

Year	Year 5/6 Cycle A					
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English reading	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify and discussing themes and conventions in and across a wide range of writing, making comparisons within and across books Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas Retrieve, record and present information from non-fiction Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary Provide reasoned justifications for their views Identify how language, structure and presentation contribute to meaning					
English writing	Writing to entertain <i>Holes</i> : Louis Sachar	Writing to inform <i>Letters from the Lighthouse</i> : Emma Carroll	Writing to entertain Greek myths	Writing to persuade/discuss <i>Macbeth</i> : Shakespeare	Writing to entertain Y5: <i>Oranges in No Mans Land</i> Y6: Ghost Stories	Writing to persuade/discuss 'The Highwayman': Alfred Noyes
	See separate long term plan for details					
Maths	See separate long term plan					
Science	Earth and Space		Properties and Changes of Materials	Living Things and Habitats	Forces	Animals, including Humans
	<ul style="list-style-type: none"> - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 		<ul style="list-style-type: none"> - compare and group together everyday materials - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated - give reasons for the particular uses of everyday materials - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, 	<ul style="list-style-type: none"> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> - describe the changes as humans develop to old age. - learn about the changes experienced in puberty.
	Working scientifically <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests 					

	<ul style="list-style-type: none"> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>					
PE	Cross Country Hockey	Tag Rugby	Gymnastics	Badminton	Tennis Athletics	Rounders Cricket
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory
Languages	Spanish					
Computing	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 					
Topics	How extreme is our planet?	Was the Battle of Britain a turning point in WW2?	What did the Ancient Greeks achieve?	D&T – carousels	Art – Pop Art (Lichtenstein, Warhol, Hockney)	What do Christians and Muslims believe?
History		<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world 			
Geography	<ul style="list-style-type: none"> physical geography, including: climate zones, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America 			

Art	<ul style="list-style-type: none"> - Tornado artwork - Katsushika Hokusai, 'The Great Wave off Kanawaga' - Dreamcatchers (to link with English: <i>Holes</i>). 	- Propaganda posters	- Sculpture		<ul style="list-style-type: none"> - Create sketch books to record their observations - Improve mastery of techniques, inc. drawing, painting and sculpture with a range of materials - Learn about great artists, architects and designers in history. 	- Islamic art
D&T	- Dreamcatchers (to link with English: <i>Holes</i>)			<ul style="list-style-type: none"> - use research and develop design criteria - generate, develop, model and communicate their ideas through discussion, annotated sketches - select from and use a wider range of tools and equipment - select from and use a wider range of materials and components - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria - understand how key events and individuals have helped shape the world - apply their understanding of how to strengthen, stiffen and reinforce - understand and use mechanical systems - understand and use electrical systems in their products 		