







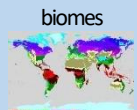




Class 5 Long Term Planning

Autumn – Cycle A		Spring – Cycle A		Summer – Cycle A		Autumn – Cycle B		Spring – Cycle B		Summer – Cycle B		
Vikings 		The Space Race 	The Amazon 	Natural Disasters 	Pompeii 	Greeks 	Mountains and Rivers 	Victorians 	Climates and biomes 	The Amazing Americas 	Black History 	
English	Reading	Viking Boy Stormbreaker Viking non-fiction Benjamin Zephaniah poetry	The Explorer Journey to the River Sea Science non-fiction The Highwayman		Skellig Romeo and Juliet Italy non-fiction		Who Let the Gods out The Girl of Ink and Stars Dracula Mcavity the Mystery Cat		Street Child Varjak Paw Victorians non-fiction		Holes Wonder America non-fiction Dreams poems	
	Writing	The Timeslip scarab – portal story Newspapers Diary – Beowulf	The Rhino-swano-zeb-tah – non-chronological report The fairy door – portal story Persuasive letters Poetry – The Jungle		The piano Escape to Pompeii Romeo and Juliet Lost in the Colosseum Biographies		The Caravan – warning stories Wizard school – persuasive advert Theseus and the Minotaur – diaries		The Old Mill – suspense story Alma – suspense story Biographies – Marie Curie / Queen Victoria Non-chronological report – cats		Dream poem Non-chronological report – cats Discussion text	
History		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking Raiders and Invaders Develop a chronology- who the Vikings were and when and why they raided and invaded Britain. Anglo-Saxon Kings - learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings.	The Space Race Why did the race for space begin? Post WW2 President Kennedy's race speech Key events in the Race for Space for USA and Russia The success of Russia - Sputnik Satellite, first dog in space (Laika), first people in space (Yuri Gagarin/ Valentina Tereshkova) Neil Armstrong – walking on the moon Who won the space race? Modern day Space exploration – Tim Peake / Artemis Program / Mae C Jemison		Pompeii A timeline leading up to the eruption. Living in Pompeii – live before the eruption. The eruption of Vesuvius – key events Roman houses, mosaics and public buildings. Primary Sources of evidence why is Pompeii so special? Evacuations and preserved evidence. Secondary sources – art work and recounts – Pliny's diary/ the last day of Pompeii – Karl Bryullov Reliving the past – an eye witness account		Greeks Who Were the Ancient Greeks? Greek timeline. Explain how and why empires grow. Explain the chronology of a timeline. Ancient Greek Democracy - how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day. Explain how the political system worked in Ancient Greece. Compare this system with other political systems. Ancient Greek Olympics - How the Olympics have changed over time but how some features have remained the same? Learn about the past from sources including art. Modern day Olympics and Paralympics.		Victorians Long live the queen – A chronology of Queen Victoria's life Who was Queen Victoria? times The Crimean War Industrial revolution & the workhouse Victorian Schools Life in Victorian times – food, clothing, the role of the church Victorian Inventors and inventions		Black History Rosa Parks: Segregation Civil Rights Movement Martin Luther King Equality in Sport- Jesse Owens The Windrush Pioneers and Champions Equality for all.- the Race Relations Act	

	<p>Danegeld - the Viking raids, the actions of King Ethelred II and the introduction of Danegeld</p> <p>Viking Life - learning about and organising information about Viking life. Svartland Viking visit</p> <p>Laws and Justice - learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain. The Last AngloSaxon Kings - the last Anglo-Saxon kings of England and what happened in Britain during their reign.</p>			<p>The Battle of Marathon - analyses of the Battle of Marathon. Compare different city states and recall facts about the Battle of Marathon.</p> <p>Greek Gods and Goddesses - Find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth.</p> <p>The Trojan War - written narratives and analyses in the context of finding out about the Trojan War. Use a range of sources to find out about the past and then present my findings.</p>		
Geography	<p>Mapwork – York</p> <p>Countries, rivers, mountains etc of the UK. Counties of the UK. Cities of the UK. Where is York?</p> <p>Looking at photographs of York and identifying physical and human features (River Ouse, River Foss, York Minster, City Walls etc). Looking at scale and distances.</p>	<p>Deforestation – The Amazon</p> <p>Where are rainforests around the world? Where is the Amazon? Look at maps and atlases. Where is the Amazon River? The Amazon Basin? The Amazon rainforest. Creating a maps of the area with a key.</p> <p>What is life like in the Amazon? Climate and weather, seasons, plants and animals. How has the Amazon Rainforest changed over time?</p> <p>The Amazon Rainforest – features of a Rainforest.</p> <p>Advantages and disadvantages of the rainforest being deforested. Trade, economic, jobs V environmental</p>	<p>Natural disasters</p> <p>Volcanoes: Explain how volcanoes are formed. What impact can volcanoes have on the environment?</p> <p>Climate Change: Research what climate change is. What work has David Attenborough done linked to climate change? Explain what actions we can take to combat climate change.</p> <p>Flooding: Research the Boston Flood Barrier and the Environment Agency. List the damage which floods can do to an area. Why do some countries flood more than others?</p>	<p>Raging rivers and Magnificent mountains</p> <p>Mountain ranges. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. Locate key mountain ranges of the world and the UK. Name counties of the UK on the map.</p> <p>How mountains are made Describe and understand key aspects of physical geography. Explain how different types of mountains are formed.</p> <p>Rivers of the World Locate the world's rivers within their</p>	<p>All Around the World</p> <p>What is a biome? Identifying different biomes around the world and similarities in areas of the globe. Map work & key.</p> <p>Features of the six major biomes: Aquatic, desert, forest, grassland, tundra & rainforest. Comparing and contrasting.</p>	<p>The Amazing Americas</p> <p>To locate the world's countries, using maps to focus on North and South America, concentrating on, countries, and major cities.</p> <p>North and South America- Physical features and natural wonders: Niagara falls, Angel Falls, Grand Canyon, Yosemite Valley, Amazon Rainforest etc The states of the USA, key cities, states and time zones.</p> <p>Fair trade – importing bananas from South America. Looking at the supply chain – is the division of money fair?</p> <p>Fair trade – role play of different people in the chain.</p> <p>Fair trade – human rights, (UN rights of the child), sustainability, global citizenship and ethical codes</p> <p>Identify similarities and differences in the human and physical geography of my local area and a region of America.</p>

	<p>Primary (Farming/forestry) , Secondary (chocolate factory, manufacturing) and Tertiary (schools, university, shops, York Minister)</p> <p>Features of a city – OS map and a key to review York in more detail.</p> <p>Grid references: 8 figure & directional language.</p> <p>Fieldwork – In York, following maps daily, plotting routes. Questionnaire – why are you in York today? How did you travel here? 6-8 questions.</p> <p>Comparing rural area (Clee Hill) and Urban (York).</p> <p>Using photographs to create field sketches with key features of rural/urban.</p> <p>Analysis of data from York. Why is York a tourist destination?</p> <p>Writing a brochure to attract other people to visit York.</p>	<p>Manaus – location, population, climate, rivers, the meeting of the waters</p> <p>People of the Amazon – settlements and farming, tribal life.</p>	<p>Droughts: What causes droughts? Which countries are most likely to be affected by droughts? Research what humans can do to minimise the effects of drought.</p> <p>Bushfires: What started the bushfires in Australia in 2020? How were the bushfires put out? What impact did they have on the wildlife of Australia?</p> <p>Tsunamis: What causes the 2004 Boxing Day tsunami? Research the countries which were affected by the tsunami. What impact did the tsunami have?</p>	<p>countries using maps. Key facts about some of the world's famous rivers. Recap of water cycle and how land-use affects the river flow and direction.</p> <p>The water cycle in the context of features of rivers. Describe the key features of a river system. Field sketch of the upper course of a river – Clee Hill streams and springs.</p> <p>Fieldwork - River Rea in Cleobury Mortimer. Field sketch of middle and lower river course. How is the river formed, meanders, erosion, speed and velocity, following the route of the river. Benefits and threats of living by a river. The impact of flooding on local residents.</p> <p>Data analysis from field work</p> <p>How we use and manage rivers.</p>	<p>How does climate affect vegetation in a biome? Vegetation belts</p> <p>How have animals and plant adapted to different biomes?</p> <p>Fragile ecosystems. Collecting data from different ecosystems. (children's gardens/ outdoor spaces) Transect to show variety in vegetation.</p> <p>Threats and solutions. Protecting biomes around the world.</p>	
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Science	<p>Properties and changes of materials – Year 5</p> <p>Animals, including humans-Year 5</p> <p>Animals, including humans-Year 6</p> <p>Animals, including humans-Year 5</p> <p>Evolution and inheritance – Year 6</p>	<p>Earth and Space – Year 5</p> <p>Forces – Year 5</p> <p>Light – Year 6</p>	<p>Living things and their habitats – Year 5</p> <p>Living things and their habitats – Year 6</p> <p>Electricity – Year 6</p>	<p>Earth and Space – Year 5</p> <p>Forces – Year 5</p> <p>Light – year 6</p>	<p>Evolution and inheritance – Year 6</p> <p>Living things and their habitats – Year 5</p> <p>Living things and their habitats – Year 6</p> <p>Animals including humans – year 5</p> <p>Animals including humans – year 6</p>	<p>Properties and changes of materials – Year 5</p> <p>Electricity – year 6</p>
DT	Textiles: Viking purses	Structures – bird houses	Food: homemade pasta and homemade sauces	Food – Greek salad and flavoured flat breads	Mechanisms CAMs – Victorian toys.	Mechanisms, computer control - Fairgrounds
Art	Pencil skills; Viking shields	Collage/Water colours: Rousseau (The Tyger) Tie Dye	Painting: Michaelangelo – Sistine Self-portrait -Mona Lisa (photography)	Pottery: Greek coil vases Greek vase designs	Press Printing: William Morris LS Lowry – stick men pictures.	Charcoal: Georgia O’Keefe (NY skyline), Observational drawing –Clee Hill ,Screen printing – Andy Warhol Graffiti
Exploring Spirituality	Places of worship RQ13: Where do people’s beliefs come from?	Inspiring us to care RQ6: How do we relate to others and the natural world?	How should I lead my life? RQ4: How should I lead my life?	Islamic Faith RQ11: How do people express their belief about truth?	Who is God? RQ9: What do people believe about God?	Christian Values RQ8: Has Science got all the answers??
PSHE /SRE	Relationships	Living in the wider world	Health and wellbeing	Relationships	Living in the wider world	Health and wellbeing
Computing	<p>Purple Mash Unit 5.2 Online safety + Digital Matters – Balancing screentime Purple Mash Coding – Revise Unit 5.1</p>	<p>Purple Mash Unit Online safety 6.2 + Digital matters Self-image & identity</p> <p>Microsoft Excel: Unit 5.3 Spreadsheets</p>	<p>Unit 5.7 concept maps</p> <p>Microsoft word – snipping tool, shortcuts</p> <p>Crumble – Morse code</p> <p>https://www.stem.org.uk/system/files/elibrary-resources/2018/02/Morse%20Code.pdf</p>	<p>Purple Mash</p> <p>Unit 5.2</p> <p>Online safety & Digital Matters (online relationships</p> <p>Purple Mash Coding – Revise Unit 5.1 and teach unit 6.1 (lesson 4-6</p>	<p>Purple Mash Unit 6.2 Online safety & Digital Matters – Copyright and ownership</p> <p>Microsoft Excel: Unit 6.9 spreadsheets</p>	<p>Crumble – traffic lights</p> <p>https://www.stem.org.uk/resources/elibrary/resource/425322/traffic-lights</p> <p>Microsoft word: 5.8 word processing</p>

	and teach unit 6.1 (lesson 1-3) Sphero BOLTs – revise and recap Block 7: Flashlight function Tug o’ War Blocks 8: Hot BOLTotatoes & variables			Sphero BOLTs – revise and recap Text 1: Hello World		
Music	Mamma Mia Glockenspiel Stage 2	Stop Lean on me	Blackbird Reflect, rewind, replay	Living on a prayer Class room Jazz 1	A New Year Carol You’ve got a friend	Music and me Reflect, rewind and replay
PE	Football Basketball	Rio Dance Gym Circuits	Rounders / Cricket Athletics, Swimming Forest School	Football Greek Dance, Hockey	Gym Circuits	Rounders / Cricket Athletics, Swimming Forest School
Languages French	Who am I? Where do I live?	Numbers 60 – 100 Shopping	Likes and dislikes Leisure – sports and hobbies	Numbers 20-60 (60-100) Clothes and shopping	Body In Town (+where I live)	Weather School (likes and dislikes)
Enrichment Opportunities	York, York Minster	Chester Zoo	Ludlow Restaurant: make pasta St Peter’s Church	Greek Day Pioneer trip Muslim Experience	Black Country Living Museum Victorian Day	Shropshire Hills Discovery Centre