

## Year 5/6 Long Term Plan Cycle 1 Overview 2018-2019

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME/S</b>	<b>Earth and Space World War I</b>		<b>Active Planet - Earthquake &amp; Volcanoes (North America)</b>		<b>Fairground Forces</b>	<b>The Amazing Mayans (Contrasting British Study)</b>
<b>HOOK</b>	Village commemoration of the 100 <sup>th</sup> anniversary of the end of WWI. Leading towards a more in-depth study of WW1 and how it affected Durley /Southampton.	Year 5/6 Trip to Winchester Science Centre	Disaster zone. Experiencing an Earthquake. (Drama session)		Children receive an advert from Paultons Park who are running a competition to design a new ride. Children visit Paultons Park to pitch their ideas.	Green class need to become investigators to find out what the Mayans did for us in Britain
<b>OUTCOME</b>	Items for the Durley WW1 Exhibition		Presentation to Parents about Volcanoes and Earthquakes as experts.		Children present their pitches to representatives Paultons Park (and again at school to Parents/Governors).	Interactive Museum - 'What the Mayans did for us'
<b>FIRST HAND EXPERIENCES/ TRIP POSSIBILITIES</b>	Durley WW1 Exhibition	Winchester Science Centre	.		Paultons Park	
<b>Topic Homework</b>	Research on aspect of WW1. Link to Durley /local area.		Research a chosen aspect of Volcanoes and Earthquakes and present to the class.		Create their own theme park with a new concept of their own.	Research one aspect of modern life in Britain that has its origins in Mayan life.
<b>Lead display opportunity</b>	War inspired collage	Space Art	Paper Mache Volcanoes		Fairground rides	Mayan Art
<b>Blog opportunity</b>	Durley village commemorative events	Science trip			Paulton's park trip	
<b>Across school match</b>		WW1 Exhibition for whole school				
<b>Cross-Curricular Writing Opportunities.</b>	Narrative writing (war settings) Diary writing (soldier in WW1) Newspaper Reports (linked to war time events)	Explanatory texts (Space) Information writing	Narrative Recount (Experience of Volcanoes/Earthquake) Non- Chronological report Instructions (How to survive an Earthquake)		Information leaflet/'packs' (Fairground rides) Persuasive speeches (Pitching ideas for ride) Instructional writing	Persuasive Brochure for museum Non-chron report - Mayans Explanation Text Guide book

<b>SCIENCE</b>	<p>Earth and Space</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p>SHC - 29</p>	<p>Forces:</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>SHC - 22, 23, 24</p>	<p>. Light:</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Super Science:</b></p> <p>Scientists and their discoveries</p> <p>SHC - 29</p>		<p>Electricity:</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p>• SHC - 25,26,27,28</p>	<p>Animals Including humans:</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>• Year 6 - Sex and Relationships Education</p> <p>SHC - 3,4,5,6,7,8,9,10,11</p>
<b>COMPUTING</b>	<p><b>E- Safety</b></p> <p><b>We are App planners:</b> Planning the creation of a mobile app</p>	<p><b>We are project Managers:</b> Developing project management skills</p>	<p><b>We are market researchers:</b> Researching the App market.</p>	<p><b>We are interface designers:</b> Developing an interface for an app</p>	<p><b>We are app developers:</b> Developing a simple mobile phone app.</p>	<p><b>We are marketers:</b> Creating vide and web copy for a mobile phone app.</p>
<b>GEOGRAPHY</b>	<p>Local area study - Southampton during the war.</p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>		<p>Volcanoes and Earthquakes:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries where Earthquakes and Volcanoes can be found</li> <li>Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes</li> </ul>			
<b>HISTORY</b>	<p>Local History Study (Southampton during World War I</p>				<p>Understand the historical chronology of the Mayans and how aspects of the Mayan civilisation including scientific advancements have influence modern life in the UK .</p>	
<b>ART - Topic Linked</b>	<p>Collage - War Inspired</p>	<p>Drawing and painting (Famous artist) - Planets (Chesley Bonestell) Clay - RE Magi Models</p>			<p>Paper and paste sculptures - rest of the Fairground</p>	

<b>D &amp; T</b>	Ration linked cookery (stews)		Paper Mache Volcanoes		Fairground rides - linked to control technology	Mayan Masks
<b>RE</b>	Sacrifice - World War I	Prophecy (The Magi)	God	Resurrection - Easter...what happened next?	Imagery - Jesus through Art.	Journey of life - Islam
<b>PE</b>	Hockey	Basketball	Netball	Tag Rugby	Cricket	Athletics
	Dance	Gymnastics	Gymnastics	Dance	Tennis	Tennis
<b>PSHE</b>	<b>It's Our World</b> <ul style="list-style-type: none"> <li>• Class Charter</li> <li>• Understand what democracy is and how it works.</li> <li>• Environmental awareness, responsibility and sustainability issues.</li> </ul>	<b>SAY NO!</b> <ul style="list-style-type: none"> <li>• Drugs Education: medicines and legal drugs</li> <li>• Drugs Education: illegal drugs and risk-taking behaviour</li> <li>• Feeling safe</li> <li>• Anti-bullying</li> </ul>	<b>MONEY MATTERS</b> <ul style="list-style-type: none"> <li>• Understanding finance and money</li> <li>• Shopping and budgeting</li> <li>• Risk and debt</li> <li>• Goal-setting</li> </ul>	<b>WHO LIKES CHOCOLATE?</b> <ul style="list-style-type: none"> <li>• Fair trade</li> <li>• Globalisation Inequalities</li> <li>• Hunger and poverty</li> <li>• Media and stereotyping</li> </ul>	<b>PEOPLE AROUND US</b> <ul style="list-style-type: none"> <li>• Global citizenship</li> <li>• Different identities around the world</li> <li>• Challenging prejudice</li> <li>• Support networks - relationships and families</li> </ul>	<b>GROWING UP</b> <ul style="list-style-type: none"> <li>• SRE: Differences; Growing up; Puberty &amp; reproduction</li> <li>• Managing change</li> <li>• Preparing for transition</li> </ul>
<b>French</b>	Classroom instructions Revision of names, greetings, age, where you live. Days of the week Date Body parts. What are you doing? Fashion Feelings / Emotions Adjectives Numbers to 60		Numbers 61-80 Classroom Instructions Prepositions French Stories Food and Drink Likes and Dislikes Instructions Seasons		Classroom instruction Alphabet Numbers 81-100 (Money Topic) Sports Vocabulary and conversation linked to a visit to a French town	