

## Y5 and Y6 Long term Overview 2024-25

|  | Half term 1   | Half term 2   | Half term 3  | Half term 4  | Half term 5  | Half term 6  |
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| <b>Parental engagement</b>                           | Parent gallery – 24 <sup>th</sup> October in the hall   |   | Sharing writing outcomes gallery/reading/display   | Making science games   | Art gallery (post it feedback)   | Mini production  |
| <b>Educational visit and link to curriculum area</b> | Kingswood Y6 only – 2 nights<br><br>Geography visit to Graves Park<br><br>Visit from St John’s Ambulance – first aid - Amy to sort for Autumn term<br>DT day – pitta bread making<br>17 <sup>th</sup> Y6 September<br>18 <sup>th</sup> Y5/6 September<br>19 <sup>th</sup> Y5 September  |   |  |  | Y5 residential – Buxton  |  |
| <b>Crucial crew Y6 only</b>                          |   |   |  |  |  |  |
| <b>RSHE</b>  | Fr1) What makes a close friend?<br>Fr2) Can we be different and still be friends?<br>Os8) Does the internet make us happy?<br>M1) Does everybody have the same feelings?<br>Online safety – responsive teaching   | C1) What is prejudice?<br>C2) What is the history of prejudice?<br>Os4) Personal Information, terms and conditions [C2]<br>M2) Should we be happy all the time? | Fr3) Should friends tell us what to do?<br>C3) What should I do if I encounter prejudice?<br>M3) Why do we argue?<br>Os3) Meeting strangers online [P4]<br>Online safety – responsive teaching   | P1) Is there such a thing as the perfect body?<br>P2) How can I stay fit and healthy?<br>Os6) Bias [N2]<br>Fr5) What are stereotypes?<br>Online safety – responsive teaching | M4) Who am I?<br>P3) Can I avoid getting ill?<br>P4) Why do some people take drugs?<br>Os7) Echo Chambers [N5]<br>G1) How will my body change as I get older?  | G2) How will my feelings change as I get older?<br>G3) How will I stay clean during puberty?<br>G4) What is Menstruation?<br>Online safety – responsive teaching |
| <b>English – reading</b>                             | <b>Y5</b><br><b>Applying Phonics</b><br>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.<br>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.<br>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.<br><b>Reading for Pleasure – maintaining a positive attitude about reading</b><br>I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.<br>I know that these are structured in different ways.<br>I know that non-fiction texts are structured to guide the reader to information.<br>I can explain how the structure guides the reader to find specific information.<br>I find words and language that are used for effect.<br>I can explain how the words and language create a precise effect.<br><b>Reading for Pleasure – comprehension</b><br>I understand that there will be unfamiliar words in the texts I read.<br>I use dictionaries to check or find the meaning of unfamiliar words.<br>I ask questions to improve my understanding.<br>I re-read to check that the text is meaningful.<br>I draw inferences such as inferring characters’ feelings, thoughts and motives from their actions at different points in the text.<br><b>Reading for Pleasure – justifications for views</b><br>I give a personal point of view about a text.<br>I explain the reasons for my viewpoint, using evidence from the text.<br>I listen to others’ ideas and opinions about a text. |   | <b>Y5</b><br><b>Reading for Pleasure – maintaining a positive attitude about reading</b><br>I discuss and explain how and why different books have different structures.<br>I can explain why I enjoyed a book or poem and who might also enjoy it.<br>I evaluate the usefulness of a nonfiction book to research questions raised.<br>I understand that a writer moves events forward through a balance of dialogue, action and description.<br>I record effective words and language from reading to use in my own writing.<br><b>Reading for Pleasure – comprehension</b><br>I use meaning-seeking strategies to explore the meaning of words in context.<br>I understand that inferences can be drawn from different parts of the text.<br>I justify inferences with evidence from the text.<br>I make predictions from evidence found and implied.<br>I summarise the main ideas drawn from a text.<br>Reading for Pleasure – justifications for views<br>I build on others’ ideas and opinions about a text in discussion.<br>I question others’ ideas about a text.<br>I compare different versions of texts.<br>I explain the similarities and differences between different versions of texts.<br>I explain how books written in different contexts can have similar themes.<br><b>Retrieving Information from Text</b> |  | <b>Y5</b><br><b>Reading for Pleasure – maintaining a positive attitude about reading</b><br>I can explore how dialogue is used to develop character.<br>I can explore how actions are added to dialogue to move events forward.<br>I understand that writers use language for precise effect.<br>I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.<br>I understand that a writer uses different sentence structures and techniques to create effects.<br>I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.<br>I can record examples of effective techniques and structures from reading to use in my writing.<br><b>Reading for Pleasure – comprehension</b><br>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.<br>I understand that inferences can be made by reading between and beyond the lines.<br>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.<br>I explain how the context of a text reflects the reaction of the audience it was written for.<br><b>Reading for Pleasure – justifications for views</b><br>I evaluate the effectiveness of different versions of texts.<br><b>Retrieving Information from Text</b><br>I explore how events are viewed from another perspective. |  |

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|  | <p>I make connections between other similar texts, prior knowledge and experience.<br/>I explain why there are connections, using evidence.<br/>I compare books with similar themes.</p> <p><b><u>Retrieving Information from Text</u></b><br/>I identify key information from my text.<br/>I summarise key information in sentences.<br/>I find key information from different parts of the text.<br/>I understand the difference between fact and opinion.<br/>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><br/><b><u>Applying Phonics</u></b><br/>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.<br/>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.<br/>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><br/>I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.<br/>I know that texts can have elements of more than one text type.<br/>I identify the elements included in a text type.<br/>I can explain why I enjoyed a book or poem and who might also enjoy it.<br/>I evaluate the usefulness of a nonfiction book to research questions raised</p> <p><b><u>Reading for Pleasure – comprehension</u></b><br/>I understand that there will be unfamiliar words in the texts I read.<br/>I use dictionaries to check or find the meaning of unfamiliar words<br/>I use meaning-seeking strategies to explore the words in context.<br/>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p><b><u>Reading for Pleasure – justifications for views</u></b><br/>I give a personal point of view about a text.<br/>I can explain the reasons for a viewpoint, using evidence from the text.<br/>I listen to others’ ideas and opinions about a text.</p> <p><b><u>Explaining and Discussing own Understanding</u></b><br/>I identify key information from a text.<br/>I summarise key information in sentences<br/>I find key information from different parts of the text.<br/>I summarise key information from different parts of the text.<br/>I present an oral overview or summary of a text.<br/>I understand the difference between fact and opinion<br/>I find examples of fact and opinion in texts.<br/>I can explain why one example is fact and another is opinion.<br/>I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p> | <p>I use skimming and scanning to find the information I need.<br/>I make notes on the information I need.<br/>I organise my notes and present information.<br/>I summarise key information from different parts of the text.<br/>I present an oral overview or summary of a text.<br/>I understand that a narrative can be told from different points of view – narrator, character.<br/>I identify the point of view in a narrative.<br/>I understand that the writer may have a viewpoint.</p> <p><b><u>Y6</u></b><br/><b><u>Reading for Pleasure – Maintaining a positive attitude about reading</u></b><br/>I know that non-fiction texts may include a creative, fictional element.<br/>I can explain how the choices a writer has made about the structure of a text support its purpose.<br/>I can make predictions using knowledge of the conventions of different genres and text types.<br/>I understand that non-fiction texts may present the same information with different viewpoints<br/>I identify the characteristics of a writer’s style.<br/>I know that the word and language choices support the writer’s purpose.<br/>I can record examples of words and language from reading to use in my own writing.</p> <p><b><u>Reading for Pleasure – comprehension</u></b><br/>I ask questions to improve and deepen my understanding.<br/>I re-read to check that the text is meaningful.<br/>I know that a text may need to be read slowly or re-read to deepen my understanding.<br/>I know that texts have different layers of meaning – between the lines and beyond the lines.<br/>I summarise the main ideas drawn from a text.</p> <p><b><u>Reading for Pleasure – justifications for views</u></b><br/>I build on others’ ideas and opinions about a text in discussion.<br/>I question others’ ideas about a text.<br/>I make connections between texts which may not initially seem similar.<br/>I can explain why there are connections, using evidence.<br/>I can explain the similarities and differences between different versions of texts.</p> <p><b><u>Explaining and Discussing own Understanding</u></b><br/>I understand that a narrative can be told from different points of view – narrator, character.<br/>I identify the point of view in a narrative.<br/>I can explore how events are viewed from another perspective.<br/>I identify the techniques used to create feelings, atmosphere, mood or messages.<br/>I can comment on how the writer’s intent affects the reader.</p> | <p>I explain the writer’s viewpoint with evidence from the text.<br/>I identify the writer’s viewpoint, for example, how different characters are presented</p> <p><b><u>Y6</u></b><br/><b><u>Reading for Pleasure – Maintaining a positive attitude about reading</u></b><br/>I know that style and vocabulary are linked to the purpose of the text.<br/>I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.<br/>I evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information.<br/>I can explain the characteristics of a writer’s style, using evidence.<br/>I evaluate how the word and language choices support the writer’s purpose, using evidence.<br/>I can explain how the techniques and structures used support the writer’s purpose, using evidence.<br/>I record examples of techniques and structures from reading to use in my own writing.<br/>I can comment on the effectiveness of the writer’s use of language structures and techniques.</p> <p><b><u>Reading for Pleasure – comprehension</u></b><br/>I can find the different layers of meaning in a text.<br/>I can explain how they contribute to the reader’s understanding of the overall meaning, characters, themes.<br/>I make predictions from evidence found and implied.<br/>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.<br/>I can explain how the context of a text reflects the reaction of the audience it was written for</p> <p><b><u>Reading for Pleasure – justifications for views</u></b><br/>I identify themes in books which have different cultural, social or historical contexts.<br/>I compare and contrast themes in a range of books.<br/>I can explain how there are common themes in different books, using evidence from reading.</p> <p><b><u>Explaining and Discussing own Understanding</u></b><br/>I know that points of view can also be implied.<br/>I identify implied points of view.<br/>I can explain implied points of view, using evidence.<br/>I understand that the writer may have a viewpoint<br/>I identify the writer’s viewpoint, for example, how different characters are presented.<br/>I can explain the writer’s viewpoint with evidence from the text.<br/>I can explain the effect of the writer’s viewpoint on the reader.<br/>I can explain how the techniques used create feelings, atmosphere, mood or messages</p> |
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| <p><b>Reading VIPERS</b></p>    | <p><b>Autumn 1</b><br/><b>Non-fiction</b><br/>Bacteria and Viruses (stage 5)<br/>Pigeon News (stage 5)</p> <p><b>Fiction</b><br/>Diary of a soldier (stage 5)<br/>Hunted (stage 5)<br/>Sally Saloo poetry (stage 5)<br/>The listeners poetr (stage 5)<br/>The Raven (stage 5)</p> <p><b>Autumn 2</b><br/><b>Non-fiction</b><br/>Life cycle of an amphibian (stage 5)<br/>Stages of Human Life (stage 5)<br/>The Christmas Truce (stage 5)<br/>Treaty of Versailles (stage 5)</p> <p><b>Fiction</b><br/>Gift of Magi (stage 5)<br/>The depths (stage 5)<br/>The Yule Lads (stage 5)<br/>To my true love (stage 5)<br/>Firework Night poetry (stage 5)</p> |   | <p><b>Spring Term 1</b><br/><b>Non-fiction</b><br/>Life in the trenches (stage 5)<br/>The moon (stage 5)<br/>What is gravity? (stage 5)</p> <p><b>Fiction</b><br/>The Stone People (stage 5)<br/>The water tower (stage 5)<br/>To whoever finds this (stage 5)</p> <p><b>Spring Term 2</b><br/><b>Non-fiction</b><br/>Famous sci-fi authors (stage 5)<br/>Growing seeds (stage 5)<br/>Life cycle of flower plants (stage 5)</p> <p><b>Fiction</b><br/>Lucy Gray (stage 5)<br/>The contraption (stage 5)<br/>The Island (stage 5)</p> |  | <p><b>Summer Term 1</b><br/><b>Non-fiction</b><br/>Facts about Electricity (stage 6)<br/>Journey of a red blood cell (stage 6)<br/>Your skeleton (stage 6)</p> <p><b>Fiction</b><br/>Beowuld (stage 6)<br/>Robyn Hood (stage 6)<br/>Street Urchin (stage 6)</p> <p><b>Summer 2</b><br/><b>Non-fiction</b><br/>Light Facts (stage 6)<br/>Benjamin Franklin (stage 6)<br/>Changing Bodies (stage 6)</p> <p><b>Fiction</b><br/>Boy on the Canal (stage 6)<br/>Sleeping Cutie (stage 6)<br/>The Lambton Worm (stage 6)</p>   |   |
| <p><b>Key text</b></p>          | <p>Good Night Mr Tom</p>   | <p>Grimm Tales by Philip Pullman (Autumn 2)</p>   | <p>Anne Frank</p>  | <p>Wonder by R.J. Palacio – Summer 2</p>   | <p>High Rise Mystery by Sharna Jackson</p>   | <p>Macbeth Shakespeare spring 2</p>   |
| <p><b>MWriting Outcomes</b></p> | <p><b>Outcomes</b><br/>Diary (to inform)<br/><br/>Biography (to inform)<br/><br/>Report (to inform)</p>  | <p><b>Outcomes</b><br/><br/>Descriptive writing (character profile or setting description) (to entertain)<br/><br/>Narrative (to entertain)<br/><br/>Letter to persuade (to inform)</p> | <p><b>Outcomes</b><br/><br/>Persuasive letter(to persuade)<br/><br/>Diary (to inform)<br/><br/>Biography (to inform)</p>   | <p><b>Outcomes</b><br/>Descriptive writing (character profile or setting description) (to entertain)<br/><br/>Narrative (to entertain)<br/><br/>Letter (to inform)</p> | <p><b>Outcomes</b><br/><br/>Newsletter (to inform)<br/><br/>Report (to inform)<br/><br/>Narrative (to entertain)</p>   | <p><b>Outcomes</b><br/>Descriptive writing (to entertain)<br/><br/>Letter to persuade (to inform)</p> |
| <p><b>English - writing</b></p> | <p><b>Y5</b><br/><b>Composition</b><br/><a href="#">To write for a range of audiences and ensure my writing has a clear purpose (inform, entertain or persuade). KPI</a></p> <p><a href="#">To use topic sentences, subheadings/bullet points appropriately and consistently.</a></p> <p><b>Handwriting</b><br/><a href="#">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.</a></p>   |   | <p><b>Y5</b><br/><b>Composition</b><br/><a href="#">My settings are used to not only create atmosphere, but also to indicate a change.</a></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><a href="#">To follow structure/conventions of a text type.</a></p>  |  | <p><b>Y5</b><br/><b>Composition</b><br/><a href="#">To link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with)</a></p> <p><a href="#">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).</a></p> <p>To add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall...; the</p> |   |

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|             | <p><b>Y6</b><br/><u>Composition</u><br/>To use a thesaurus to develop word understanding and build a band of antonyms and synonyms.</p> <p><u>Handwriting</u><br/>To produce legible joined handwriting and develop my own personal fluent joined handwriting style.</p>  | <p><b>Y6</b><br/><u>Composition</u><br/>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</p> <p>My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy. KPI</p>   | <p>north coast beaches with the best surf...; a tiny kitten with its eyes barely open...').</p> <p><u>Handwriting</u><br/>To choose the writing implement that is best suited for a task. (e.g. quick notes, letters)</p> <p><b>Y6</b><br/><u>Composition</u><br/>To use paragraphs correctly so that each one has a clear topic and has a signal of change in time, place or event.</p> <p>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</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> |
| <p>SPAG</p> | <p><b>Y5</b><br/><u>Spelling</u><br/>To form verbs with prefixes, for example, dis, de, mis, over and re.</p> <p>To use the first three of four letters of a word to check spelling, meaning r both in a dictionary.</p> <p>To begin to proof read my work for spelling and punctuation errors.</p> <p><u>Punctuation</u><br/>To use commas to clarify meaning or avoid ambiguity in writing.</p> <p><u>Grammar</u><br/>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). (Adverbials of place – nearby, inside, on top of, over the rainbow, in a nearby village,). (Manner – as quick as a flash, with legs swinging in the air,).<br/>To use a thesaurus for alternative word choices.</p> | <p><b>Y5</b><br/><u>Spelling</u><br/>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</p> <p><u>Punctuation</u><br/>To use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about the charge).</p> <p><u>Grammar</u><br/>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></p> | <p><b>Y5</b><br/><u>Spelling</u><br/>To spell some words with 'silent' letter. (e.g. knight, psalm, solemn)</p> <p>To convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.</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><u>Punctuation</u><br/>To use colons to introduce a list.</p> <p>To use inverted commas and other punctuation to accurately indicate direct speech.</p> <p>To proofread and correct my work independently.</p> <p><u>Grammar</u><br/>To use stylistic devices to create effects in writing. (simile, metaphor, personification)</p>  |

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|  | <p><u>To use fronted adverbials and pronouns to build cohesion.</u></p> <p><b>Y6</b></p> <p><u>Spelling</u><br/>To use a range of spelling strategies not just phonics.<br/>To use a dictionary to check spelling/meaning.</p> <p><u>Punctuation</u><br/>To mostly use commas correctly to mark phrases and clauses – clarity.</p> <p><u>Grammar</u><br/>To use correct tense throughout a piece of writing.<br/>To use modal verbs mostly appropriately to suggest degrees of possibility (could, would, might).<br/>To add precision, detail and qualification using prepositional phrases and adverbs.<br/><u>To effectively draft my work so that I enhance meaning and adapt my grammar choices for effect.</u></p> | <p><u>Spelling</u></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><u>Grammar</u></p> <p>To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</p> <p><u>To use a range of verb forms to create more subtle meanings.</u></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><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>Y6</b></p> <p><u>Spelling</u></p> <p>To change verbs into nouns by adding suffixes. (tion/sion/ment – cancel- cancellation/ expand/expansion/ excite- excitement/ enjoy-enjoyment)</p> <p><u>Punctuation</u></p> <p><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></p> <p>To use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens)</p> <p><u>Grammar</u></p> <p><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></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><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></p> <p>To use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come, or questions tag</p> |
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| <p><b>Maths</b></p> <p>Arithmetic skills are taught once per week and maths meetings are taught daily. Separate detailed coverage available.</p> | <p>Separate for Y5 and Y6</p>   |   |  |  |   |   |
| <p><b>Science</b></p>  | <p><b>Classification of Living Things</b><br/>By the end of the unit, children will understand:</p> <ul style="list-style-type: none"> <li>•The Linnaeus classification system (e.g. Kingdom, Phylum, Class, etc)</li> <li>• There are five kingdoms of living things (and further sub-divisions e.g. insects, molluscs, etc)</li> <li>•The structural differences between animal and plants cells (e.g. the presence of chlorophyll)</li> <li>•Reflect on the differences between certain living organisms (e.g. cnidarian and insects)</li> <li>•Work scientifically by sorting, classifying and explains how scientists group living things</li> </ul> | <p><b>Living Things and their Habitats</b><br/>By the end of the unit, children will understand:</p> <ul style="list-style-type: none"> <li>•The differences between different life-cycles</li> <li>•That certain life-cycles are “interconnected” (e.g. an Oak tree and a squirrel)</li> <li>•Understand that certain living organisms go through “metamorphosis”</li> <li>•The reproduction of flowering plants and how it relates to another living organisms life cycle (i.e. a bees)</li> <li>•The important work of Sir David Attenborough and Dame Jane Goodall</li> </ul> | <p><b>Electricity</b><br/>By the end of the unit, children will understand:</p> <ul style="list-style-type: none"> <li>• Electricity can flow from one place to another - this is called electrical current</li> <li>• We can control the flow of electricity in a circuit</li> <li>• Circuit components need electricity to work</li> <li>• Circuits components turn electrical energy into different energy forms</li> <li>• Voltage is the pressure from a battery that pushes electricity around a circuit</li> <li>• The voltage of a battery or the number of batteries can change the brightness/volume of components</li> <li>• Switches control the flow of electricity in a circuit</li> <li>• A switch creates makes a circuit complete or incomplete</li> <li>• Making a gap in a circuit prevents electricity from flowing</li> </ul> | <p><b>Light</b><br/>By the end of the unit, children will understand:</p> <ul style="list-style-type: none"> <li>•Light is the visible part of a spectrum of energy</li> <li>•Shadows are always the same shape as the object that make them (prior knowledge – recapping)</li> <li>•Working scientifically to plan how to test a hypothesis before carrying it out</li> <li>•How an eye functions, how light travels through it and then how our brain receives messages from the eye</li> <li>•Beyond the NC requirements, how prisms split white light into its constituent colours</li> <li>•How light behaves in the context of a periscope (which they will make and experiment with)</li> </ul> | <p><b>Evolution</b><br/>By the end of the unit, children will understand:</p> <ul style="list-style-type: none"> <li>•Evolution and its individual concepts (inheritance, variation, adaption and evolution by natural selection)</li> <li>•Declarative knowledge such as of biomes, habitats and reproduction</li> <li>•The important role that science plays in the sustainability of life on Earth</li> <li>•The scientific work of biologists Charles Darwin and Alfred Wallace</li> <li>•The links between prior teaching of habits, life-cycles and living organisms in the context of Evolution</li> </ul> | <p><b>Reproduction</b><br/>By the end of the unit, children will understand:</p> <ul style="list-style-type: none"> <li>•The difference between asexual and sexual reproduction (linking with their prior teaching on the sexual reproduction of plants)</li> <li>•That different animals reproduce in different ways</li> <li>•That animals care for their young in different ways and that offspring vary hugely in their ability to be independent</li> <li>•The difference between internal and external fertilisation</li> </ul> |
| <p><b>Computing</b></p>  | <p><b>Online Safety</b><br/><b>Computing Systems and Networks.</b><br/>The Children will develop their understanding of computer systems and how information is transferred between systems and devices. They will gain knowledge of small-scale systems as well as large-scale systems. They know the input, output, and process aspects of a variety of different real-world systems. Learners will know how information is found on the World Wide Web, through learning how search engines work and what influences searching, and through comparing different search engines.</p>  | <p><b>Online Safety</b><br/><b>Personal terms and conditions.</b><br/><b>Video Production.</b><br/>Children will know how to create short videos. Progress will be seen achieved by the exposure to topic-based language and develop the skills and knowledge of capturing, editing, and manipulating video.</p>  | <p><b>Online Safety</b><br/><b>Bias</b><br/><b>Creating Media</b><br/>The children will start to understand the knowledge needed to create vector drawings. They learn how to use different drawing tools to help them create images. The children will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Children will layer their objects and begin grouping and duplicating them to support the</p>  | <p><b>Online Safety</b><br/><b>Data and Information</b><br/>The children will gain knowledge on how a flat-file database can be used to organise data in records. They will use tools within a database to order and answer questions about data. They gain knowledge which allow them to create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p>   | <p><b>Online Safety</b><br/><b>Programming A</b><br/>Pupils gain the knowledge to use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Pupils will be introduced to a microcontroller and learn how to connect and program it to control components (including output devices — LEDs and motors). Pupils will be introduced to conditions as a means of controlling the flow of actions in</p>   | <p><b>Online Safety</b><br/><b>Programming B</b><br/>Pupils will develop their knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, and then learning how the ‘if... then... else...’ structure can be used to select different outcomes depending on whether a condition is ‘true’ or ‘false’. They represent this understanding in algorithms, and then by constructing programs. They gain knowledge of how to write programs that ask questions and</p>  |

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|                          |   |  | creation of more complex pieces of work.   |  | a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept.   | use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program.  |
| <b>Art</b>               | <p><b>Art in the Italian Renaissance</b><br/>Children are introduced to the art of the Italian renaissance by looking at The School of Athens by Raphael and Vitruvian Man by Leonardo da Vinci. Through these works they learn that Renaissance is a French word meaning rebirth, which is used to describe the revival of art that took place in Italy from about 1400 influenced by the rediscovery of classical art and culture. Children practise their drawing skills in the first and last lesson of this unit producing detailed observational drawings of their own hands and landscapes using linear perspective.</p> <p><b>Drawing focus</b></p> | <p><b>Renaissance Architecture and Sculpture</b><br/>Children will revisit the concept of linear perspective, focussing on the work of the architect Brunelleschi, and his design for the dome of Florence cathedral. The children make detailed drawings of this famous building. They then study works of renaissance sculpture by Ghiberti and Donatello. Through these works they explore the concept of relief sculpture. The children use their drawings of Florence cathedral to undertake an extended project to design and make a relief sculpture. This exercise allows them to develop their skills of rolling, modelling and carving clay.</p> <p><b>sculpture</b></p> | <p><b>Victorian Art and Sculpture</b><br/>Children will start by looking at the architecture of the Houses of Parliament and how this important building (and other buildings in their local area) was influenced by both gothic and classical style. Over the course of three lessons they do detailed drawings of famous London buildings (the Houses of Parliament, St Paul's Cathedral and Westminster Abbey) which show gothic or classical influence. They look in detail at Ophelia by Millais and The Annunciation by Rossetti and consider how these artists wanted to reflect reality in their paintings by engaging in careful observation. They practise careful observation themselves, by using watercolours to paint flowers. Through this activity they learn different techniques of painting with watercolour, painting wet-on-dry and wet-on-wet, as well as working from light to dark, in contrast to working from dark to light as they have previously done with opaque materials such as acrylics and oil pastels.</p> <p><b>watercolour</b></p> | <p><b>William Morris</b><br/>The children start by looking at Morris' wallpaper designs, learning that these were stylized forms based on nature, bearing the influence of Islamic design. They learn how the wallpaper was produced by block printing and create their own Morris inspired designs printed using the reduction method (essentially the opposite of block printing) on polystyrene tiles. The children go on to explore how Morris was not only a designer but a businessman and a writer. They look at the houses which he built and where he lived, noting the gothic influences demonstrated in his architectural design. They learn that he was a key figure in the arts and crafts movement, and how this movement rejected industrialization of the Victorian age, looking to models of traditional production and craftsmanship of the medieval age.</p> <p><b>printing</b></p> | <p><b>Impressionism and Post Impressionism</b><br/>This unit introduces the impressionists through the work of Monet, exploring how they broke from the norm by painting outside (en plein air), using rapid brushwork and painting landscapes showing the transient effects of the weather. By looking at the work of Renoir the children learn how the impressionists used developing scientific knowledge to inform the way they painted. They look at paintings by Renoir and Degas to explore how the impressionists were concerned with painting everyday life, rather than grand portraits or historical subjects. They look at the work of Cassatt who painted many pictures of domestic scenes of women and children, influenced by Japanese wood-cuts. In response to this the children paint en plein air, practise using broken brushstrokes and draw modern café scenes.</p> <p><b>paint</b></p> | <p><b>Art in the 20<sup>th</sup> Century</b><br/>The children start by reviewing their understanding of modernism. They then use three statues, including recent sculptures by Marc Quinn and Thomas J Price, to investigate the issue of public statuary and identity as a starting point for their own project. The children go on to consider how Picasso developed cubism which led to abstraction and then explore work of significant British artists of the 20th century. They consider abstraction by looking at the work of sculptor Barbara Hepworth and painter Frank Bowling, the influence of world war two on the work of Frank Auerbach and the departure from abstraction and return to figuration in the work of Lucien Freud. Finally, they explore how art can address the issue of identity, in the work of Lubaina Himid.</p> <p><b>Cubism- collage/digital art</b></p> |
| <b>Design Technology</b> | Cook - Pittas   |  | Build – Cams toys  |  | Sew - bags  |  |
| <b>History</b>           | <p>Rise of Hitler and World War 2<br/><b>Knowledge:</b><br/>By the end of this unit, children will know more about the concept of an armistice and the Treaty of Versailles. They will explore the substantive concept of Nationalism,</p>  | <p>World War 2 and The Holocaust<br/><b>Knowledge:</b><br/>By the end of the unit, children will know about the Battle of Britain, the importance of Bletchley park, the holocaust</p>   | <p>Baghdad AD900 – history day<br/><b>Knowledge:</b><br/>By the end of the unit, children will know about the city of Baghdad AD900, as a city of peace and a centre for learning in the Islamic</p>   | <p>French Revolution – history a day<br/><b>Knowledge:</b><br/>During this unit, the children will look at how France's defeat and loss of colonies in America led to national debt, exasperating</p>  |   | <p><i>History of Human Rights<br/><b>Knowledge:</b><br/>By the end of this unit, children will have had an opportunity to apply their knowledge about the history of human rights and</i></p>  |

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|                  | learning about the Nazi party and how many aspects of life in Germany were controlled during this time. Children will learn about Kristallnacht or “Night of the Broken Glass” before learning about events which led up to the outbreak of the second world war.  | and the home front. They will know the allies and axis powers and understand that this was a world war.   | Golden Age. They will know about the Mongol attack on Baghdad and the regional powers. During this unit, children are building on well-established substantive concepts of power, religion, civilisation and conflict. Children will also have a chance to build on their ideas of scholarship and wisdom through looking at the focus on academic study in Baghdad in c.900CE. <b>Key substantive concepts</b> focused on in this unit are dynasty, empire, <b>civilisation</b> , and <b>invasion</b> . <b>Key disciplinary concepts</b> focused on are <b>continuity &amp; change</b> , and <b>sources &amp; evidence</b> . | feelings of social inequality which sparked the French Revolution. The children will learn about significant events in French history, such as the Storming of the Bastille. They will look at what this signified to the French people at the time as well as learning about how the people in France still celebrate Bastille Day, In this unit the children will learn about how French society was divided into three ‘estates’ and will discuss what is meant by the term ‘ <b>absolute monarchy</b> ’ and will be asked to discuss the <i>similarities and differences</i> between that, and the constitutional role of the monarchy in Britain today.   |   | <i>equality, think critically, and use evidence to support their judgements.. The key substantive concepts covered are <b>immigration, empire, religion, race, and law.</b></i>  |
| <b>Geography</b> | Spatial Sense – geography visit and afternoon<br><b>Knowledge:</b><br>By the end of the unit, children will be able to 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). They will use atlases and to understand data about people, places and the environment. | North American Geography – geography day<br><b>Knowledge:</b><br>By the end of the unit, children will understand the impact that air pollution, flooding and waste has on our health and environment in the UK. Children will know how Sheffield responds to the issue of air pollution. | British Geographical Issues<br><b>Knowledge:</b><br>By the end of the unit, children will be able to identify North America on a map of the world and know some of the countries within it. They will use maps and atlases to identify major rivers, biomes and cities within North America. They will compare a NA and UK city.  | South American Geography<br><b>Knowledge:</b><br>By the end of the unit, children will be able to identify South America on a map of the world and know some of the countries within it. Children will learn about the Inca Empire, building on prior knowledge of other ancient civilisations. They will use their geographical skills of map reading and interpreting data to understand more about the continent of South America. They will learn about the Andes mountains, Mount Aconcagua and the Atacama Desert (looking at land formations and locate cities built on plateaus). They will use prior knowledge from Year 3 to describe trade in Brazil. They will study the Amazon Rainforest and will understand that forest fires are a major threat to biodiversity in the region. | Globalisation<br><b>Knowledge:</b><br>Children will learn about international trade and how this has developed over time with technology and communications. Pupils will study examples of economic, political and cultural globalisation | Africa – do in a day<br><b>Knowledge:</b><br>Pupils will locate physical geographical features of the continent such as the coastlines, the equator, the Atlas Mountains, Mount Kilimanjaro and the Sahel region. They will know that Africa is rich in minerals and resources. Children will learn about ancient African civilisations and the impact of desertification and food security. |



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| <b>Music</b> | <p><b>Happy</b><br/>All the learning in this unit focuses around Pop/Motown. Children will focus on one song: Happy, by Pharrell Williams. Children will learn the dimensions of music (pulse, rhythm, pitch etc) through a series of games and will sing and play instruments.</p>  | <p><b>Classroom Jazz 2</b><br/>This Unit of Work builds on the improvisation skills learnt in Classroom Jazz 1. Using two new pieces, Bacharach Anorak and Meet The Blues, the pupils will learn to play the pieces and then explore improvising with the repertoire.</p> | <p><b>A New Year carol</b><br/>This unit will focus on Classical/Urban Gospel through the teaching of Benjamin Britten's Friday Afternoons: A New Year Carol.</p>  | <p><b>You've got a friend</b><br/>This unit will focus on 70s Ballad/Pop through the teaching of music by Carole King.</p> | <p><b>Music and Me</b><br/>This unit gives children the opportunity to create their own music inspired by their own identity and women in the music industry.</p>  | <p><b>Reflect, Rewind and Replay</b><br/>This unit will focus on the History of Music: Classical. It will also give children an opportunity to consolidate learning from previous units and apply skills learn throughout the year to new activities.</p> |
| <b>PE</b>    | Athletics  | Dance   | Gymnastics   | Yoga / Health and Fitness  | Dance/Yoga   | Gymnastics  |
|              | OAA Unit (outdoor/indoor)  | Hockey  | Basketball   | Cricket  | Rounders   | Athletics/Sports Day  |
| <b>RE</b>    | <p><b>Theme: Religion, beliefs and sources of wisdom and authority</b><br/><b>Religion: Christianity</b></p> <p>Knowledge<br/>Pupils will learn about different ways in which the Bible has an impact on Christian living, considering stories, wisdom, advice and rules from the Bible in detail They be taught about at least two examples of how the Bible has had an impact on people's lives individually and in community or society</p> |   | <p><b>Theme: Religion, family, community, worship, celebration, ways of living Religion: Islam</b></p> <p>Knowledge<br/>Pupils will gain knowledge about Muslim worship and celebration, including detailed information about each of the 5 Pillars They will learn about Muslim worship, ritual and devotion at home and at the mosque, examining beliefs and values expressed in stories, festivities and worship and learning from community life</p> |  | <p><b>Theme: Religion, family, community, worship, celebration, ways of living. Religion: Islam</b></p> <p>Knowledge<br/>Pupils will gain knowledge about Muslim worship and community life including detailed information about the life and practice of a mosque They will learn about Muslim worship, ritual and devotion at home and at the mosque, examining beliefs and values expressed in stories, festivities and worship and learning from community life.</p> |   |