (link with achievements and legacies), school council and opportunities, challenges and contribution to school life (Y5/6 schemes of work) (Core themes for assessment – Health and wellbeing, Living in the Wider World)</p> <p>Rule of law, democracy, individual liberty and mutual respect– Democracy week – voting for leadership roles within school, new class and school rules, new beginnings</p> <p>Living in the Wider World - Rights and Responsibilities (LCP) Value –Responsibility (year 6 responsibilities, responsibilities within new leadership roles)</p>	<p>PSHE – Me and my relationships Antisocial behaviour, bullying and changing friendships (Core themes for assessment – Relationships)</p> <p>Tolerance of those with different faiths and beliefs – Diwali and Fireworks, Christmas around the world (focus on Christian celebrations in Africa).</p> <p>Mutual Respect/ Relationships- Anti-bullying Week</p> <p>Living in the Wider World – PFEG- My Money Week (as part of 'Christmas is the business' enterprise topic.</p> <p>Value –Hope (Links with World Diabetes day and Advent)</p>	<p>PSHE – Me in the World Public money, personal money, sustainability and charity (Core themes for assessment – Living in the Wider World).</p> <p>Tolerance of those with different faiths and beliefs – Chinese New year</p> <p>Rule of law, democracy, individual liberty and mutual respect /Living in the Wider world- What is the UK? British values, democracies and dictatorships, Britain and the world community (any sections from LCP global community)and trip to London.</p> <p>Value –Compassion (links with RE topic – founders and leaders).</p>	<p>PSHE – Me and other people Identity, diversity, racism and stereotyping (Core themes for assessment - Living in the wider world and Relationships)</p> <p>Individual liberty and mutual respect- Links with values education (forgiveness).</p> <p>Living in the Wider world/ Mutual Respect- Sport Relief</p> <p>Relationships/ Health and Wellbeing -Choices (LCP)</p> <p>Value –Forgiveness (links with RE topic-suffering and hardship).</p>	<p>PSHE –Me and My Safety Pressure, safe and unsafe decisions, drugs and alcohol, saying no (Core themes for assessment – Health and Wellbeing and Relationships) British Values- St Georges Day</p> <p>Health and Wellbeing - Exercise and healthy living/eating (Links with science objectives)</p> <p>Value – Generosity (links with Fairtrade work in topic).</p>	<p>PSHE – Happy and Healthy Me Physical and emotional health and the media (Core themes for assessment - Health and Wellbeing, Relationships and Living in the Wider World)</p> <p>Tolerance of those with different faiths and beliefs/mutual respect – African culture (links with African adventure topic).</p> <p>Health and Wellbeing/Relationships- Changes (Y6- sex education).</p> <p>Value –Respect (links with African adventure topic and Re topic – Global citizens).</p>
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<p>Computing</p>	<p>E-safety: Digital Citizenship pledge (Y5) + Super Digital Citizen (Y6) + You've won a prize! (Y5)</p> <p>Create a graphic novel version of Beowulf</p> <p>Programming:</p> <ul style="list-style-type: none"> • Plan an Algorithm for a quiz game. • Program the game using variables • Test the game. • Collect and create sound and image files. • Use a diagram to label sources • Carry out research to make An 'authentic' game. (Espresso Unit 4a) 	<p>E-safety: What's cyberbullying? (Y6) (link with anti-bullying week and PSHE – Me and my relationships topic)</p> <p>Programming: Scratch music machine - Create and edit sounds. Control when they are heard, their volume, duration and rests (Christmas Music)</p>	<p>E-safety: Strong Passwords (Y5) + Talking Safely Online (Y6)</p> <p>Communicating: Multimedia project :London trip (Create images, video and sound recordings and explain why they were created.)</p>	<p>E-safety: Selling Stereotypes (Y6) (link with PSHE topic - Me and other people)</p> <p>Collecting - Branching databases: Devise and construct databases using applications designed for this purpose with links to the science curriculum.</p>	<p>E-safety: Privacy rules (Y6) + How to cite a site (Y5)</p> <p>Communicating : Stop Motion Animation of how chocolate is made - Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p>	<p>E-safety: Picture perfect (Y5) (link with PSHE unit- Happy and Healthy me)</p> <p>Combining text and graphics Make programmes for the summer production</p>
<p>SCIENCE</p>	<p>Evolution and Inheritance</p> <p>To understand evolution and inheritance- identifying differences and similarities in offspring, how plants and animals are adapted to their environment and how adaptation leads to evolution.</p>	<p>Electrical Circuits</p> <p>Explore components of a circuit and how give reasons for variations in how components function.</p>	<p>Solids, liquids and gases</p> <p>Mixing materials, separating materials and reversible and irreversible changes.</p>	<p>Classification of living things</p> <p>Life processes and life cycles.</p>	<p>Animals and Humans</p> <p>Impact of diet, exercise drugs and lifestyle on the human body</p> <p>Explore the main parts of the human body and the circulatory system</p>	<p>Living Things and their Habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>

GEOGRAPHY			<p>As geographers, what can your report about.... The city of London?</p> <p>Focussed study of London, its key landmarks, rivers and transport. Multi-culturalism and the development of a diverse city.</p> <p>What can you tell me about the UK and the Commonwealth?</p> <p>Investigate the countries of the commonwealth and how the monarchy is linked.</p>		<p>As geographers, can you...name and locate the countries of South America and identify their main physical and human characteristics?</p> <p>Explore where the Mayans came from and what their country was like.</p>	<p>As geographers can you ...explore the rainforest climate and how geographical location affects economic activity?</p> <p>Build on knowledge from previous topic and fair-trade farming to explore rainforest habitats in Africa, looking in particular at the lives of people that live there.</p>
HISTORY	<p>As archaeologists, what can you dig up about... the Anglo-Saxons, Scots and Vikings?</p> <p>Who were the Anglo-Saxons and where did they come from?</p> <p>Explore the Anglo Saxon hoard found locally – what does this artefact tell us about life in Anglo Saxon times?</p> <p>Examine other artefacts from the periods mentioned and develop a greater understanding of chronology through linking periods in history.</p>		<p>As historians, what can you find out about...London and how it has changed over time?</p> <p>Focussed study of London, its key historical buildings, rivers and transport and how London has changed over time through changes to industry and regeneration (Olympic Park).</p>	<p>As historians, what can you find out about... the importance of boats to people in history?</p> <p>Explore the development of transport and trade in world history. Examine the development of trade routes and growing importance of sea travel for trade and invasion.</p>	<p>As historians, can you chronologically place the Mayas in history and suggest what was happening in Britain at this time?</p> <p>Contrast this period with British History at this time.</p>	
PE	Swimming/Invasion games (football & netball)	Swimming/Gymnastics	Swimming/Dance	Swimming/Invasion games (tag rugby)	Swimming/Cricket/Rounders	Swimming/Athletics
DT		Electricals and electronics Batteries, motors and buzzers – electronic toys.		Materials		Textiles Kente fabric weaving/printing and rainforest decoration making.

ART	Collage Make a piece of Anglo Saxon Jewellery (broach?)/weaponry using collage materials.		Sculpture London Skyline models.		Printing Investigating different printing techniques and materials used to make prints in traditional South American styles.	
MUSIC	Playing tuned instruments	Performance (singing)- Christmas concert	Listening and appreciating - National Anthem and Land of Hope and Glory – Edward Elgar.	History of music – significant composers	Performance (singing)-summer Production. The music of Charlie and the Chocolate Factory?	Performance (singing)-summer Production. Percussion instruments - African Drumming
French LCP Primary French Scheme	Revision/consolidation of previous learning: greetings, family, numbers, body, days and months, travel, likes/dislikes, instructions.		Unit 10- Vive le sport! (Our sporting lives)	Unit 11-Le Carnaval des animaux (Carnival of the animals)	Unit 12- Quel temps fait-il? (What's the weather like?)	
SMSC Multicultural opportunities	<p>Spirituality- Is it right to dig up the past?</p> <p>Aspirations – famous/significant archaeologists and historians.</p> <p>Diversity – Harvest in different countries in need.</p> <p>Raising money for charity- World Diabetes Day Remembrance</p>	<p>Diversity/Spirituality - Christmas around the world- e.g Christian celebrations in Africa and differences between religious traditions/celebrations around the world.</p> <p>Assembly to share class research about Christmas in a particular country.</p> <p>Aspirations – Running a business – achieving economic wellbeing</p>	<p>Spirituality- Key religious landmarks in London and significance in history. Ash Wednesday celebrations in the church.</p> <p>Aspirations – Look at the roles associated within the House of Commons and Government/ Local politics and other key roles held by key figures in London (e.g mayor).</p> <p>Diversity –Diversity and multiculturalism in London.</p>	<p>Spirituality- The Easter Story</p> <p>Aspirations – famous/significant inventors/entrepreneurs – what impact on society have significant inventions had? What would life be like without them?</p> <p>Diversity – Sport relief – countries involved and reasons for helping.</p> <p>Raising money for charity- Sport Relief</p>	<p>Spirituality- Feeding the 5000/Wedding at Cana stories</p> <p>Aspirations –wanting to help – buying fair trade products or becoming involved in aid work to help other people in the world.</p> <p>Diversity – Fairtrade countries (fair deal for farmers)</p>	<p>Spirituality- Looking at Christian communities in Africa. Why do people destroy the rainforest? What would happen if we destroy the rainforest?</p> <p>Aspirations –Travel and discovery of the world.</p> <p>Diversity – African/rainforest culture.</p> <p>Sports Day</p>