

Long Term Planning- Year A & Year B



Pine	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Memorable Experience & other events	Derby Museum – ‘Secrets of the Mummies’	Derby Silk Mill- Museum of Making			National Space Centre	Pine Lakes
Christian Values	Be inclusive and respectful Be nurturing	Be aspirational and hopeful Be curious	Be generous Be trustworthy	Be inclusive and respectful Be nurturing	Be aspirational and hopeful Be curious	Be generous Be trustworthy
Literacy	Autumn 1: Poetry: poems conveying feelings, moods or reflections (Pie C text) Adventure story: Leila and the City of the Cat Goddess (E-book) Non-fiction: Letter template (y6) page 80 link to habitat protection and climate change. Autumn 2: Recount: School council meeting then trip recount Biography: Howard Carter British archaeologist short burst writing task 'Mummy' poem focusing on rhythm and rhyme.	Spring 1: 6 weeks Jack O' Lantern fantasy short story (y6) Amazing Animals – Non-Chronological Report (Y6) leading to Materials with reversible and irreversible changes. Spring 2: 5 weeks Science investigation – dissolving, mixing or separating. Fiction: Fable story Poetry – kennings through shared reading	Summer 1: Setting description – Cole's Kingdom Discussion – for and against argument Poetry – haiku poems Summer 2: Myths and Legends Newspaper report Poetry – visual poems	Autumn 1: Poetry Images list – Aut 1 Traditional story (Axe Stone) Aut 1 Formal writing – newsreader Autumn 2: Performance Poetry – Aut 2 Stories from another culture (Hero Twins Twinkl) Aut 2 Biography Frederick Catherwood Aut 2	Spring 1: The Sea of Tranquillity – diary style fiction Non- Fiction: Information text: fact- files on planets Performance poetry: guided reading – Mysteries (PC) Spring 2: Fiction: Action toolkit; The Midnight Fox; Dobber and the Silver Ring Non-Fiction: Instructions; How to catch a House Goblin; Mayan chocolate; Light investigation Poetry – Classic poem My Shadow by Robert Louis Stevenson	Summer 1: Historical fiction – Street Child Explanation or non-chronological report – linked to Victorians Summer 2: Persuasive leaflet – Chimney ban Playscript – Three Bears/Oliver Twist/Street Child adaptation Poetry: Who am I? riddles
Extended Writing Opportunities						
Mathematics	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths
RE	Why do some people think God exists? Incarnation	Is it better to express your religion in arts and architecture or in charity and generosity? Salvation	What matters most to Christians and Humanists? Gospel	God What do religions say to us when life gets hard?	Creation and Fall What does it mean to be a Muslim in Britain today?	People of God What difference does it make to believe in Ahimsa, Grace and Ummah?
Science	All Living things and their Habitats – life cycles of mammals, amphibian, and birds. Animals including humans – changes as humans develop to old age.	Properties and changes of materials – reversible and irreversible changes, dissolving, mixing, separating, burning.	Forces – air resistance, friction, water resistance Living things and their habitats – classifications	Animals including humans – circulatory system, diet and exercise. Evolution and inheritance	Earth and Space Forces – gravity Light – straight lines, the eye and shape of shadows	Light continued Electricity – buzzers, switches and bulbs
History	The achievements of the earliest civilizations – Ancient Egypt. An overview of where and when the first civilizations appeared and a depth study of The Ancient Egyptians Howard Carter How much did the Ancient Egyptians achieve?	A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Derby Silk Mill – Museum of making John Lombe What impact has manufacturing had on Derby?	Industrial Revolution- Victorian society a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Burton – workhouses and breweries How did the Industrial Revolution effect and change people's lives?	Mayan civilisation A non-European society that contrasts with British history: Mayan civilisation c. AD 900 John Lloyd Stephens and Frederick Catherwood Why should we remember the Maya?	The Changing Power of the Monarchs Tudors Henry VIII – established church	Crime and Punishment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. How has crime and punishment changed over time and has the way we catch and punish criminals improved?
Geography	<u>North America</u> Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork How is Canada similar or different to the UK?	<u>Trade and Economics</u> Human and Physical Geography Human Geography "Globalisation has made the world a better place." To what extent do you agree?	<u>Natural Resources- Renewable and non-renewable energy</u> Locational knowledge Human and physical geography Place knowledge Geographical skills and fieldwork To what extent is our use of natural resources sustainable?	<u>Biomes</u> Locational knowledge Human and Physical Geography "The Earth's biomes are fragile environments" To what extent do you agree?	<u>Mountains, Earthquakes and Volcanoes</u> Locational knowledge Human physical geography Geographical skills and fieldwork Why do volcanic eruptions and earthquakes occur?	<u>Migration</u> Locational knowledge Human and Physical Geography "All migrants are forced to leave their home." To what extent do you agree?
PE	Swim Basketball / Forest school outdoor learning. Social Real PE Personal – Real gym	Swim Basketball / Forest school outdoor learning. Creative - Real PE Physical – Real dance	Swim Basketball / Forest school outdoor learning. Cognitive Real PE Health and Fitness – Real gym	Swim Basketball / Forest school outdoor learning. Social- Real PE Personal – Real dance	Swim Basketball / Forest school outdoor learning. Creative - Real PE Physical – Real Gym	Swim Basketball / Forest school outdoor learning. Cognitive - Real PE Health and Fitness - Real Gym
Music: Sparkyard	Y5 Rhythm Builders – Exploring rhythmic layers	Y6 Musical effects and moods	Y5 Song ingredients – exploring melody, harmony and lyrics.	Y6 We've got rhythm – rhythmic devices and structure.	Y5 Music and Words	Y6 Celebrating Songs
Art & Design: Access Art	Typography and Maps Exploring how we create typography through drawing and design and use our skills to create personal and highly visual maps.	Fashion Design Explore contemporary fashion designers and create own 2D or 3D fashion design working to a brief.	Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.	2D Drawing to 3D making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or graphic design outcome.	Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	Brave Colour Exploring how artists use light, form and colour to create immersive environments.

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Design & Technology	<p>Pulleys and gears: Technical knowledge: Know and understand what a gear and a pulley is. To know that gears and pulleys can be used to change speed and direction of movement. To understand the ratio in a gear or pulley system (how often larger wheels turn in relation to small pulleys or the number of teeth in gears) To be able to identify gear and pulley mechanisms in everyday objects</p>	<p>Textiles: Technical knowledge Name and know the properties of some common fabrics (cotton, linen, wool & silk) Understand how different fabrics can affect the structure/feel/appearance of a product. Pin and tack pieces before sewing. Join fabrics using the variety of stitches taught (KS1-KS2). Assemble 3D products from patterns or templates.</p>	<p>Cooking and Nutrition: Technical knowledge: To understand where food comes from e.g., learning that beef is from cattle and how beef is reared and processed To understand where food comes from describing the process of 'farm to fork' for a given ingredient To understand the environmental impact of products and cost of production To know that a recipe can be adapted by adding or substituting one or more ingredients To taste a range of foods to develop vocabulary. To be able to choose foods for a purpose, showing an awareness of the need for a balanced diet. To be able to choose foods which are in season and know where the food is from/how it has been grown. To know how to combine ingredients by kneading, beating, and whisking. To know how to cook foods on a stove or in an oven (as appropriate).</p>	<p>Structures: Technical knowledge: To know how to stiffen, strengthen and re-inforce 3D frameworks To know which materials are best suited to stiffen and re-inforce by selecting them due to their properties To know which shapes are the strongest and will support the most weight in a structure To understand the term triangulation To know to perform simple tests to test the functionality and strength of products</p>	<p>Cooking and Nutrition: Technical knowledge: To understand where food comes from e.g., learning that beef is from cattle and how beef is reared and processed To understand where food comes from describing the process of 'farm to fork' for a given ingredient To understand the environmental impact of products and cost of production To know that a recipe can be adapted by adding or substituting one or more ingredients To taste a range of foods to develop vocabulary. To be able to choose foods for a purpose, showing an awareness of the need for a balanced diet. To be able to choose foods which are in season and know where the food is from/how it has been grown. To know how to combine ingredients by kneading, beating, and whisking. To know how to cook foods on a stove or in an oven (as appropriate).</p>	<p>Electrical Systems: Technical knowledge To know how to construct a simple series circuit confidently To incorporate simple self-made switches into a circuit To know how to test components and assess faults in a series circuit To know that mechanical and electrical systems have an input, process, and output To understand the safety risks when using electricity To know how to use bulbs, buzzers, motors, and switches. To understand how to draw a circuit diagram. To understand how to build a circuit for a particular purpose.</p>
MFL Language Angels	<p>Spanish La Fruta Las Verduas</p>	<p>Spanish Me presento Mi familia</p>	<p>Spanish En la cafeteria La clase</p>	<p>Spanish La fecha Tienes una mascota?</p>	<p>Spanish Que tiempo hace? Mi casa</p>	<p>Spanish La ropa En el colegio</p>
PHSCE SMSC RSE Global Citizenship	<p>What makes a person's identity? What decisions can people make with money?</p>	<p>How can the media influence people?</p>	<p>How can drugs, common to everyday life, affect health? What jobs would we like?</p>	<p>How can we keep healthy as we grow?</p>	<p>How can we help in an accident or emergency? How can friends communicate safely?</p>	<p>What will change as we become more independent? How do friendships change as we grow?</p>
Forest School						
Computing Project Evolve	<p>E-Safety - Project Evolve Online Relationships Online bullying</p> <p>Year 5 – Video editing unit: What is video? Filming techniques, using a storyboard, planning a video, importing, and editing video and video evaluation.</p> <p>Year 6 – Computing systems and network communication and collaboration.</p>	<p>E-Safety - Project Evolve Self-image and identity Health, well-being and lifestyle</p> <p>Year 5 – Programming A – selection in physical computing unit: connecting crumbles, combining output components, controlling with conditions, starting with selection, drawing designs, writing and testing algorithms.</p> <p>Year 6 Creating media – 3D modelling</p>	<p>E-Safety - Project Evolve Online reputation Managing online information</p> <p>Year 5 – Programming B – Selection in quizzes unit: exploring conditions, selecting outcomes, asking questions, planning a quiz, testing a quiz and evaluating a quiz.</p> <p>Year 6 – creating media – web page creation</p>	<p>E-Safety - Project Evolve Online Relationships Online bullying</p> <p>Year 5 – Vector drawing unit: The drawing tools, creating images, making effective drawings, layers and objects, manipulating objects and create a vector drawing.</p> <p>Year 6 Programming A – variables in games.</p>	<p>E-Safety - Project Evolve Self-image and identity Health, well-being and lifestyle</p> <p>Year 5 – Sharing information unit: systems, computer systems, transferring information, working together, better working together and shared working.</p> <p>Year 6 Data and information – introduction to spreadsheets.</p>	<p>E-Safety - Project Evolve Online reputation Managing online information</p> <p>Year 5 – Flat-file databases unit: Creating a paper-based database, computer databases, using a database, using search tools, comparing data visually and databases in real life.</p> <p>Year 6 Programming B sensing movement</p>