



YEAR GROUP: 5/6 LONG TERM PLAN Year A ACADEMIC YEAR 23/24
Encounters with the Empire- How did the British Empire impact on life across the globe and how might we want to impact the world in the future?

Topic/theme	AUTUMN (7+ 7.5 Weeks)		SPRING (5+ 6 Weeks)		SUMMER (6+7.5 Weeks)	
	USA	USA	Migration- Journeys to Britain	Black Tudors and the Sea (Inc Benin)	Elizabethans – Enquiry 1,3 and 4.	Hong Kong
Curriculum Hooks/Cultural Capital – trips or visitors	Be a Pilgrim	Musical – London Y5 Yr 6 Residential Story telling museum session – Comic books 14 th December	Royal Opera Project - The Magic Flute	History of the museum Science Oxford Residential Y5	Mary Rose Visit- After SATS	Phase performance – Ocean world
English Year 5 Narrative, non-fiction & poetry as writing outcomes	Holes – Louis Sachar Narrative – write a retell. Non-fiction – write a recount	Wonder –R J Palacio Non-fiction: Newspaper Reports Poetry – Free From Poems Diaries	The Journey – Francesca Sanna Narrative: Writing in Role (CLPE) Short Action Adventure Stories Non-fiction: CLPE - Persuasive letter Poetry: SPaG unit Comic Relief – Exploring Passive Voice	Treason- CLPE unit Story-telling festival- Two week project on the theme of peace. TBC Narrative: Mystery Stories set in Montague Hall or Hampton Court Palace (CLPE) Non-fiction: Balanced Argument (CLPE Notes)	Treason- CLPE unit Narrative: Action Adventure Stories (CLPE Narrative) Non-fiction: Letter (CLPE) Riddles (CLPE)	Small in the City – Sydney Smith Narrative: Short Stories (CLPE) Non-fiction: Explanatory texts (CLPE) Poetry: Narrative Forms (CLPE)

				for discussion and debate)		
Year 6 Narrative, non-fiction & poetry as writing outcomes						
SPaG – Year 5	Please add what you have already taught this term	Speech punctuation Complex sentences. Reported and direct speech. Question marks Exclamation marks Use of commas to clarify meaning or avoid ambiguity	Passive voice Pronouns Adverbs Prepositions Tense agreement Subject-verb agreement Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Use of commas to clarify meaning or avoid ambiguity Personification	Articles Statements Questions Double negatives Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Modal verbs of possibility and obligation	Commas in lists Commas to mark phrases or clauses Inverted commas Use of I and me Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) Onomatopoeia Rhetorical questions	Commands Clauses Phrases Subordinating conjunctions Contractions Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) Brackets, dashes or commas to indicate parenthesis Ellipses
SPaG – Year 6	Please add what you have already taught this term	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) Metaphors Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs	Inverted commas Apostrophes Synonyms Antonyms Word groups/families Commas to mark phrases or clauses Inverted commas The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) Identify the subject and object of the sentence	Ellipses Prefixes Suffixes Apostrophes Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Repetition for effect:	Brackets Singular and plural Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) Auxiliary verbs	Colons - Use of the colon to introduce a list Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such

				persuasion, suspense, emphasis		as headings, sub-headings, columns, bullets, or tables, to structure text
Guided Reading	Holes – Louis Sachar	Wonder –R J Palacio	The Journey – Francesca Sanna Windrush Child – John Agard?	The Journey – Francesca Sanna	Treason- CLPE unit	Small in the City – Sydney Smith
Spelling/ Handwriting	No nonsense Spelling Block 1	No nonsense Spelling Block 2	No nonsense Spelling Block 3	No nonsense Spelling Block 4	No nonsense Spelling Block 5	No nonsense Spelling Block 6
Maths Y5	Write and compare numbers up to 1,000,000 +more/less Round within 1,000,000. Mental strategies (+, - , x, ÷) Add and subtract + 4 digits Inverse and multi-step prob Common multiples + factors	Prime, square, cube no Multiply/divide up to 1000 Unit +non equivalent fract Convert improper to mixed Compare + order fractions Add and subtract two mixed numbers	Short and long multiplication up to 4 digits. Divide 4 digit by 1 digit. Short division + remainders. Solve x and ÷ problems. Multiply unit+ non by integer Multiply mixed number by integer + fraction of quantity	Equiv fractions and decimals Thousandths fractions/deci Order + compare decimals Percentages as fractions and decimals. Perimeter- rectilinear shapes Area of rect + compound sh Draw line graphs Read and interpret data.	Understand degrees, estimate and measures angles. Angles around point + S line Lengths and angles in shapes Plot coordinates + translation Lines of symmetry + reflection Add and subtract decimals across 1	Add and subtract decimals with different number of DP Multiply and divide decimals Count through zero in 1 + x Compare/order negative no Convert units of length Cubic centimetres Estimate volume + capacity
Maths Y6	- Place Value - + - X ÷ -	- Fraction s - Converting Units	- Ratio - Algebra - Decimals	- Fractions, decimals and percentages - Area, perimeter and volume - Statistics	- Shape - Geometry – position and direction	- The med projects, consolidating and problem solving - Shape sorter - The me park - Baking trans

						ition unit
Science	Living things and their habitats	Animals including humans	Evolution and inheritance	Light		Electricity
History/Geography	Greece - To investigat e and interpret the past. - To build an overview of world history. - To understan d chronolog y. - To communic ate historicall y.	USA - To investigate places. - To investigate patterns. - To communicate geographicall y.	Migration to Britain Encounters of the empire - To investigate and interpret the past. - To build an overview of world history. - To understand chronology. - To communicate historically.	The Black Tudors and the Sea - To investigate and interpret the past. - To build an overview of world history. - To understand chronology. - To communicat e historically.	The Elizabethans - To investigate and interpret the past. - To build an overview of world history. - To understand chronology. - To communicate historically.	Hong Kong - To investigat e places. - To investigat e patterns. - To communic ate geographi cally.
Art Access Art	2D drawing to 3D making Drawing and sculpture	Mixed media land and city scapes Drawing, painting, digital media	Exploring identity Drawing, collage	Fashion Design Drawing, printing, textiles	Set design Drawing	Architecture: Dream Big or Small? Drawing - To develop ideas. - To master technique s. - To take inspiration from the greats (classic and modern).
DT	Greek Meal Food To master practical skills.			Fashion design Textiles		Make a lighthouse Electrics Construction

			- To design, make, evaluate and improve. - To take inspiration from design throughout history.			- To master practical skills. - To design, make, evaluate and improve. - To take inspiration from design throughout history.		- To master practical skills. - To design, make, evaluate and improve. - To take inspiration from design throughout history.
	Computing		1. Computing systems and networks - Communication and collaboration	3. Programming A – Selection in physical computing (6) Programming A – Variables in games (5)	4. Data and information - Introduction to Spreadsheets	6. Programming B - Sensing movement (6) 6. Programming B – Selection in quizzes (5)	5. Creating media – 3D Modelling	2. Creating media – Web page creation
	PE		Football Handball*	Gymnastics * Fitness	Dance* Dodgeball	Orienteering* Gymnastics	Tennis * Netball	Athletics Rounders*
	RE		Persecution of the saints	Is the Nativity story real?	Islam- Does belief in Akhirah (life after death) help Muslims lead a good life?	Christianity- Is anything ever eternal?	Beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?	Judaism-How are sacred teachings and stories interpreted by Jews today?
	Music Charanga		Singing – learn songs from Yanomamo	Performance – ukuleles	Royal Opera Project - The Magic Flute	Performance – ukuleles	Composition – glockenspiels	Ocean World- Musical performance
French Language Angels	Do you have a pet? Phonics	The Date Phonics	My Home Phonics					
			At School		Healthy Life		At the weekend	

PSHE

Value- Faith, Love, Hope.

Relationships

Managing friendships and peer influence.

Physical contact and feeling safe.

Responding respectfully to a wide range of people; recognising prejudice and discrimination.

Relationships

Managing friendships and peer influence.

Living in the wider world

Protecting the environment; compassion towards others.

How information online is targeted; different media types; their role and impact.

Identifying job interests and aspirations; what influences career choices; workplace stereotypes.

Health and wellbeing

Health sleep habits; sun safety, medicine, vaccinations, immunisations and allergies.

Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.

Keeping safe in different situations; including responding in emergencies; first aid and FGM.