



# ST. PETER'S CE PRIMARY SCHOOL.

## Foundation subjects: Long Term Plan-Objectives.

Year 5/6

Year Group- 5/6 Cycle 1	<u>Autumn</u>  Invaders – Anglo Saxons & Vikings	<u>Spring</u>  Chocolate (& Aztecs)	<u>Summer</u>  Ancient Greece (Y5) Production & Transition (Y6)
<b>Geography</b>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Describe and understand key aspects of: . human geography, including: types of settlement and land use</p>	<p>Identify the position and significance of the Prime/ Greenwich Meridian and time zones (including day and night) (Also though Science – earth and Space and Maths Curriculum)</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p><b>Describe</b> and understand key aspects of: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
<b>History</b>	<p>Britain's settlement by Anglo-Saxons and Scots – This could include: . Anglo-Saxon invasions, settlements and kingdoms: place names and village life . Anglo-Saxon art and culture . Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – This could include: . Viking raids and invasion . resistance by Alfred the Great and Athelstan, first king of England . further Viking invasions and Danegeld . Anglo-Saxon laws and justice . Edward the Confessor and his death in 1066</p>	<p>Non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<b>Computing</b>	<p>NETWORKS &amp; THE INTERNET Esafety, Cyberbullying</p> <p>CREATIVITY &amp; PRODUCTIVITY Combining Media (Presenting)</p>	<p>CREATIVITY &amp; PRODUCTIVITY Combining Media (Publishing audio)</p> <p>CREATIVITY &amp; PRODUCTIVITY Data Handling</p>	<p>PROGRAMMING</p>
<b>Art</b>	<p>Create sketch books to record their observations and use them to review and revisit ideas - artefacts</p>	<p>Creativity Week - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>

<b>DT</b>	<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		
<b>Music</b>	<p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>
<b>PSHCE</b>	<p>School Vision Statement</p> <p>Growth Mindset</p> <p>Getting on and falling out – understanding each other’s differences</p>	<p>Keeping ourselves Healthy – drug and alcohol education (at age-appropriate levels)</p> <p>British Values</p>	<p>Relationships and Sex Education – (at age-appropriate levels)</p> <p>Moving on – Transition to a new school (Y6)</p>



# ST. PETER'S CE PRIMARY SCHOOL.

## Foundation subjects: Long Term Plan-Objectives.

Year 5/6

Year Group- 5/6 Cycle 2	<u>Autumn</u>  What was life like for Victorian Children?	<u>Spring</u>  Water Worlds	<u>Summer</u>  Ancient Greece (Y5) Production & Transition (Y6)
<b>Geography</b>	<p>Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use four and six-figure grid references, symbols and key to build their knowledge of the wider world</p> <p>Describe and understand key aspects of: rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
<b>History</b>	<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For example: . a significant turning point in British history, e.g. the first railways or the Battle of Britain</p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<b>Computing</b>	<p>NETWORKS &amp; THE INTERNET Esafety, Cyberbullying</p> <p>CREATIVITY &amp; PRODUCTIVITY Combining Media (Presenting)</p>	<p>CREATIVITY &amp; PRODUCTIVITY Film &amp; Animation</p> <p>CREATIVITY &amp; PRODUCTIVITY Creating &amp; Editing Images</p>	<p>CREATIVITY &amp; PRODUCTIVITY Creating &amp; Editing Images</p> <p>PROGRAMMING</p>
<b>Art</b>	<p>Learn about great artists, architects and designers in history (William Morris)</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>

<b>DT</b>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, <u>cams</u>, levers and linkages]</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		
<b>Music</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>
<b>PSHCE</b>	<p>School Vision Statement</p> <p>Growth Mindset</p> <p>Getting on and falling out – understanding each other’s differences</p>	<p>Keeping ourselves Healthy – drug and alcohol education (at age-appropriate levels)</p> <p>British Values</p>	<p>Relationships and Sex Education – (at age-appropriate levels)</p> <p>Moving on – Transition to a new school (Y6)</p>