

2019/20	Class: Badger		Long Term Plan		Year Group: 5/6	
Area of Learning	Autumn 2019		Spring 2020		Summer 2020	
Power of Reading Text	Kensuke's Kingdom By Michael Morpurgo	Private Peaceful By Michael Morpurgo	Wolf Brother By Michelle Paver	Clockwork By Philip Pullman	The Highway Man By Alfred Noyes	Rooftoppers By Katherine Rundell
English – Fiction	Adventure Story – you have woken up on an island. What do you do? Diary Writing – Michael's Log Book Letter Writing Play Script Character/Setting Descriptions	Novel to playscript Diary Writing Letter Writing - from the trenches The Christmas Truce – narrative?	Character Descriptions Diary Entry Setting Descriptions Letter Role Play/Freeze Frames	Comic Strip Letter Diary Entry Narrative from an alternate point of view.	Narrative writing from an alternative perspective. Story mapping Role Play	Role on the wall Character profiles Hot Seating Diary Entries
English – Non Fiction	Discussion Text – should they go? Instruction Writing – how to stay safe on the Peggy Sue. Persuasive Poster – hunting and poaching.	Persuasion – Your country needs you! Newspaper Articles Non-Chronological Report – Battle of the Somme	Non-Chronological report about wolves. Discussion Text/Persuasive Text	Discussion Text Newspaper Report Explanation Text	The Highwaymen of Hounslow Heath – information text.	Orphanages and poor houses – information texts. Discussion Text Newspaper Report
English - Poetry	Emotive Poetry Haiku	War Poetry – In Flanders Fields	List poem - find words and phrases that the Hidden People	n/a	Poetry Performance Alternative Narrative Poetry	Poetry linked to the music.
Maths – MNP/ MM units	Numbers to 10 million Four Operations on Whole Numbers	Fractions Decimals Percentages	Measurement Ratio Algebra	Volume Geometry Position and Movement	Graphs and Averages Shape	Word Problems Investigations
Science - Topic	Electricity	Light	Living things and their habitats	Forces	Earth and Space	
Science – Let's Investigate						

Computing	Internet safety and core skills	Computer Science	Programming	Digital Literacy and ICT	Animation
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Theme Title	Under African Skies	In Flanders Fields (WW1)	Egyptians (Pharaohs)	Misery in the Mines!		Edwardians (Titanic) Same time period
Provocation/ Hook			Create Egyptian Tombs in the classroom, underneath the tables. Children to complete activities there.			
Visits out	Safari Park	Whittington Barracks			Manor Adventure (Y6)	Space Centre (Linked to Science)
Visitors in	Religious Visitor?		Egyptian Workshop	Visitor to speak about Mining locally?		
Art	<p>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p>Use simple rules of perspective in drawings of figures and buildings.</p> <p>Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).</p> <p>Photography?</p>	<p>Charcoal WW1 Silhouettes Sketching</p> <p>Look at some examples of trench art, such as this jug made from a shell case.</p> <p>Poppies</p> <p>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p>Use simple rules of perspective in drawings of -figures and buildings.</p> <p>Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).</p>	<p>Egyptian Masks</p> <p>Explain how an idea has developed over time.</p> <p>Combine a range of media within a piece of work and explain the desired effect.</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g colour and pattern)</p>	<p>Explain how studying other artists' work has influenced and developed their own. Adapt and refine own work in the light of evaluations.</p> <p>Compare and comment on ideas / methods / approaches in own and others' work (relating to context).</p> <p>Compare and comment on ideas / methods / approaches in own and others' work (relating to context).</p>		<p>William Morris Art.</p> <p>Explain how an idea has developed over time.</p> <p>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p>
Design and Technology	n/a	<p>Trench Models</p> <p>Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and</p>	<p>Name and select appropriate tools for a task and use them with precision.</p> <p>Explain what times of year particular foods are in season.</p> <p>Use various sources of</p>	n/a		n/a

		<p>pattern pieces.</p> <p>Work from own detailed plans, modifying them where appropriate.</p>	<p>information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.</p>			
Geography	<p>Describe how physical and human process gives continent unique characteristics.</p> <p>Identify geographical patterns on a range of scales.</p> <p>Produce own scaled maps. Compare and contrast the UK with the wider world (Africa)</p> <p>Plan a route on a map (Link to Kensuke’s Kingdom)</p>	<p>main battles of WW1 on a map of the world.</p> <p>British History linked with other areas of the world.</p> <p>Explain how things change by referring to the physical and human features of the landscape.</p> <p>Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places</p>	<p>Compare land use and geographical features on different types of maps.</p>	<p>Compare land use and geographical features on different types of maps</p> <p>Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping.</p> <p>Discuss and comment on a range of views people hold about environmental interaction and change.</p> <p>Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.</p>		<p>n/a</p>
History	<p>Apartheid</p> <p>Significant Individuals – Nelson Mandela</p> <p>Link events from periods studied to changes or developments in contemporary society.</p>	<p>Select, organise, summarise and present relevant information, from a wide range of sources in the most effective way.</p> <p>Describe how their own lives have been influenced.</p> <p>Make connections and draw contrasts.</p> <p>Use in context and understand terms relating to different types of history.</p>	<p>Independently place historical events on a timeline.</p> <p>Explain why people acted as they did.</p> <p>Provide reasons for and outcomes of main events in historical periods.</p>	<p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p> <p>Create, from memory, a timeline from dates/details/ eras, showing knowledge of how to check for accuracy.</p> <p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p> <p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>		<p>Compare two periods of history.</p> <p>Independently place historical events on a timeline. Explain why people acted as they did.</p> <p>Provide reasons for and outcomes of main events in historical periods.</p> <p>Describe how their own lives have been influenced by significant movement.</p> <p>Describe the negative and positive impact of a period of history.</p>
RE (including visit to a place of worship)	<p>Sikhism</p> <p>Bandi Chhor Divan</p>	<p>Christianity</p> <p>Sunday</p>	<p>Buddhism</p> <p>Parinirvana</p>	<p>Hinduism</p> <p>Kumbh Mela</p>	<p>Judaism</p> <p>Passover</p>	<p>Islam</p> <p>Lailat al Miraj</p>
I	<p>I’ll be there!</p>	<p>Classroom Jazz 1</p>	<p>A new year carol</p>	<p>The Fresh Prince of Bel Air</p>	<p>Dancing in the Street</p>	<p>Reflect, Rewind and</p>

PE	Spiral PE Lessons 1 - 8	Spiral PE Lessons 8 - 15	Spiral PE Lessons 15 - 21	Spiral PE Lessons 21 - 27	Spiral PE Lessons 27 - 32	Spiral PE Lessons 32 - 39
French	number and time	All about me	Friends/animals	Weather/sport	Food	Past and present
THRIVE	Relationships		Living in the Wider World		Health & Wellbeing	