

Long Term Planning

		Year: 2020-21		Year Groups: 5/6		Cycle: A	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Why is Brazil always in the news?	What was Life like as a Victorian?	What did the Mayans do for us?	Is it a mountain or a molehill?	Would you be a Roundhead or a Cavalier?	How is climate changing around the world?	
WOW	Brazil day - Carnival and Brazil vs England football match	Victorian School day	Visit chocolate factory	Mountain base camp training day	English Civil War Museum	Climate change visitor	
End	Showcase of project work - Creative - Research	Diary entry in the role of a Victorian child	Children will make and market their own chocolate bar	Children will create their own optical illusions in the style of Escher	News report of English Civil war - style of TV show	Climate change campaign in the community.	
Passport							
English	<p>Whole school topic on 'Save the planet'</p> <p>End product:</p> <p>Short story as an endangered animal</p> <p>Fiction: The Girl of ink and stars</p> <p>REcounts:</p> <p>Formal and informal language, Informal letter</p> <p>Diary entry,</p> <p>Discussion of themes in the text</p>	<p>Performance</p> <p><u>Including poetry, drama, rap, movement</u></p> <p>Read, discuss and talk about different forms of poetry.</p> <p>Look at poets from different cultures, countries and periods in history.</p> <p>Learn to write poems in a variety of styles inc acrostic, haiku, narrative and free verse.</p> <p>Read and evaluate a range of play scripts. Read aloud, perform and take on roles, examine characterisation.</p> <p>Look at the formal features of how a script is structured and set out including punctuation.</p> <p>Take narratives and script them as a performance.</p>	<ul style="list-style-type: none"> Explanation <ul style="list-style-type: none"> Understand what form an explanation text takes: Formal language in present tense Text arranged into numbered points Sub-headings to separate sections of text Use of time connectives May have some technical vocabulary Diagrams Pictures with captions glossary 	<p>Information texts and non-chronological writing</p> <p>Newspaper reports</p> <p>Children will usually be asked to research something relevant to their learning.</p> <p>Note making initially to draft the text</p> <p>Features include:</p> <ul style="list-style-type: none"> Main title Sub-headings Bullet points Paragraphs Pictures with caption 	<ul style="list-style-type: none"> Persuasive writing adverts, posters etc. <ul style="list-style-type: none"> Evaluate the effectiveness of a range of persuasive texts. Repeated words Alliterative words A strong argument Rhetorical questions Capitalisation for effect Humour Condensing a message 	<p>Narrative Form a fiction:</p> <p>Historical, Fantasy and other fiction</p> <p>Read passages from narrative from a range of authors and cultures. Children need to listen to narrative and to read it aloud themselves.</p> <ul style="list-style-type: none"> Openings and endings Character description Plot, Setting and atmosphere Conflict Point of view – look at the protagonist and antagonist 	
Whole Class Reading Texts	Year 5/6: A Girl of Inks and Stars by Kiran Millward Hargrave.	Year 5/6: The Highwayman by Alfred Noyes	Year 5/6: Holes by Louis Sacher	Year 5/6: Macbeth by William Shakespeare	Year 5/6: Darwin's Dragon by Lindsay Galvin	Year 5/6: Window by Jeannie Baker, The Tin Forest by Helen Ward, Floodland by Marcus Sedgwick	
Handwriting and presentation	Pupils should be taught to: □ write legibly, fluently and with increasing speed by: □ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters □ choosing the writing implement that is best suited for a task.						
SPAG – see scheme for more detailed guidance	Y 5	<p>Punctuation</p> <p>Understand the need for punctuation and an aid to the reader.</p> <p>Use commas to clarify meaning.</p>	<p>Punctuation</p> <p>Understand the use of parenetical dashes.</p> <p>Understand the use of hyphens. (see spelling)</p>	<p>Sentence Structure</p> <p>Investigate clauses (identify in sentences, how they are connected)</p> <p>Understand and use the term "conjunction"</p>	<p>Understand the difference between reported and direct speech.</p> <p>Punctuate direct speech using commas and inverted commas.</p>	<p>Punctuation</p> <p>Investigate clauses (identify in sentences, how they are connected)</p> <p>Understand and use the term relative clauses.</p>	<p>Word Work</p> <p>Understand the use of semi-colons.</p> <p>Subject and verb grammatical agreement (singular/plural noun/tense and verb match)</p>

	<p>Use commas to mark grammatical boundaries. Punctuate direct speech using commas and inverted commas. Understand and use determiners/articles To identify the subject and object in a sentence. Use affixes to convert word classes. Use affixes to change meaning.</p>	<p>Understand the use of bullet points. Understand and use the term noun phrase." Word Work Understand and use the term relative pronoun</p>	<p>Understand and use the term "Subjunctive clause." Understand and use the term preposition.</p>	<p>Identify, understand and use synonyms.</p>	<p>Understand and use the term "modal verbs." (if, can, might, may, must, shall, could, will) Understand and use adverbs (perhaps, surely). Identify and use the imperative form in instructional and report writing.</p>	<p>Extend, understand and use verbs. Understand the basic conventions of standard English considering when and why it is used.</p>
Y 6	<p>Punctuation Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Punctuation of bullet points to list information</p>	<p>Word Work The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. <i>find out – discover; ask for – request; go in - enter</i></p>	<p>Sentence Structure Use of passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken.</i> Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i></p>	<p>Text Structure Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. <i>repetition of a word or phrase</i>), grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and elision</p>	<p>Punctuation How hyphen can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p>Text Structure Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>
Spelling Using No-Nonsense Spelling Scheme	<p>Specific lists to be sent fortnightly on a Monday, tested after cycle of teaching (lists and dictation) All taught throughout the spelling program: Strategies for learning words: Words from statutory and personal spelling lists, Strategies at the point of writing: Have a go, Proofreading</p>					
Y 5 / 6	<p>Words with the letter string 'ough', Words with 'silent' letters, Use of spelling journals for etymology, Words ending in '-able' and '-ible', Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</p>	<p>From previous years: plurals (adding '-s', '-es' and '-ies', From previous years: apostrophe for contraction and possession, use of the hyphen, Using dictionaries to create word webs</p>	<p>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>), Using spelling journals for etymology, Words ending in '-ably' and '-ibly', Homophones (<i>led/lead, steel/steal, alter/altar</i>),</p>	<p>Proofreading: checking from another source after writing, Building words from root words, Homophones, Words with the /i:/ sound spelt 'ei', 'ei' and 'ie' words</p>	<p>Strategies at the point of writing: using etymological/morphological strategies for spelling, Using spelling journals for etymology, homophones</p>	<p>Revision and consolidation, Proofreading: use of dictionary to check words referring to first three or four letters, Problem suffixes, Spelling aspects from Year 5 that are not secure</p>
Maths White Rose Scheme	<p>Y 5 Place Value, addition and subtraction</p>	<p>Multiplication and division, statistics</p>	<p>Fractions, decimals</p>	<p>Decimals, percentages, Algebra</p>	<p>Geometry: angles, shape</p>	<p>Measurement: converting units, volume, area and perimeter, Number: prime numbers</p>

	Y6	Place Value, addition, subtraction, multiplication and division	Fractions	Number: decimals, percentages and measurement	Number: algebra and ratio Geometry and statistics	Geometry: properties of shape, position and direction Post SATS projects	Post SATs projects
Science	Working scientifically Y5/6 W1,2,3,4,5,6,7,8 (see hierarchies)						
	Understanding animals and humans	Understanding electrical circuits	Investigating sound and hearing	Investigating light and seeing	Understanding evolution and inheritance (revise plants b1, b2)	Forces and air resistance	
DT/Art	South American Art	"Victorian Toys using cams"	Bread Baking	Drawing – Art Illusions and perspective - Escher	Graffiti and Street Art	"Fairground rides" (motors and lights)	
RE	What stories do Hindus tell?	Where does the bible come from?	What is the Qur'an and why is it important to Muslims?	How can we express our faith through the arts?	What do Sikhs believe?	Belief in the Community	
Music Charanga	Livin' on a Prayer (Rock Anthems)	Classroom Jazz 1 (Jazz and Improvisation)	Make you Feel my Love (Pop Ballads)	The Fresh Prince of Bel-Air (Old-School Hip-Hop)	Dancing in the Street (Motown)	Reflect, Rewind and Replay (The history of music, look back and consolidate your learning)	
Compu ting	<u>Computing Networks – Sharing Information</u>	<u>Creating Media - Vector Drawing</u>	<u>Creating Media – Video Editing</u>	<u>Data and Information – Flat Field Data bases</u>	<u>Programming A – Selecting in physical computing</u>	<u>Programming B – Selection in quizzes</u>	
Geogra phy	Why is Brazil always in the news? South America			Mountains		Climate Change around the world (see new overview)	
History		What was Life like as a Victorian?	What did the Mayan's do for us?		Civil War – local History study (see new overview)		
MFL Languag e angels	Phonics lesson 1 & 2 (C) I'm Learning Fr/ Sp/ It (E)	Vegetables	Weather	Family	Clothes	At school	
PE	Invasion Games - Netball	Invasion Games Football/Rugby	Gymnastics	Athletics	Tennis	Cricket	
	Swimming	Swimming	Swimming	Swimming	Dance	Orienteering	
PSHE – Jigsaw	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)	
Visits and other events	Brazil Day Children to present their homework- research or creative projects with the class Harvest	Remembrance Anti-Bullying Week Christmas	Visit Mosque World Book Day Science Week	Art gallery	Civil war museum	Climate Change visitor Residential	