



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p style="text-align: center;">Holes by Louis Sachar</p> <p>Narrative (2 weeks)</p> <ul style="list-style-type: none"> -Own stories (varied narrative structure) -More complex story structure (e.g. flashback, story within a story, non-linear time sequence) -Exploring narrative viewpoint -Developing characters by what they say and do, feel and react -Developing characters with different perspectives on story events -Using paragraphs to vary pace and emphasis -Using expressive or figurative language -Consciously crafting their story <p>Recount (2 weeks)</p> <ul style="list-style-type: none"> -Adopting correct level of formality and style to suit audience and purpose -Writing a wider variety of styles of recounts – <i>eyewitness accounts, police reports, biography and autobiography</i> – based on real and 	<p style="text-align: center;">There’s a Boy in the Girls’ Bathroom by Louis Sachar</p> <p>Recount (2 weeks)</p> <ul style="list-style-type: none"> -Adopting correct level of formality and style to suit audience and purpose -Writing a wider variety of styles of recounts – <i>eyewitness accounts, police reports, biography and autobiography</i> – based on real and fictional events and characters <p>Narrative (3 weeks)</p> <ul style="list-style-type: none"> -Own stories (varied narrative structure) -More complex story structure (e.g. flashback, story within a story, non-linear time sequence) -Exploring narrative viewpoint -Developing characters by what they say and do, feel and react -Developing characters with different perspectives on story events -Using paragraphs to vary pace and emphasis -Using expressive or figurative language -Consciously crafting their story 	<p style="text-align: center;">Skellig by David Almond</p> <p>Recounts (1 week)</p> <ul style="list-style-type: none"> -Writing for a range of purposes adopting appropriate level of formality and register -Experimenting with tense changes –<i>e.g. anecdotal storytelling may be in present tense</i> - and techniques - <i>e.g. flashbacks</i> <p>Persuasion (2 weeks)</p> <ul style="list-style-type: none"> -Using persuasive techniques to appeal to reader / listener, shifting between formal and informal to suit purpose -Including examples to support argument -Introducing the notion of debate by presenting alternative arguments and countering these -Using a wider variety of persuasive devices and techniques <i>e.g. slogans or catch phrases to capture reader interest</i> 	<p style="text-align: center;">The Arrival by Shaun Tan (Picture book)</p> <p>Explanations (2 weeks – letter writing)</p> <ul style="list-style-type: none"> -Developing written explanations to include hypothetical language, modals and passive verbs -Using impersonal tone and more formal style -Selecting vocabulary for clarity, using disciplinary vocabulary when appropriate -Selecting the most effective mode of conveying information (through text / pictorially) <p>Narrative (2 weeks)</p> <ul style="list-style-type: none"> -Own stories (varied narrative structure) -More complex story structure (e.g. flashback, story within a story, non-linear time sequence) -Exploring narrative viewpoint -Developing characters by what they say and do, feel and react -Developing characters with different 	<p style="text-align: center;">Friend or Foe by Michael Morpurgo</p> <p style="text-align: center;"><i>Link to History WW2</i></p> <p>Non-chronological report (2 weeks)</p> <ul style="list-style-type: none"> -Non-chron. reports are clearly organised and well structured -Using vocabulary specific to the discipline -Adopting the appropriate level of formality -Using passive form -Experimenting with layout and presentation of information to engage reader <p>Recount (1 week)</p> <ul style="list-style-type: none"> -Writing for a range of purposes adopting appropriate level of formality and register -Experimenting with tense changes –<i>e.g. anecdotal storytelling may be in present tense</i> - and techniques - <i>e.g. flashbacks</i> <p>Discussion (2 weeks)</p> <ul style="list-style-type: none"> -Writing summaries all the viewpoints in an argument and is able to point out the strengths 	<p style="text-align: center;">Fireweed by Jill Paton Walsh</p> <p>Narrative (3 weeks)</p> <ul style="list-style-type: none"> -Own stories (varied narrative structure) -More complex story structure (e.g. flashback, story within a story, non-linear time sequence) -Exploring narrative viewpoint -Developing characters by what they say and do, feel and react -Developing characters with different perspectives on story events -Using paragraphs to vary pace and emphasis -Using expressive or figurative language -Consciously crafting their story <p>Explanations (2 weeks)</p> <ul style="list-style-type: none"> -Developing written explanations to include hypothetical language, modals and passive verbs -Using impersonal tone and more formal style -Selecting vocabulary for clarity, using disciplinary vocabulary when appropriate



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

	<p>fictional events and characters</p> <p>Explanations (2 weeks) – formal letters</p> <ul style="list-style-type: none"> -Writing cohesive and clear explanations of more complex processes and events -Selecting vocabulary appropriate to the discipline -Organising writing logically in order to aid the reader <p>Persuasion (2 weeks)</p> <ul style="list-style-type: none"> -Planning and writing persuasive texts selecting the most appropriate genre for the purpose <i>e.g letter/advert/speech</i> -Using a range of persuasive devices <i>e.g. deliberate use of ambiguity, disguising opinion, selecting phrases and vocabulary to persuade</i> 	<p><u>Non-chronological report (2 weeks)</u></p> <ul style="list-style-type: none"> -Choosing to write a non chron. report to provide information – from both factual and fictional stimulus -Providing evidence to support the points made -Ensuring cohesion between paragraphs -Writing using a clear structure and layout features <p><u>Instructions (1 week)</u></p> <ul style="list-style-type: none"> -Succinct, clear and cohesive instructions for both simple and complex procedures, supported by diagrams as appropriate 	<p>-Adapting layout and style to suit audience and purpose</p> <p><u>Narrative (3 weeks)</u></p> <ul style="list-style-type: none"> -Own stories (varied narrative structure) -More complex story structure (e.g. flashback, story within a story, non-linear time sequence) -Exploring narrative viewpoint -Developing characters by what they say and do, feel and react -Developing characters with different perspectives on story events -Using paragraphs to vary pace and emphasis -Using expressive or figurative language -Consciously crafting their story <p><u>Non-chronological report 1 week)</u></p> <ul style="list-style-type: none"> -Non-chron. reports are clearly organised and well structured -Using vocabulary specific to the discipline -Adopting the appropriate level of formality 	<p>perspectives on story events</p> <ul style="list-style-type: none"> -Using paragraphs to vary pace and emphasis -Using expressive or figurative language -Consciously crafting their story <p><u>Recounts (2 weeks)</u></p> <ul style="list-style-type: none"> -Writing for a range of purposes adopting appropriate level of formality and register -Experimenting with tense changes –<i>e.g. anecdotal storytelling may be in present tense</i> - and techniques - <i>e.g. flashbacks</i> 	<p>and weaknesses of those positions</p> <ul style="list-style-type: none"> -Able to produce a balanced and objective written report 	<p>-Selecting the most effective mode of conveying information (through text / pictorially)</p> <p><u>Non-chronological report (2 weeks)</u></p> <ul style="list-style-type: none"> -Non-chron. reports are clearly organised and well structured -Using vocabulary specific to the discipline -Adopting the appropriate level of formality -Using passive form -Experimenting with layout and presentation of information to engage reader
--	--	--	---	--	---	---



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

			<ul style="list-style-type: none"> -Using passive form -Experimenting with layout and presentation of information to engage reader 		
Maths	<ul style="list-style-type: none"> • Number and place value <p><u>Year 5</u></p> <ul style="list-style-type: none"> -Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero -count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 -read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit -read Roman numerals to 1 000 (M) and recognise years written in Roman numerals. -round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 <p><u>Year 6</u></p> <ul style="list-style-type: none"> -use negative numbers in context, and calculate intervals across zero -read, write, order and compare numbers up to 10 000 000 and determine the value of each digit -read, write, order and compare numbers up to 10 000 000 and determine the value of each digit -round any whole number to a required degree of accuracy -solve number and practical problems that involve all of the above <ul style="list-style-type: none"> • Addition and Subtraction <p><u>Year 5</u></p>	<ul style="list-style-type: none"> • Multiply and Division <p><u>Year 5</u></p> <ul style="list-style-type: none"> - multiply and divide numbers mentally drawing upon known facts - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p><u>Year 6</u></p> <ul style="list-style-type: none"> - perform mental calculations, including with mixed operations and large numbers - multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number 	<ul style="list-style-type: none"> • Fractions <p><u>Year 6</u></p> <ul style="list-style-type: none"> - compare and order fractions, including fractions >1 - identify the value of each digit in numbers given to three decimal places - solve problems which require answers to be rounded to specified degrees of accuracy - use common factors to simplify fractions; use common multiples to express fractions in the same denomination - associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) - multiply one-digit numbers with up to two decimal places by whole numbers - divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$) - multiply one-digit numbers with up to two decimal places by whole numbers 	<ul style="list-style-type: none"> • Ratio <p><u>Year 5 and 6</u></p> <ul style="list-style-type: none"> - solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison - solve problems involving similar shapes where the scale factor is known or can be found - solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <ul style="list-style-type: none"> • Measure (area) <p><u>Year 5</u></p> <ul style="list-style-type: none"> - calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (also included in measuring - calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes <p><u>Year 6</u></p> <ul style="list-style-type: none"> - recognise that shapes with the same areas can have different perimeters and vice versa - calculate the area of parallelograms and triangles <ul style="list-style-type: none"> • Statistics (mean) 	<ul style="list-style-type: none"> • Consolidation of skills, gap analysis and investigations.



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

	<p>-add and subtract numbers mentally with increasingly large numbers</p> <p>-add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>-use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>-solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Year 6</p> <p>-perform mental calculations, including with mixed operations and large numbers</p> <p>-use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>-use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>-Solve problems involving addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> ● Position and Direction <p>Year 5 & 6</p> <p>-describe positions on the full coordinate grid (all four quadrants)</p> <ul style="list-style-type: none"> ● Geometry (shape) <p>Year 5</p> <p>-identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>- draw given angles, and measure them in degrees (o)</p> <p>- use the properties of rectangles to deduce related facts and find missing lengths and angles</p>	<p>using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>- use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>- use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>- solve problems involving addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> ● Fractions <p>Year 5</p> <p>- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalent</p> <p>- compare and order fractions whose denominators are all multiples of the same number</p> <p>- read, write, order and compare numbers with up to three decimal places</p> <p>- round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>- read and write decimal numbers as fractions (e.g. $0.71 = 71/100$)</p> <p>- recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction</p> <p>- add and subtract fractions with the same denominator and multiples of the same number</p> <p>- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1</p>	<p>- multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>- identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>- associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$)</p> <p>- use written division methods in cases where the answer has up to two decimal places</p> <p>- solve problems which require knowing percentage and decimal equivalents of $1/2, 1/4, 1/5, 2/5, 4/5$ and those with a denominator of a multiple of 10 or 25.</p> <ul style="list-style-type: none"> ● Statistics <p>Year 5</p> <p>- solve comparison, sum and difference problems using information presented in a line graph</p> <p>Year 6</p> <p>- interpret and construct pie charts and line graphs and use these to solve problems</p> <ul style="list-style-type: none"> ● Geometry – circles. <p>Year 5 & 6</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>	<p>-calculate and interpret the mean as an average</p> <ul style="list-style-type: none"> ● Position and Direction (translations and reflections) <p>Year 5</p> <p>-identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>Year 6</p> <p>-draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <ul style="list-style-type: none"> ● Algebra <p>Year 5</p> <p>- use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Year 6</p> <p>- express missing number problems algebraically</p> <p>- find pairs of numbers that satisfy number sentences involving two unknowns</p> <p>- enumerate all possibilities of combinations of two variables</p> <p>- use simple formulae</p> <p>- generate and describe linear number sequences</p>
--	--	--	---	---



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

	<p>- distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>- identify: * angles at a point and one whole turn (total 360o) * angles at a point on a straight line and ½ a turn (total 180o) * other multiples of 90o</p> <p>Year 6</p> <p>- recognise, describe and build simple 3-D shapes, including making nets</p> <p>- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>- draw 2-D shapes using given dimensions and angles</p> <p>- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygon</p> <p>- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>• Statistics (tables)</p> <p>Year 5 & 6</p> <p>-complete, read and interpret information in tables, including timetables</p> <p>• Measure (perimeter)</p> <p>Year 5</p> <p>-measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Year 6</p> <p>- recognise that shapes with the same areas can have</p>	<p>as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 11/5$)</p> <p>- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>• Measure <small>(mass/capacity/volume)</small></p> <p>Year 5</p> <p>- estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)</p> <p>- use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p> <p>- convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>- understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Year 6</p> <p>- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>- convert between miles and kilometres</p> <p>• Number</p> <p>Year 5</p> <p>- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p>			
--	---	---	--	--	--



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

	<p>different perimeters and vice versa</p> <ul style="list-style-type: none"> • Time <p>Year 5 & 6</p> <p>-solve problems involving converting between units of time</p>	<p>- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>- establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>Year 6</p> <p>- identify common factors, common multiples and prime numbers</p>				
Science	<p style="text-align: center;">Forces</p> <p>National Curriculum Objectives (Year 5)</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling objects. - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. - Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. 	<p style="text-align: center;">Evolution & Inheritance</p> <p>National Curriculum Objectives (Year 6)</p> <ul style="list-style-type: none"> - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Ideas for enquiry</p> <p>Can all birds eat bird seed?</p>	<p style="text-align: center;">Living Things & their habitats</p> <p>National Curriculum Objectives (Year 5)</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life processes of reproduction in some plants and animals. <p>Ideas for enquiry</p> <p>Does location affect a dandelions growth?</p>	<p style="text-align: center;">Light</p> <p>National Curriculum Objectives (Year 6)</p> <ul style="list-style-type: none"> - Recognise that lights 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 our eyes or from light sources to objects and then to our eyes. <p>Use the idea that light travels in straight lines</p>	<p style="text-align: center;">Animals including humans</p> <p>National Curriculum Objectives (Year 5)</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. <p>Ideas for enquiry</p> <p>Does a long gestational period mean a longer life expectancy?</p>	



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

	<p>Ideas for enquiry How can you get the eggs up the hill without someone pushing or pulling? How can you get the eggs up the hill using the least amount of effort? How can you make cotton wool fall as slowly as possible? How could Rapunzel safely send an Easter egg to the prince if the tower was in the middle of a lake?</p>			<p>to explain why shadows have the same shape as the object that cast them.</p> <p>Ideas for enquiry How can you see around corners? How can you make your shadow bigger?</p>	
<p>Computing</p>	<p>Computer Science I can solve problems in writing programs by decomposing them into smaller parts (A)</p> <ul style="list-style-type: none"> Write a simple program in Scratch, which breaks a problem down into smaller pieces. <p>Scratch –Build a Scene http://code-it.co.uk/goldscene where code is modified to have different effects. Or Helicopter Game http://code-it.co.uk/goldgame/</p> <p>I can collaborate and communicate using technology. (A)</p> <ul style="list-style-type: none"> Email/Skype/Facetime <p>Digital Literacy I can understand the importance of using technology respectfully and responsibly (A)</p>	<p>Computer Science I can work with different forms of input and output (A)</p> <ul style="list-style-type: none"> Create a single player game, which uses a variety of inputs to control a player. GD – multi-player game <p>Digital Literacy I can identify a range of ways to report concerns about content and contact</p> <ul style="list-style-type: none"> Knows that concerns can be passed to a trusted adult Knows how to screenshot and report bullying and block users Is aware of reporting tools on apps and websites 	<p>Computer Science I can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them. (A/B)</p> <ul style="list-style-type: none"> Be able to annotate a simple screenshot (Scratch or Microbit Block editor) to explain how it works. <p>Be able to use the annotated screenshot to further develop the challenge</p> <p>Digital Literacy I can appreciate how search results are ranked I am discerning in evaluating digital content (A)</p> <ul style="list-style-type: none"> Can use a search engine using appropriate key words to find information Effectively use a search engine with multiple criteria e.g. AND , OR to refine their search 		



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

	<ul style="list-style-type: none"> Know how to reduce the risks posed by the misuse of technology <p>You won't believe this! Common Sense Media https://www.common sense.org/education/digital-citizenship/lesson/you-wont-believe-this</p> <p>Be able to explain the personal and legal consequences of misuse of technology, e.g. cyberbullying and grooming, know how to reduce the risks of the misuse of technology.</p> <p>IT Create a brochure/flier using Publisher. Can use another program to create content for presentation (e.g. edit a picture for use in PowerPoint) Can use multiple programmes to create content e.g. develop and embed a video in a presentation</p>	<p>(A) Play Like Share – CEOP https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</p> <p>(A) What is Cyberbullying? Common Sense Media https://www.common sense.org/education/digital-citizenship/lesson/whats-cyberbullying</p> <p>IT Is able to enter data into a pre-prepared spreadsheet to answer simple questions e.g. excel Can confidently spreadsheet and calculations to produce a graphs and solve problems (link to stats in maths) Can confidently use spreadsheets and calculations to produce a graphs and solve problems (link to reasoning problems in maths – GD)</p>	<p>Google Search Lessons https://sites.google.com/site/gwebsearcheducation/lessonplans</p> <p>IT Can independently create and show a simple presentation e.g. PowerPoint Can confidently develop and present ideas to a group and match the work to the needs of the audience Can confidently develop and present ideas to a group and match the work to the needs of the audience using a range of material e.g. video, presentation handouts etc.</p>
<p>History</p>	<p>Could you live in an Iron Age hill fort? -Iron Age hill forts -Tribal kingdoms -Farming -Art and culture.</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>-Develop increasingly secure chronological knowledge and understanding of history, local, British and world -Put events, people, places and artefacts on a time-line -Use correct terminology to describe events in the past -Develop use of appropriate subject terminology, such as: empire, civilisation. -Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Who were the early law makers? -Anglo- Saxon law and justice</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England.</p> <p>-Begin to offer explanations about why people in the past acted as they did -Devise, ask and answer more complex questions about the past, considering key concepts in history -Select sources independently and give reasons for choices -Analyse a range of source material to promote evidence about the past -Construct and organise response by selecting and organising relevant historical data -Use correct terminology to describe events in the past</p>	<p>How could Hitler have convinced a nation like Germany to follow him? -WW2 focus</p> <p>A study of an aspect in British history that extends pupil's chronological knowledge past 1066</p> <p>-Develop increasingly secure chronological knowledge and understanding of history, local, British and world -Record knowledge and understanding in a variety of ways, using dates and key terms appropriately -Begin to offer explanations about why people in the past acted as they did -Understand that the past is represented and interpreted in different ways and give reasons for this -Give reasons why some events, people or developments are seen as more significant than others</p>



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

<p>Geography</p>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>I'm a Class 4 pupil, can you get me out of here?</p> <ul style="list-style-type: none"> • 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 • 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. 	<p>Why should the rainforests be important to us all?</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics. • Country focus: Brazil
<p>D&T</p>	<p>Experience food from another culture (China). Prepare, cook, taste and reflect on comparisons to the food we eat in the UK.</p> <p>-How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>-How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Design and create a model of a hillfort using natural resources. Work in teams to create the hill fort.</p>	<p>Making a Viking long boat. Test out on water and add weight to judge the suitability for a water attack.</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</p> <p>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Create a model of a British Fighter plane – link to history</p> <p>-Generate innovative ideas, drawing on research</p> <p>-Make design decisions, taking account of constraints such as time, resources and cost</p> <p>-Develop prototypes</p> <p>-Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p>



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

	<p>-Know that materials have both functional properties and aesthetic qualities</p> <p>-Know that materials can be combined and mixed to create more useful characteristics</p> <p>-Select tools and equipment suitable for the task</p> <p>-Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>-Select materials and components suitable for the task</p>				
Art and Design	<p><u>Chinese Art</u></p> <ul style="list-style-type: none"> • Chinese 3d masks and culture <p>-Make masks from a range of cultures and traditions, building a collage element into the sculptural process</p> <p>-Create human forms showing movement</p> <ul style="list-style-type: none"> • Chinese brush painting <p>-Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>-Develop fine brush strokes</p> <p><u>Year 5 & 6</u></p> <p>-Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>-Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>-Adapt work according to their views.</p>		<p><u>Popular culture/identity</u></p> <ul style="list-style-type: none"> • Art of everyday objects • Digital photography • Still life drawing painting • Local area sketches. <p>-Use first hand observations using different viewpoints, developing more abstract representations</p> <p>-Introduce perspective, fore/back and middle ground</p> <p><u>Artist Study</u></p> <p>Banksy</p> <p><u>Year 5 & 6</u></p> <p>-Use the work of artists to replicate ideas or inspire own work</p> <p>-Use a sketchbook to develop ideas.</p> <p>-Select and record from first-hand experience.</p>	<p><u>Human Art Form</u></p> <ul style="list-style-type: none"> • Contrast human art forms i.e sculpture, drawing, paint, print etc <p>-Design and create sculpture, both small and large scale</p> <ul style="list-style-type: none"> • Anthony Gormley study 'Angel of the North' line drawings <p>-Introduce perspective, fore/back and middle ground</p> <p>-Investigate proportions</p> <ul style="list-style-type: none"> • Albrecht Durer- drawing skills i.e hatch/cross, shade tone, shadows. • Painting of a war scene – Blitz Art <p>-Investigate working on canvas experiment with colour in creating an effect</p> <p><u>Year 5 & 6</u></p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>-Use a variety of materials for their work.</p> <p>-Explore the roles of arts and craftspeople from different times and cultures.</p>	
RE	What can we find out about a local Muslim community?	What are the themes of Christmas?	How and why do people care for the environment?	Why is the Last Supper so important to Christians?	So, what do we now know about Christianity? (exploration through the concepts)



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

PE	Athletics – Distance Challenge Introduction Unit 3	Gymnastics – Acrobatic Gymnastics Dance – What’s so funny? L2/3	Games (invasion) – Grid Rugby/Tag Rugby L3/4	Dance – Making the Grade L4 Gymnastics – Unit 5 Task 1 (work in 4s) L3/4	Games (St & F) – Runners L3/4 O & A – Beat the Clock L3/4	Games (N & W) – Target Baggers L2/3
Music	Livin’ On A Prayer <u>Year 5 & 6</u> - Copy back using instruments. Use 3 notes: G, A and B - Question and Answer using instruments. Use 3 notes in your answer: G, A and B - Take it in turns to improvise using 3 notes: G, A and B - To identify and move to the pulse with ease. - To sing in unison and to sing backing vocals.	Classroom Jazz 1 <u>Year 5 and 6</u> Bossa Nova B, A + G Swing D, E, G, A + B - To think about the message of songs. - To enjoy exploring singing solo. To listen to the group when singing. -To demonstrate a good singing posture.	Make You Feel My Love <u>Year 5 & 6</u> - Copy back using instruments. Use 3 notes: C, D and E - Question and Answer using instruments. Use 3 notes in your answer: C, D and E - Take it in turns to improvise using 3 notes: C, D and E - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences - To follow a leader when singing.	The Fresh Prince of Belair <u>Year 5 & 6</u> - Copy back using instruments. Use 3 notes: D, E and F - Question and Answer using instruments. Use 3 notes in your answer: D, E and F - Take it in turns to improvise using 3 notes: D, E and F - Listen carefully and respectfully to other people’s thoughts about the music. - To experience rapping and solo singing	Dancing in the Street <u>Year 5 & 6</u> - Copy back using instruments. Use 3 notes: D, E and F - Question and Answer using instruments. Use 3 notes in your answer: D, E and F - Take it in turns to improvise using 3 notes: D, E and F - When you talk try to use musical words. -To talk about the musical dimensions working together in the Unit songs. - To listen to each other and be aware of how you fit into the group.	Reflect, Rewind and Replay <u>Year 5 & 6</u> - Copy back using instruments. Use 3 notes: D, E and F - Question and Answer using instruments. Use 3 notes in your answer: D, E and F - Take it in turns to improvise using 3 notes: D, E and F - Talk about the music and how it makes you feel. - To sing with awareness of being ‘in tune’.
French	On Holiday <ul style="list-style-type: none"> • Say where you are going on holiday this year. • Describe where you will be staying. • Describe a visit to a zoo. • Say what animals you saw and 	Eating Out <ul style="list-style-type: none"> • Order a drink at a café. • Order different flavours of ice cream. • Buy different quantities of fruit and vegetables at a market stall. 	Hobbies <ul style="list-style-type: none"> • Say what activities you love, like and dislike doing in your spare time. • Say what music you like and dislike listening too. • Name different types of musical instruments 	A School Trip <ul style="list-style-type: none"> • Talk about the things you like to do on a journey. • Describe what you can see out of the window on a car or train journey. • Describe a trip to a museum. 	Seasons <ul style="list-style-type: none"> • Name the days, months and seasons. • Describe what activities you like to do in Spring and Summer. • Describe what activities you like to do in Autumn and Winter. 	The Environment <ul style="list-style-type: none"> • Describe the different types of weather. • Describe the different types of wildlife living in a pond. • Describe the different types of



Class 4 Rotation A Years 5 and 6 Long Term Plan (2021/22)

	<p>list your favourite animals.</p> <ul style="list-style-type: none"> Describe a visit to a theme park. Say what you did and give a simple opinion. 	<ul style="list-style-type: none"> Book a table at a restaurant. Order from a menu at a restaurant. 	<p>and say which ones you can play.</p> <ul style="list-style-type: none"> Talk about what you do at the weekend. Describe what you like and dislike doing. Describe different film genres. Say which types of films you like. 	<p>Say what you can do and see.</p>	<ul style="list-style-type: none"> Say when your birthday is. <p>Follow instructions to make a Chinese lantern.</p>	<p>wildlife found in a garden.</p> <ul style="list-style-type: none"> Say what you like and dislike doing in the garden. Talk about the different types of rubbish and how they can be recycled.
RSE	<p>Family and Relationships</p> <ul style="list-style-type: none"> Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals 	<p>Citizenship</p> <p><i>Responsibility</i></p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p><i>Community</i></p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p><i>Democracy</i></p> <ul style="list-style-type: none"> National democracy 	<p>Economic Wellbeing</p> <p><i>Money</i></p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money <p>Prioritising spending</p> <p><i>Career and aspirations</i></p> <ul style="list-style-type: none"> Stereotypes in the workplace 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> Drugs alcohol & tobacco First aid Critical digital consumers Social media The changing adolescent body (puberty, conception, birth) <p>Health and Wellbeing</p> <ul style="list-style-type: none"> Sun safety 	<p>Transition and Identity</p> <p><u>All year groups</u></p> <p>Recap key areas of learning</p> <p>Prepare for the next class / year group / key stage</p> <p><u>Y6</u></p> <ul style="list-style-type: none"> What is identity Gender identity Identity and body image