

UKS2 Long Term Planning – Year 5 & Year 6 Year A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Superheroes/Earth and Space	Topic: Superheroes/Earth and Space	Topic: Skara Brae	Topic: Skara Brae	Topic: The Rainforest/Kensuke's Kingdom	Topic: The Rainforest/Kensuke's Kingdom
		<p><u>History:</u> Changes in Britain from Stone Age to Iron Age – Bronze and Iron age (home/family) (1) http://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what/index.shtml</p> <p>http://www.educationscotland.gov.uk/scotlandshistory/earlypeople/skarabrae/skarabrae/index.asp</p>	<p><u>Geography</u> 1b. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><u>Geography</u> – 1c. Identify the position and significance of latitude, longitude, Equator,–Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). 2. Understand geographical similarities and differences through the study of human and physical geography of a region of South America – compare to the UK http://www.bbc.co.uk/amazon/</p>	<p><u>Geography</u> 3a. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p> <p>3b. Human Geography, including:–distribution of natural resources including food</p> <p>3c. Use maps, atlases, globes-to locate countries and describe features studied.</p> <p>3d Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge and understanding of the world.</p>
<p><u>Science</u> Y5 10-13 Earth and space – Solar System, The Moon and how day and night happens. Y5 14, 15 Forces –gravity and air resistance, water resistance, friction- investigations into how gravity and air resistance affect our lives</p>	<p><u>Science</u> Light –Y6, 9-12 Investigations into light travelling in straight lines. Objects give out light How shadows happen</p>	<p><u>Science</u> Y5 4-9 Properties and Changes in Materials Grouping different materials according to properties, knowledge of solids, liquids, gases, looking at how to recover solids, using comparative and fair testing to test different materials, looking at reversible and irreversible changes, understanding solutions, dissolving, separating materials, uses of materials, reversible and irreversible changes.</p>		<p><u>Science</u> Y5- 1&2 Living things and habitats -life cycles and reproduction in plants and animals Y6 Living things and their habitats- 1&2 classification of animals and plants</p>	<p><u>Science</u> Y5, 3 Animals including humans changes as humans develop into old age, looking at gestation periods compared to humans Y6 Evolution - 7-8 adaptation- how offspring are similar, but not identical</p>
<p>English Examples of writing tasks are: 1. After research, write fact files about superheroes from comic books. 2. Invent own comic book hero and write fact files. 3. Narrative- create superhero descriptions</p>	<p>English Examples of writing tasks are: 9. Write a brief biography about a scientist in this field. 10. Write short explanations about how the earth moves around the sun, how night and day</p>	<p>English Examples of writing tasks are: 1- Take notes about Skara brae and write a short piece of text to be included in an information textbook. 2. Make group posters explaining about life in Stone Age/Bronze Age/Iron Age. 3. Narrative story based on the storms at Skara Brae 4. Persuasive writing-leaflet for visitor centre at Skara Brae</p>		<p>English Examples of writing tasks are: 1.Animal poetry - William Blake 2.Waterfall poetry 3.Non-chron reports (animals, plants) 4. Letter to persuade government to stop deforestation.</p>	<p>English: Writing in range of forms such as: 1. Narrative- retelling of parts of the Tin Forest story. 2. Diary account from Michael's point of view 3. Letters/postcards home, 4. Rainforest poetry using sounds of the forest</p>

<p>4. Retell the back story for a known superhero after listening to the original.</p> <p>5. Invent own superhero and write an adventure story involving them.</p> <p>6. Write a newspaper report based on the 1969 moon landings/an imaginary landing on a chosen planet.</p> <p>7. Write a poem (using question stems) about a planet, using figurative language.</p> <p>8. Write a non-chronological report about the solar system.</p>	<p>occur and how the moon orbits the earth.</p> <p>11. Explanation posters showing the effects of air and water resistance, friction and gravity.</p> <p>12. Recording of investigations, including explanations, about forces.</p> <p>13. Scientific reports about how light travels.</p> <p>14. Recording of investigations into light and shadow</p>	<p>5. Diary of the life of a person in Stone Age times.</p> <p>6. Non-Chronological reports about life in Stone Age/Iron Age</p> <p>7. Property advertisement for a 'House For Sale' on Skara Brae</p> <p>8. Instructions: How to build a Bronze Age roundhouse.</p> <p>9. Science/non-chronological reports about Materials</p> <p>10. Recording of investigations into materials</p> <p>11. Chronological explanation of how to separate a mixture of materials/substances.</p>		<p>5. Non-chron report about layers of the rainforest/animals that live there.</p>	<p>5. Writing own rainforest adventure story.</p>
<p><u>Music (Charanga)</u></p> <p>Y5- Livin' on a Prayer. Y6 Happy</p>	<p><u>Music Charanga</u></p> <p>Y5- Classroom Jazz 1 Y6- Classroom Jazz 2</p>	<p><u>Music- Charanga</u></p> <p>Y5- Make You Feel My Love Y6- Benjamin Britten New Year Carol</p>	<p><u>Music- Charanga</u></p> <p>Y5- The Fresh Prince of Bel-Air Y6 Music and Identity</p>	<p><u>Music- Charanga</u></p> <p>Y5 Dancing in the Street Y6 You've Got a Friend.</p>	<p><u>Music- Charanga</u></p> <p>Y5- Reflect, Rewind and Replay Y6 Reflect, Rewind and Replay</p>
<p><u>Computing- Purple Mash Y5</u> Coding</p> <p><u>Y6</u> Coding</p>	<p><u>Computing- Purple Mash Y5</u> Online Safety</p> <p><u>Y6</u> Online Safety</p>	<p><u>Computing- Purple Mash Y5</u> Spreadsheets</p> <p><u>Y6</u> Spreadsheets</p>	<p><u>Computing- Purple Mash Y5</u> Databases</p> <p><u>Y6</u> Blogging</p>	<p><u>Computing- Purple Mash Y5</u> Game Creator 3D Modelling</p> <p><u>Y6</u> Text Adventures</p>	<p><u>Computing- Purple Mash Y5</u> Concept maps</p> <p><u>Y6</u> Networks Quizzing</p>
<p><u>Art 1, 2, 3</u></p> <p>Pop Art movement – Andy Warhol and Roy Lichtenstein Sketch superheroes in different positions using range of media. Controlling shades, hue and tone- Peter Thorpe rocket pictures. Looking at how to show light in sketches.</p>		<p><u>Art 1,2,3</u></p> <p>Painting on different surfaces and with different textures to achieve similar results to cave paintings at Lascelles. Use clay to make tools/jewellery based on looking at photographs of artefacts from Stone Age-Iron Age. Experiment with ways of joining done in previous years. Design and build a Stone Age replica of Skara Brae village as whole class project, using range of materials and ensuring that correct sizes are used.</p>	<p><u>ART (cont)</u></p> <p>Look at the sculptor Alexander Calder's sculpture called 'Circus Scene' and learn about the artist. https://www.tate.org.uk/kids/explore/who-is/who-alexander-calder Based on this, each group will design a house from the Skara Brae village and will decide what other things they need inside the house and which materials they will need to use.</p>	<p><u>Art 1,2,3</u></p> <p>Use Henri Rousseau's "Surprise" for paint, collage, embellishment. South American artists Beatriz Milhazes (collage and collographs), Leonora Carrington (Dream catchers). Joaquin Torres Garcia (symbols and textures, paint/pattern).</p>	<p><u>Art (cont)</u></p> <p>Look at work of Hokusai – use paint, chalk etc.to recreate his work 2 Use textiles to create backdrop for display using materials, printing, sewing, embellishment etc.</p>
<p><u>DT</u></p> <p>Technical Knowledge textiles-Making a fabric pouch for a superhero to store their gadget.</p>		<p><u>DT</u></p> <p>Technical Knowledge Food and Nutrition- Looking at how eating habits have changed over time; preparing a range of dishes predominantly savoury.</p>		<p><u>DT</u></p> <p>Technical Knowledge-mechanisms Automata Animals- Learning about controlling movement with a cam mechanism as part of an automata animal. Making simple cam mechanisms to formulate an understanding of how different shaped cams can be used to produce different movements.</p>	

PSHE/RSE: <u>Staying Safe and Well</u> Y5/Y6 Healthy Body and Mind	RE Y5 Places of Worship- The Gurdwara Y6 Rites of Passage- From life to death, what role does religion play?	PSHE/RSE: <u>Staying Safe and Well</u> Y5/Y6 Growing and changing Keeping Safe	RE Y5 Festivals, beliefs and practices-Is Christmas too commercial? Y6 Festivals/Beliefs and Practices- Why are the gospel accounts different?	PSHE/RSE: <u>Relationships</u> Y5/Y6 Feelings and Emotions	RE Y5- Beliefs and practices- Food and drink: what are religious rules for? Y6 Expressions of faith through art. Is faith always the same? What does art tell us?	PSHE/RSE: <u>Relationships</u> Y5/Y6 Healthy Relationships Valuing Differences	RE Y5 Festivals/beliefs and practices- Who is responsible for Jesus' death? Y6 Festivals/beliefs and practices- Why is Jesus' death seen as a victory?	PSHE/RSE: <u>Our World</u> Y5/Y6 Rights and Responsibilities	RE Y5 Worship in the home- What is worship and what is it for?	PSHE/RSE: <u>Our World</u> Y5/Y6 Taking Care of the Environment Money Matters	
French Y5 Encore! Avoir and etre- nationality, detailed description of people, Christmas songs. Y6 Ou vas-tu? Places in France, giving basic directions, talking about the weather				French Y5 Quelle heure est-il? Hobbies, telling the time, negatives. Y6 On mange! Food shopping, asking about prices, opinions about food.				French Y5 Les Fetes festivals in France, asking questions, numbers to 60 Y6 Le Cirque French speaking countries, other languages, name and describe clothing.			
<u>Rationale</u> <ul style="list-style-type: none"> We need to cover Earth and Space in Science and have found that this topic engages the children as many of them have seen superhero films. Many of our children show a keen interest in comic books and it is another genre to use to encourage them to read. 		<u>Rationale</u> <ul style="list-style-type: none"> This topic gives children the opportunity to engage in investigative science at the start of the year. We are also able to look at shadows as there is still enough sun at this time of year. We have found that many of our pupils are able to write good narratives during this topic as they are able to relate to films they have seen and we are able to use photographs/film stills/comic books to develop character and setting descriptions. 		<u>Rationale</u> <ul style="list-style-type: none"> We look at evolution in science and look at how, not only can we have evidence from history such as the discovery of Skara Brae, but further back in time, we have evidence from fossils which tell us about prehistoric life. This also builds on from when children studied fossilisation in Y3/4 In Y3, children have studied the Ancient Egyptian Civilisation and we show them how much further back this civilisation is which allows them to compare and contrast different ways of life. As Skara Brae is in the UK and one of the best preserved Neolithic villages in Northern Europe, it enables us to look at places of historical interest relatively close to home and links to geography work on maps and the study of counties and regions. We are also able to use OS maps during this topic. The historical evidence about how Skara Brae lay undiscovered until the thunderstorm in 1850, engages the children and allows them to create stories about how Skara Brae was covered over in the first place. The archaeological evidence of the remaining houses and the resources available online for this topic, engages the children in asking geographical and historical questions and fuels their curiosity. 		<u>Rationale</u> <ul style="list-style-type: none"> By showing the children the changes which happened during the Bronze, Iron and Stone Ages, we are able to deepen their understanding of timelines and chronology. There is a relatively large amount of evidence available from the Skara Brae site and much of this is available for the children to research. 		<u>Rationale</u> <ul style="list-style-type: none"> Having just studied the geography of the British Isles in our last topic, this gives the children the chance to explore different maps/atlas/globe at a different scale. We are able to compare and contrast the climate and other physical geographical features of the British Isles and South America. The children have read a range of extracts/stories from Michael Morpurgo books and Kensuke's Kingdom engages the children and contains excellent vocabulary to help with Word Power work and with their own writing. This topic complements the topic Healthy Me in Year B and allows us to do work about longitude, latitude, 6 figure grid references etc. in both years. 		<u>Rationale</u> <ul style="list-style-type: none"> The science work in this topic allows us to build upon work done in Y3/4 about plant growth and further their knowledges when we teach them about plant reproduction. We are able to observe life cycles at first hand by looking at organisms in the pond/habitats around school at this time of year. WE are also able to plan a visit e.g. Life Centre, Butterfly World, pond dipping to further their understanding of life cycles. We are able to grow plants and dissect flowers at this time of year to show how plants reproduce. 	

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