


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 <ul style="list-style-type: none">- 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 <ul style="list-style-type: none">- style of TV show	Climate change campaign in the community.	
Passport							
English	Whole school topic on ‘Save the planet’ End product: Short story as an endangered animal Fiction: The Girl of ink and stars REcounts: Formal and informal language, Informal letter Diary entry, Discussion of themes in the text	<u>Performance</u> <u>Including poetry, drama, rap, movement</u> Read, discuss and talk about different forms of poetry. Look at poets from different cultures, countries and periods in history. Learn to write poems in a variety of styles inc acrostic, haiku, narrative and free verse. Read and evaluate a range of play scripts. Read aloud, perform and take on roles, examine characterisation. Look at the formal features of how a script is structured and set out including punctuation. Take narratives and script them as a performance.	<ul style="list-style-type: none"><u>Explanation</u><ul style="list-style-type: none">Understand what form an explanation text takes:Formal language in present tenseText arranged into numbered pointsSub-headings to separate sections of textUse of time connectivesMay have some technical vocabularyDiagramsPictures with captionsglossary	<u>Information texts and non-chronological writing</u> Newspaper reports Children will usually be asked to research something relevant to their learning. Note making initially to draft the text Features include: <ul style="list-style-type: none">Main titleSub-headingsBullet pointsParagraphsPictures with caption	<ul style="list-style-type: none"><u>Persuasive writing adverts, posters etc.</u><ul style="list-style-type: none">Evaluate the effectiveness of a range of persuasive texts.Repeated wordsAlliterative wordsA strong argumentRhetorical questionsCapitalisation for effectHumourCondensing a message	<u>Narrative Form a fiction:</u> Historical, Fantasy and other fiction Read passages from narrative from a range of authors and cultures. Children need to listen to narrative and to read it aloud themselves. <ul style="list-style-type: none">Openings and endingsCharacter descriptionPlot,Setting and atmosphereConflictPoint 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	Punctuation Understand the need for punctuation and an aid to the reader. Use commas to clarify meaning.	Punctuation Understand the use of parenetical dashes. Understand the use of hyphens. (see spelling)	Sentence Structure Investigate clauses (identify in sentences, how they are connected) Understand and use the term “conjunction”	Understand the difference between reported and direct speech. Punctuate direct speech using commas and inverted commas.	Punctuation Investigate clauses (identify in sentences, how they are connected) Understand and use the term relative clauses.	Word Work Understand the use of semi-colons. Subject and verb grammatical agreement (singular/plural noun/tense and verb match)

		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.	Understand the use of bullet points. Understand and use the term noun phrase.” Word Work Understand and use the term relative pronoun	Understand and use the term “Subjunctive clause.” Understand and use the term preposition.	Identify, understand and use synonyms.	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.	Extend, understand and use verbs. Understand the basic conventions of standard English considering when and why it is used.
	Y 6	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	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>	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</i> versus <i>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>	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	Punctuation How hyphen can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>	Text Structure Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
Spelling Using No-Nonsense Spelling Scheme		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					
	Y 5 / 6	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>)	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	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>),	Proofreading: checking from another source after writing, Building words from root words, Homophones, Words with the /i:/ sound spelt ‘ei’, ‘ei’ and ‘ie’ words	Strategies at the point of writing: using etymological/ morphological strategies for spelling, Using spelling journals for etymology, homophones	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
Maths White Rose Scheme	Y 5	Place Value, addition and subtraction	Multiplication and division, statistics	Fractions, decimals	Decimals, percentages, Algebra	Geometry: angles, shape	Measurement: converting units, volume, area and perimeter, Number: prime numbers

	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)
Computing		<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>
Geography		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 Language 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