

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Parental engagement</b>	Y5 parents meeting Y6 parents meeting Y6 Residential photo display	Y5/6 Carol concert	Writing showcase	Art gallery	Y5 residential photo display DT extravaganza!	Y6 production!
<b>Personal development</b>	*Why are some people unkind? *How do I save a life? *Online safety review *First aid course *Online Safety – responsive teaching	*How do I accept my friends for who they are? *Analysing Digital Media	*Control and consent *Where should I get my health information? *Empathy and Migration workshop	*Protecting our identity	*Careers and aspirations *Anti-bullying *Online Safety – responsive teaching	*Finance and money *Online Safety – responsive teaching  Y6 only- sexual reproduction
Y6 only – Visit to Crucial Crew – date to be confirmed						
<b>English – reading</b>	<b>Y5</b> <b>Applying Phonics</b> I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. <b>Reading for Pleasure – maintaining a positive attitude about reading</b> I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. I know that these are structured in different ways. I know that non-fiction texts are structured to guide the reader to information. I can explain how the structure guides the reader to find specific information. I find words and language that are used for effect. I can explain how the words and language create a precise effect. <b>Reading for Pleasure – comprehension</b> I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I ask questions to improve my understanding. I re-read to check that the text is meaningful. I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. <b>Reading for Pleasure – justifications for views</b> I give a personal point of view about a text. I explain the reasons for my viewpoint, using evidence from the text. I listen to others' ideas and opinions about a text.		<b>Y5</b> <b>Reading for Pleasure – maintaining a positive attitude about reading</b> I discuss and explain how and why different books have different structures. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a nonfiction book to research questions raised. I understand that a writer moves events forward through a balance of dialogue, action and description. I record effective words and language from reading to use in my own writing. <b>Reading for Pleasure – comprehension</b> I use meaning-seeking strategies to explore the meaning of words in context. understand that inferences can be drawn from different parts of the text. I justify inferences with evidence from the text. I make predictions from evidence found and implied. I summarise the main ideas drawn from a text. Reading for Pleasure – justifications for views I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. I compare different versions of texts. I explain the similarities and differences between different versions of texts. I explain how books written in different contexts can have similar themes. <b>Retrieving Information from Text</b> I use skimming and scanning to find the information I need.		<b>Y5</b> <b>Reading for Pleasure – maintaining a positive attitude about reading</b> I can explore how dialogue is used to develop character. I can explore how actions are added to dialogue to move events forward. I understand that writers use language for precise effect. I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. I understand that a writer uses different sentence structures and techniques to create effects. I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. I can record examples of effective techniques and structures from reading to use in my writing. <b>Reading for Pleasure – comprehension</b> I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. I understand that inferences can be made by reading between and beyond the lines. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I explain how the context of a text reflects the reaction of the audience it was written for. <b>Reading for Pleasure – justifications for views</b> I evaluate the effectiveness of different versions of texts. <b>Retrieving Information from Text</b> I explore how events are viewed from another perspective. I explain the writer's viewpoint with evidence from the text.	

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<p>I make connections between other similar texts, prior knowledge and experience. I explain why there are connections, using evidence. I compare books with similar themes. <b><u>Retrieving Information from Text</u></b> I identify key information from my text. I summarise key information in sentences. I find key information from different parts of the text. I understand the difference between fact and opinion. I find examples of fact and opinion in texts and explain why one is fact and the other opinion.</p> <p><b><u>Y6</u></b> <b><u>Applying Phonics</u></b> I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p><b><u>Reading for Pleasure – Maintaining a positive attitude about reading</u></b> I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. I know that texts can have elements of more than one text type. I identify the elements included in a text type. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a nonfiction book to research questions raised</p> <p><b><u>Reading for Pleasure – comprehension</u></b> I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I use meaning-seeking strategies to explore the words in context. I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. <b><u>Reading for Pleasure – justifications for views</u></b> I give a personal point of view about a text. I can explain the reasons for a viewpoint, using evidence from the text. I listen to others' ideas and opinions about a text. <b><u>Explaining and Discussing own Understanding</u></b> I identify key information from a text.</p>	<p>I make notes on the information I need. I organise my notes and present information. I summarise key information from different parts of the text. I present an oral overview or summary of a text. I understand that a narrative can be told from different points of view – narrator, character. I identify the point of view in a narrative. I understand that the writer may have a viewpoint.</p> <p><b><u>Y6</u></b> <b><u>Reading for Pleasure – Maintaining a positive attitude about reading</u></b> I know that non-fiction texts may include a creative, fictional element. I can explain how the choices a writer has made about the structure of a text support its purpose. I can make predictions using knowledge of the conventions of different genres and text types. I understand that non-fiction texts may present the same information with different viewpoints I identify the characteristics of a writer's style. I know that the word and language choices support the writer's purpose. I can record examples of words and language from reading to use in my own writing. <b><u>Reading for Pleasure – comprehension</u></b> I ask questions to improve and deepen my understanding. I re-read to check that the text is meaningful. I know that a text may need to be read slowly or re-read to deepen my understanding. I know that texts have different layers of meaning – between the lines and beyond the lines. I summarise the main ideas drawn from a text. <b><u>Reading for Pleasure – justifications for views</u></b> I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. I make connections between texts which may not initially seem similar. I can explain why there are connections, using evidence. I can explain the similarities and differences between different versions of texts. <b><u>Explaining and Discussing own Understanding</u></b> I understand that a narrative can be told from different points of view – narrator, character. I identify the point of view in a narrative. I can explore how events are viewed from another perspective.</p>	<p>I identify the writer's viewpoint, for example, how different characters are presented</p> <p><b><u>Y6</u></b> <b><u>Reading for Pleasure – Maintaining a positive attitude about reading</u></b> I know that style and vocabulary are linked to the purpose of the text. I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. I can explain the characteristics of a writer's style, using evidence. I can explain how the word and language choices support the writer's purpose, using evidence. I can explain how the techniques and structures used support the writer's purpose, using evidence. I record examples of techniques and structures from reading to use in my own writing. I can comment on the effectiveness of the writer's use of language structures and techniques. <b><u>Reading for Pleasure – comprehension</u></b> I can find the different layers of meaning in a text. I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes. I make predictions from evidence found and implied. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I can explain how the context of a text reflects the reaction of the audience it was written for <b><u>Reading for Pleasure – justifications for views</u></b> I identify themes in books which have different cultural, social or historical contexts. I compare and contrast themes in a range of books. I can explain how there are common themes in different books, using evidence from reading. <b><u>Explaining and Discussing own Understanding</u></b> I know that points of view can also be implied. I identify implied points of view. I can explain implied points of view, using evidence. I understand that the writer may have a viewpoint I identify the writer's viewpoint, for example, how different characters are presented. I can explain the writer's viewpoint with evidence from the text. I can explain the effect of the writer's viewpoint on the reader.</p>
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	<p>I summarise key information in sentences I find key information from different parts of the text. I summarise key information from different parts of the text. I present an oral overview or summary of a text. I understand the difference between fact and opinion I find examples of fact and opinion in texts. I can explain why one example is fact and another is opinion. I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p>		<p>I identify the techniques used to create feelings, atmosphere, mood or messages. I can comment on how the writer's intent affects the reader.</p>		<p>I can explain how the techniques used create feelings, atmosphere, mood or messages</p>	
<b>Key text</b>	<b>King Kong by Anthony Browne</b>	<b>The Invention of Hugo Cabret</b>	<b>The Arrival</b>	<b>Oliver Twist</b>	<b>Suffragette: The Battle for equality by David Roberts</b>	<b>Pigheart boy</b>
<b>Writing Outcomes</b>	<p>Descriptive writing (character profile or setting description)</p> <p>Story (to entertain)</p> <p>Campaign Speech (to persuade)</p>	<p>Diary (to inform)</p> <p>Biography (to inform)</p> <p><i>Discussion/review (to discuss, to inform)</i></p>	<p>Letter (to inform)</p> <p>Narrative retelling (longer story built around a man's journey to another country)</p>	<p>Non-chronological report (to inform)</p> <p>Persuasive letter</p> <p><i>Diary (to inform)</i></p>	<p>Speech (to inform/to entertain/to persuade)</p> <p>Formal letter (to inform)</p>	<p>Diary</p> <p>Non-chronological report (to inform)</p>
<b>English - writing</b>	<p><b>Y5</b> <u>Composition</u> <u>To write for a range of audiences and ensure my writing has a clear purpose (inform, entertain or persuade). KPI</u></p> <p><u>To use topic sentences, subheadings/bullet points appropriately and consistently.</u></p> <p><b>Handwriting</b></p> <p><u>To choose which shape of a letter to use when given choices and decide, as part of my personal style, whether or not to join specific letters.</u></p>		<p><b>Y5</b> <u>Composition</u> <u>To link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with)</u></p> <p><u>To develop characters through action, description and dialogue. (Correct and effective use of speech. "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).</u></p> <p>To add well-chosen detail to interest the reader. (Expanded noun phrases-'the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...').</p> <p><b>Handwriting</b></p> <p>To choose the writing implement that is best suited for a task. (e.g. quick notes, letters)</p> <p><b>Y6</b> <u>Composition</u> <u>To use paragraphs correctly so that each one has a clear topic and has a signal of change in time, place or event.</u></p>		<p><b>Y5</b> <u>Composition</u> <u>My settings are used to not only create atmosphere, but also to indicate a change.</u></p> <p>Models from my reading are often used or integrated into my writing.</p> <p>To manage shifts in time and place effectively and guide the reader through my text.</p> <p><u>To follow structure/conventions of a text type.</u></p> <p><b>Y6</b> <u>Composition</u> <u>My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. KPI</u></p> <p><u>My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy. KPI</u></p>	
	<p><b>Y6</b> <u>Composition</u> <u>To use a thesaurus to develop word understanding and build a band of antonyms and synonyms.</u></p> <p><b>Handwriting</b></p> <p><u>To produce legible joined handwriting and develop my own personal fluent joined handwriting style.</u></p>					

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		<p><u>To adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout) KPI</u></p> <p>To create atmosphere and describe settings- I use antonyms and synonyms to enhance the description.</p> <p>To describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct)</p> <p>To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.</p>	
SPAG	<p><b>Y5</b> <b>Spelling</b></p> <p><u>To form verbs with prefixes, for example, dis, de, mis, over and re.</u></p> <p>To use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>To begin to proof read my work for spelling and punctuation errors.</p> <p><b>Punctuation</b></p> <p><u>To use commas to clarify meaning or avoid ambiguity in writing.</u></p> <p><b>Grammar</b></p> <p>To ensure the correct and consistent use of tense throughout a piece of writing.</p> <p>To start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, he, she, they, it, him, her etc or the).</p> <p>(Adverbials of place – nearby, inside, on top of, over the rainbow, in a nearby village.).</p> <p>(Manner – as quick as a flash, with legs swinging in the air.).</p> <p>To use a thesaurus for alternative word choices.</p> <p><u>To use fronted adverbials and pronouns to build cohesion.</u></p> <p><b>Y6</b> <b>Spelling</b></p> <p>To use a range of spelling strategies not just phonics.</p> <p>To use a dictionary to check spelling/meaning.</p>	<p><b>Y5</b> <b>Spelling</b></p> <p>To spell some words with 'silent' letter. (e.g. knight, psalm, solemn)</p> <p><u>To convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.</u></p> <p>To distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary)</p> <p><b>Punctuation</b></p> <p><u>To use colons to introduce a list.</u></p> <p>To use inverted commas and other punctuation to accurately indicate direct speech.</p> <p><u>To proofread and correct my work independently.</u></p> <p><b>Grammar</b></p> <p>To use stylistic devices to create effects in writing. (simile, metaphor, personification)</p> <p><u>To use modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes....possibly....occasionally...)</u></p> <p><u>To use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun.</u></p> <p><u>To suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. KPI</u></p>	<p><b>Y5</b> <b>Spelling</b></p> <p><u>To spell identified commonly misspelt words from Year 5 and 6-word list. (Draw on knowledge of root words e.g.: ordinary to spell) KPI</u></p> <p><b>Punctuation</b></p> <p><u>To use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about the charge).</u></p> <p><b>Grammar</b></p> <p>To use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday and is not back yet. The coach has left without you because you have just arrived late.)</p> <p>To choose words for deliberate effect and I use them thoughtfully and with precision.</p> <p><b>Y6</b> <b>Spelling</b></p> <p><u>To make sure that I can spell the vast majority of words that appear in the Year 5/6 list. KPI</u></p> <p><b>Grammar</b></p>

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	<p><b><u>Punctuation</u></b> To mostly use commas correctly to mark phrases and clauses – clarity.</p> <p><b><u>Grammar</u></b> To use correct tense throughout a piece of writing. To use modal verbs mostly appropriately to suggest degrees of possibility (could, would, might). To add precision, detail and qualification using prepositional phrases and adverbs. <b><u>To effectively draft my work so that I enhance meaning and adapt my grammar choices for effect.</u></b></p>	<p><b><u>Y6</u></b></p> <p><b><u>Spelling</u></b> To change verbs into nouns by adding suffixes. (tion/sion/ment – cancel- cancellation/ expand/expansion/ excite- excitement/ enjoy- enjoyment)</p> <p><b><u>Punctuation</u></b> <b><u>To make some correct use of a further range of punctuation across a range of writing. (Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It’s raining; I’m fed up)</u></b></p> <p>To use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens)</p> <p><b><u>Grammar</u></b> <b><u>To use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. (Pronouns/ adverbials, conjunctions, similes, - ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives)</u></b></p> <p>To ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were)</p> <p><b><u>To use a wide range of clause structures, sometimes varying their position within the sentence. (Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses).</u></b></p> <p>To use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come, or questions tag</p>	<p>To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</p> <p><b><u>To use a range of verb forms to create more subtle meanings.</u></b></p> <p>To use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</p> <p>My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</p>			
<p><b>Maths</b></p> <p><b>Arithmetic skills are taught once per week and maths meetings are taught daily.</b></p>	<p><b><u>Year 5</u></b></p> <p><b><u>Reasoning with large whole integers</u></b> •Read, write, order and compare numbers up to one million •Round numbers within one million to the nearest multiple of powers of</p>	<p><b><u>Multiplication and division</u></b> •Identify multiples and factors •Investigate prime numbers •Multiply and divide by 10, 100 and 1000 (integers) •Multiply and divide using derived facts •Use written methods to multiply and</p>	<p><b><u>Fractions and decimals</u></b> •Read, write, order and compare decimals •Round decimals to the nearest whole number •Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)</p>	<p><b><u>Fractions and percentages</u></b> •Add, subtract fractions with denominators that are multiples of the same number •Multiply fractions (and mixed numbers) by a whole number •Explore percentage, decimal, fractions equivalence</p>	<p><b><u>Converting units of measure</u></b> •Convert between metric units of length, mass and capacity and units of time •Know and use approximate conversion between imperial and metric</p>	<p><b><u>2-D and 3-D shape</u></b> •Classify 2-D shapes and reason about regular and irregular polygons •Properties of diagonals of quadrilaterals •Classify 3-D shapes •2-D representations of 3-D shapes</p>

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<b>The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.</b>	ten •Read Roman numerals up to M  <u><b>Integer addition and subtraction</b></u> •Use rounding to estimate •Use a range of mental calculation strategies to add and subtract integers •Illustrate and explain the written method of column addition and subtraction •Select efficient calculation strategies  <u><b>Line graphs and timetables</b></u> •Complete, read and interpret data presented in line graphs •Read and interpret timetables including calculating intervals	divide •Use a range of mental calculation strategies  <u><b>Perimeter and area</b></u> •Investigate area and perimeter of rectilinear shapes •Estimate area of nonrectilinear shapes	•Calculate fractions of amounts  <u><b>Angles</b></u> •Classify, compare and order angles •Measure a draw angles with a protractor •Understand and use angle facts to calculate missing angles	<u><b>Transformations</b></u> •Coordinates in all four quadrants •Translation and reflection •Calculate intervals across zero as a context for negative numbers	<u><b>Calculating with whole numbers and decimals</b></u> •Mental strategies to add and subtract involving decimals •Formal written strategies to add, subtract and multiply involving decimals •Multiply and divide decimal numbers by ten, 100 and 1,000 •Derive addition, subtraction and multiplication facts involving decimals	<u><b>Volume</b></u> •Use cube numbers and notation •Estimate volume •Convert units of volume  <u><b>Problem solving</b></u> •Negative numbers and calculating intervals across zero •Calculating the mean •Interpret remainders •Investigate numbers: consecutive, palindromic, multiples
	<b>Year 6</b> (units may be taught in a different order)					
	<u><b>Integers and decimals</b></u> •Represent, read, write, order and compare numbers up to ten million •Round numbers, make estimates and use this to solve problems in context •Solve multi-step problems involving addition and subtraction  <u><b>Multiplication and division</b></u> •Identify and use properties of number, focusing on primes •Multiply larger integers and decimal numbers using a range of strategies •Divide integers by 1-digit and 2-digit numbers representing remainders appropriately •Illustrate and explain formal multiplication and division strategies	<u><b>Calculation strategies</b></u> •Understand the use of brackets •Use knowledge of the order of operations to carry out calculations •Generate and describe linear number sequences •Express missing number problems algebraically •Solve equations with unknown values  <u><b>Fractions</b></u> •Deepen understanding of equivalence •Order, simplify and compare fractions, including those greater than one •Recall equivalence between common fractions and decimals •Find decimal quotients using short division •Add and subtract fractions	<u><b>Missing angles and length</b></u> •Compare and classify a range of geometric shapes •Use angle facts to find unknown angles  <u><b>Co-ordinates and shapes</b></u> •Draw a range of geometric shapes using given dimensions and angles •Describe, draw, translate and reflect shapes on a co-ordinate plane •Recognise and construct 3-D shapes •Name and illustrate parts of a circle  <u><b>Fractions</b></u> •Represent multiplication involving fractions •Multiply two proper fractions •Divide a fraction by an integer	<u><b>Decimals and measure</b></u> •Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units •Calculate the area of parallelograms and triangles •Calculate, estimate and compare the volume of cuboids  <u><b>Percentage and statistics</b></u> •Calculate and compare percentages of amounts •Connect percentages with fractions •Explore the equivalence of fractions, decimals and percentages •Calculate the mean •Construct and interpret lines graphs and pie charts •Compare pie charts	<u><b>Proportion problems</b></u> •Use fractions to express proportion •Identify ratio as a relationship between quantities and as a scale factor •Unequal sharing involving ratio  <u><b>Consolidation of KS2 curriculum</b></u>	<u><b>Consolidation of KS2 curriculum</b></u>  <u><b>Financial education</b></u> • Profit, loss and working to a budget • Enterprise-link to summer fair  <u><b>Transition to Y7</b></u> • links with secondary school

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<b>Science</b>	<p><b><u>The Human Body</u></b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Describe the ways in which nutrients and water are transported within animals, including humans. • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Yr6 NC)</p>	<p><b><u>Materials</u></b> In this unit children will revisit the concept of conductivity. They will look at the most suitable material for thermal conductivity and will analyse different materials and their properties. After revisiting this knowledge, children will move on to studying solubility; which materials are soluble and what it means to be soluble.</p>	<p><b><u>Living Things</u></b> Pupils will look at the life cycles of plants and animals in their local area, working scientifically to observe the life cycle of a local tree and the animals that interact with it. Developing on this knowledge, pupils will then look at the life cycles of mammals, amphibians, insects and birds in more detail. Pupils will study the details of these life cycles and will consider the various stages, including metamorphosis in insects and amphibians and reproduction. In this unit children will find out about the life and work of Sir David Attenborough and Dame Jane Goodall.</p>	<p><b><u>Forces</u></b> Pupils will learn that forces can make things increase their speed, reduce their speed, change direction or change shape. They will study gravity, friction, air resistance and water resistance, looking at ways in which all of these forces act upon objects such as parachutes, boats and footballs. Pupils will work scientifically to plan and undertake an investigation to see how water and air resistance act in opposition to gravity. Pupils will research scientists who worked on developing our understanding of forces such as Isaac Newton.</p>	<p><b><u>Astronomy</u></b> In this unit, children will learn that the word astronomy comes from the Greek word astron meaning 'star'. Therefore, astronomy is the science that studies the laws of the stars and everything in the universe beyond the Earth's atmosphere. The substantive concepts of this unit are motion, force, energy, matter and space. In this unit, the children will learn about the evolution of the universe, gravity, the solar system, lunar phases and about galaxies.</p>	<p><b><u>Meteorology</u></b> In this unit, children will deepen their understanding of meteorology: the study of the weather. Building on the children's existing schemas, the substantive concepts of this unit will focus on weather, climate, atmosphere and forecast. The disciplinary knowledge gained in this unit allows the children to think more like meteorologists, using data and diagrams to deduce and draw logical conclusions.</p>
<b>Computing</b>	<p><b><u>Communication and collaboration</u></b> In this unit, children explore how data is transferred over the internet. Children initially focus on addressing, before they move on to the makeup and structure of data packets. Children then look at how the internet facilitates online communication and collaboration; they complete shared projects</p>	<p><b><u>Web page creation</u></b> This unit introduces children to the creation of websites for a chosen purpose. Children identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process children pay specific attention to copyright and fair use of media, the</p>	<p><b><u>Variables in games</u></b> This unit explores the concept of variables in programming through games in Scratch. First, children find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. Children will experiment with variables in an existing project, then</p>	<p><b><u>Introduction to spreadsheets</u></b> This unit introduces the children to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Children will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can</p>	<p><b><u>3D modelling</u></b> Children will develop their knowledge and understanding of using a computer to produce 3D models. Children will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.</p>	<p><b><u>Sensing</u></b> This unit brings together elements of all the four programming constructs: sequence, repetition, selection and variables. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build</p>



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	online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	aesthetics of the site, and navigation paths.	modify them, before they create their own project.	be used to produce calculated data. Children will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Children will use spreadsheets to plan an event and answer questions. Finally, children will create charts, and evaluate their results in comparison to questions asked.	Finally, children will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	in and test within the new programming environment, before transferring it to their micro:bit.
<b>Art</b>	<b>Style in Art</b> This unit considers style in art (first studied in year 1, and then referred to in other units throughout the course of study) by first considering how artists can use different techniques to alter their style.	<b>Islamic Art and Architecture</b> Children are first introduced to art from the Islamic world by first studying the Dome of the Rock in Jerusalem. In it they identify examples of Islamic style, including calligraphy, geometric and vegetal patterns made from tilework and mosaics.	<b>Art from Western Africa</b> This unit explores the art of Western Africa by looking at Malian antelope headdresses and the Benin plaques from Nigeria. The children learn about how the Malian headdresses, made by the Bamana peoples are used in a ceremony to honour the spirit Chiwara and reflects the importance of farming in their rural community.	<b>Chinese Painting and Ceramics</b> The first part of this unit focusses on Chinese brush painting: the materials used for paintings and calligraphy, subject matter and typical compositional devices. The children then study Chinese ceramics, at first investigating Ming Dynasty porcelain, how this was made and decorated with cobalt blue.	<b>Print Making</b> Children are introduced to printmaking by looking at Hogarth's series of prints Industry and Idleness. They consider how printmaking allows the production of many copies of one image which can be cheaply produced. They go on to consider different printmaking processes looking at examples by famous artists: screen printing by Warhol, relief printing (in particular, wood cuts) by Hokusai and intaglio printing (dry-point and etching) by Rembrandt.	<b>Take One Picture – National Gallery Extended project</b> This unit of work uses the National Gallery's Take One Picture scheme for looking in depth at one piece of artwork. Through the process of studying the picture it is intended that the children use it as inspiration for a finished artwork following an analytical process of investigation, sketching and planning, leading to production of a finished piece, working individually or with their peers.
<b>Design Technology</b>	DT day: Cooking and Nutrition		DT day: Mechanisms		DT day: Structures	



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<b>History</b>	<p><b><u>The Early British Empire</u></b> The children begin by revisiting monarchs and significant decisions and events that took place during the reigns of these that resulted in the birth and expansion of the British Empire. This unit will look at the role that the empire played in global trade and how some wealthy British people were able to benefit from this, Britain's changing relationship with India, how Britain was extremely successful in the Seven Years War and how historical interpretations of what led to the growth of the British Empire have changed and developed overtime.</p>	<p><b><u>The Transatlantic Slave Trade</u></b> During this unit, the children will build upon their knowledge of empire and slavery. They will look at the atrocities of the Transatlantic Slave Trade, looking at how and why the forced migration of millions of Africans took place. The children will learn about the abolition of slavery and the tactics used by the abolitionists to raise awareness of the atrocities of the slave trade back in Britain.</p>	<p><b><u>The Victorian Age</u></b> During this unit, the children learn about the significant life of Queen Victoria: both her personal life and some of her decisions as a monarch, including her involvement with the British Empire. In addition to the political context of this time, this unit also delves deeper into the social aspects of Victorian Britain, looking in particular at the lives of the poor. During the unit, children will consider the similarities and differences between the lives of the rich and the poor in Victorian England. The children will also learn about the significance of the Great Exhibition and the growth in technology and new discoveries made by the Victorians.</p>	<p><b><u>The Industrial Revolution</u></b> During this unit, the children will look at the similarities and differences between the impact that the Industrial Revolution had on the lives of the rich and the poor. The children will learn that through harnessing fossil fuels to power engines, factories and machines, the Industrial Revolution fundamentally changed the way that human beings live. The children will not only learn about the economic and technological benefits of the Industrial Revolution but will also explore the social context, with a focus on how life changed for those who began working in factories during this time.</p>	<p><b><u>World War I</u></b> The children will begin this unit looking at the causes that led to the war. During this unit, the children will be able to apply their knowledge of previous wars, such as the Seven Years War, to look at the similarities and differences between wars fought in the past and World War I. The children will learn about the lives of those on the Home Front and the important role that women, and even children, played in supporting the war effort. The children will look at the consequences of World War I, both at home in Britain and in the wider world and they will learn about the Treaty of Versailles.</p>	<p><b><u>The Suffragettes</u></b> This unit begins by looking at democracy in Britain up until the 19th century. The children learn about the realities of democracy in Britain at this time, which they can compare with their knowledge of democracy today. The children will also focus on at the anti-suffrage movement-and the reasons why people were opposed to allowing women to vote.</p>
<b>Geography</b>	<p><b><u>Spatial Sense</u></b> In this unit children will look again at lines of longitude and latitude and will learn more about the Prime Meridian and why it was agreed. They will explore coordinates and will use them to identify locations on a map. They will reconnect to their previous learning about</p>	<p><b><u>Mountains</u></b> Throughout this unit children will have opportunities to use previously learned knowledge of the world, particularly locational knowledge. They will be looking at world maps and relief maps to identify mountain ranges and should be able to use these</p>	<p><b><u>British Geography: Midlands, Yorkshire, Humberside</u></b> Throughout this unit children will look at how human activity can change and shape landscapes. They will look at this in different contexts and will learn how mining in the Midlands provided resources for industrial</p>	<p><b><u>Australia</u></b> Within this unit, children will use maps of Australia to identify key settlements, such as the capital city of Canberra, and identify biomes and rivers. They will study physical aspects of Australia's geography such as the desert, the tropical rainforests, the mountains and the rivers.</p>	<p><b><u>New Zealand and the South Pacific</u></b> Children will learn about the physical geography of New Zealand and plate tectonics theory to help children to understand why New Zealand experiences earthquakes. In this unit children look at the issue of sea levels rising and consider the impact on low</p>	<p><b><u>Local Study</u></b> Children will look at maps of the local area, will sketch maps using their knowledge of the local area and will collect and analyse data. Throughout this unit, children will reflect upon the importance of data to geographers, how they collect, analyse and present their data and</p>

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	map scale and will have opportunities to secure their understanding of calculating distance on a map.	maps with increasing ease, recognising more places and features as they work through the curriculum.	development. The Ribblehead Viaduct and the Humber Bridge will be studied as examples of how people have changed landscapes.	They will learn about the importance of Uluru and learn about the climate and how unreliable rainfall causes problems for people who depend on water for irrigation and farming.	lying islands such as those in the South Pacific. Children will learn about the Māori; the race of people who have lived in New Zealand and the Cook Islands since before the arrival of Europeans, descended from Polynesian voyagers.	what data can tell us about the world around us.
<b>Music</b>	Living' on a prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, rewind and replay
<b>PE</b>	Athletics	Dance	Gym	Yoga	Dance	Dodgeball
	Fitness	Netball	Hockey	Tennis	Cricket	Rounders
<b>RE</b>	<p><b><u>Beliefs in actions in the world – Christianity and Islamic - charity work</u></b></p> <p>Pupils will learn about the work of two major faith based charities, Islamic Relief and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic, Sikh and Christian traditions. The unit is challenging to attitudes of selfishness or small mindedness. Through their study, they compare the charities and their work, looking at their inspiration. They will consider the personal challenge to make the world a better place.</p>		<p><b><u>Who is inspiring? Christianity and Islam</u></b></p> <p>unit enables pupils to explore, question and respond to the stories, teachings and experience of inspirational people and religious leaders. The focus is on developing learners understanding of what makes a good leader, the lives of inspirational leaders, both religious and non-religious and other aspects which may influence and/or motivate them as an individual. Pupils will find out especially about inspiring leaders from Islam and Christianity.</p>		<p><b><u>What makes a town a more respectful place? Islam, Hinduism and Christianity</u></b></p> <p>There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school should be built in to the learning opportunities offered. The unit focuses on breadth of study, and provides opportunities for pupils to encounter some ideas and practices from the principal religions in the UK.</p>	