

Acomb Primary School Long Term Plan



Year Five & Year Six CYCLE A			2021-22	2023-24	2025-26	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme(s)						
Class Text	Y5 Stig of the Dump Y6- Sky Song		Y5 War Horse Y6 -The Hobbit		Y5 Kensuke's Kingdom Y6 – Wonder	
English	2 Take One Book 2 Recount 2 Y5 Narrative video: History topic 1 Library 2 Poetry - Structure – Cinquain	1 Report 2 Traditional Tales - Legends (King Arthur / Lady of Shalott etc) 2 Explanation 1 Poetry - Structure - spoken word 1 Poetry/rap 1 Instructions	3 Take One Book 1 Poetry - Vocabulary building 1 Newspapers Y5 – Video narrative: Creating a new planet based on 'Pandora'	2 Discussion text 1 Fiction from our literary heritage 1 Poetry - Vocabulary building Y5 War poem (Morality/consequences) 1 Book Week 1 War letters	2 Take One Book 3 Persuasion (political speakers) 2 Poetry - Vocabulary building Y5 – Letters to an architect	4 Suspense and Mystery 1 Poetry - Vocabulary building 1 Report (school)
History	The Tudors Significant People: Henry VIII		WW1 Significant People: Katherine Johnson		Ancient Civilisations - Maya	
Geography	Place Knowledge: Europe: UK, Russia, Germany, France, Italy Geographical Skills and Fieldwork: Environmental regions/ biomes Flags Latitude/longitude		Weather and Seasons Human and Physical geography Y6 - Beverley Park: Geographical Skills and Fieldwork physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, inc: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Place knowledge Know the similarities and differences between: Stratford (Tudors), Flanders (WW1) and Chichen Itza (Mayan)	
Science	Y6 Living things and their habitats Y5 Properties and changes of materials		Y5 Earth and Space Y6 Light		Y6 Working scientifically Y5 Working scientifically	
Art	Drawing / collage / paint Y5 Picasso Y5&6 Self-portraits in the style of a Tudor monarch Mixed media: paint, photography, fabric, oil pastel.	Textile Y6 John William Waterhouse Lady of Shalott (poetry/traditional tales) Y5&6 Weaving/looms /craft hangings	Collage / drawing Y6 Drawing with oil pastels Y6 Paul Nash 1889-1946 (war artist) Y5 Gustav Klimt Drawing with oil pastel / collage	Digital media Y5&6 Digital images inspired by Science	Sculpture Y6 Zaha Hadid – Architect Y5 Lord Norman Foster – Architect Y5&6 Sculptures of buildings Cardboard box skyscrapers/ willow organic shapes / clay pyramids and temples	Print Y6 business ventures – print and sell blank cards Y5&6 create printing blocks for printmaking Mayan god heads
	Y5 Artists, Architects, Craftspeople: Picasso, Gustav Klimt, Lord Norman Foster Y6 Artists, Architects, Craftspeople: John William Waterhouse, Paul Nash, Zaha Hadid					
DT	Technical Project (includes Evaluation): Design and make models that use cams and moving pieces Relate to: Tudor science – planetary observations (orreries); Tudor monarchs (HenryVIII waving his arms and rotating wives); seasonal inspiration (Christmas fairground rides)		STEM Project (includes Evaluation): Y5 'Life in a Can' This project has a scientific focus: Space/Insulation of space vehicles STEM Project: Y6 Research and Design a Bicycle (Brompton Bicycles)		Food and Nutrition (includes Evaluation): Y5&Y6 (Y6 take more responsibility for design and prep/cooking include extra courses) Design a diet for an athlete who trains once a day. Make a main course meal (eg Spaghetti Bolognese) include different versions to accommodate dietary options (GF, veg, vegan)	
Computing	Digital literacy		Information technology		Computer science	
	E Safety work throughout the year					
RE	U2.1 Why do some people believe God exists?	U2.2 What would Jesus do?	U2.3 What do religions say to us when life gets hard?		U2.5 Is it better to express your religion through arts and literature or charity and generosity?	
PE	Fitness: Focus on increasing stamina, variation of exercise and performing activities with confidence and competence (understanding what 'fitness' is)		Outdoor Adventurous Activity: Focus on using equipment to complete a task and use self-evaluation skills to discuss how a team/self can improve Focus on develop a 'challenge' mentality through Beverley Park		Athletics: To compete against others and self using a range of skills and showing a good level of control	
	Rugby: Focus on developing team based, situational skills whilst competing against others in a controlled manner	Gymnastics: Focus on using stimuli and their own ideas to create their own complex sequences	Dance: Focus on developing dance styles, expression and creating rhythmic sequences (based off stimuli and own ideas)	Netball: Focus on developing an understanding of how to best use space whilst passing and receiving the ball	Tennis: Focus on linking a range of skills together with fluency and with purpose/intent	Rounders: Focus on situational/team-based tactics whilst developing a plan of attack/defence
Music	Listening, responding and appraising skills		playing instruments, singing and performing		Notation, improvisation and composition	
PSHCE	Physical and mental health & wellbeing		Relationships		Living in the Wider World	



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Languages	Italian	Italian	Italian
Trips	Y6 Bewerley Park		Y5 Seaside / Geography – Filey Brigg
Visitors			
Acorns	Y6 Bewerley Park	Y5 Young Voices	

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Year Five & Year Six CYCLE B			2020-21		2022-23		2024-25	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Main Theme(s)								
Class Text	Y5 The Explorer Y6 Cogheart		Y5 Elephant in the Garden Y6 An Eagle in the Snow		Y5 Elidor Y6 Wonder			
English	Wk1-3 Take one book - Journey Wk4 poetry – Vocabulary building – Birds of paradise Wk5 Recount – Wk6-7 Penguin commentary /information text Y5 – Penguins vs Seal	Wk1-3 Fiction genre- Escaping the workhouse Wk4 Y6 Letter writing Y5 – Video narrative Wk5-7 Classic texts	Wk1-2 Take one book – The arrival Wk3-4 Discussion Wk5-6 Current affairs Y6 - 500 word story Y5 – Classic Text 2	Wk1-3 WWII Evacuation story Wk4 Formal, notification of evacuation and postcards Wk5 Information text – Gas masks Y5 Non-fiction Dunkirk writing	Wk1-3 Persuasion Wk4 poetry – structure monologues Wk5-7 – Y6 Shakespeare - Y5 ‘Problem’ letters to artists	Wk1-3 Narrative Wk4-5 Debating skills Wk6-7 Poetry appreciation		
History	A study of an aspect of British History beyond 1066: Victorians Significant person:		A study of an aspect of British History beyond 1066: WWII Significant person:		The achievements of the earliest civilisations: Ancient China - The Shang Dynasty Significant People:			
Geography	Y5/6 Locational Knowledge Non-European: China, Russia, USA, Canada, China - Environmental regions/ biomes: - Flags - Latitude/longitude		Y5/6 Place knowledge Know the similarities and differences between: Iron Bridge (Victorians), Greater London (WW2), North East China (Shang Dynasty)		Y5/6 Human and physical geography Y6 Beverley Park - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
Science	Animals, including humans		Forces and magnets	Electricity	Evolution and inheritance	Working scientifically		
Art	Drawing / painting Y6 Seurat 1859-91 Social History ‘La Grande Jatte/ Les Baigneurs’ Ys5&6 Sculptural Bird – The Journey	Collage Y5 Fra Angelico - collage (The Annunciation – Christmas) Y5&6 Dip dyeing fabrics – gifts, decorations, cards Y5 wings dyed and stitched for cards	Print Y6 Andy Warhol Repeated images Y5 Prints and drawings of images for Shakespeare, stories, Picasso	Digital Media Y6 digitally produced images for war inspired art – moral messages / iconic images / artificial colours -make reference to Warhol Y5 Pablo Picasso 1881-1973 Digital reproduction of images and manipulation of colour	Sculpture Y6 willow and tissue paper Chinese Kite Sculptures Y5 Sculpture Willow and tissue paper (kites(LS) or penguins(HS)) Y5 Barbara Hepworth (Bradford gallery visit)	Collage Y6 Collage reproductions of ‘Calf’ with different materials Y6 Damien Hirst Controversial artist – debate?		
	Y5 Artists, Architects, Craftspeople: - Artists, Architects, Craftspeople: Fra Angelico, Barbara Hepworth, Picasso Y6 Artists, Architects, Craftspeople: - Artists, Architects, Craftspeople: Georges Seurat, Andy Warhol, Damien Hirst							
DT	Technical Project (includes Evaluation): Design and make models that use cams and moving pieces Relate to: The Journey – bird, boy and flying ship rotating; Queen Victoria waving her arms and ruling the Empire surrounded by her children; La Grande Jatte painting; seasonal inspiration (Christmas fairground rides); Fra Angelico’s painting.		STEM Project (includes Evaluation): Y5 ‘Life in a Can’ This project has a scientific focus: Space/Insulation of space vehicles STEM Project: Y6 Research and Design a Bicycle (Brompton Bicycles)		Food and nutrition (includes Evaluation): Y5&Y6 (Y6 take more responsibility for design and prep/cooking) Design a diet for an athlete who trains once a day. Make a main course meal (eg Spaghetti Bolognese) include different versions to accommodate dietary options (GF, veg, vegan)			
Computing	Digital Literacy		Information technology		Computer science			
	E Safety work throughout the year							
RE	U2.8 What difference does it make to believe in ahimsa grace and Ummah community?	U2.7 What matters most to Christians and Humanists?	U2.4 If God is everywhere, why go to a place of worship?		U2.6 What does it mean to be a Muslim in Britain today?			
PE	Fitness: Focus on increasing stamina, variation of exercise and performing activities with confidence and competence (understanding what ‘fitness’ is)		Outdoor Adventurous Activity: Focus on using equipment to complete a task and use self-evaluation skills to discuss how a team/self can improve Focus on develop a ‘challenge’ mentality through Beverley Park		Athletics: To compete against others and self using a range of skills and showing a good level of control			
	Hockey: Focus on showing confidence in using ball skills in various ways in a game situation, and link these together effectively.	Gymnastics: Focus on using stimuli and their own ideas to create their own complex sequences	Dance: Focus on developing dance styles, expression and creating rhythmic sequences (based off stimuli and own ideas)	Football: Focus on developing team based tactics and situational judgement whilst showing control of the ball and skilled movement	Invasion games: Focus on confidently applying ‘games’ based skills in a range of alternative team/individual activities	Cricket: Focus on bowling over longer distances, striking with intent whilst working as a team to develop fielding strategies to prevent the opposition from scoring.		
Music	Listening, responding and appraising skills		Playing instruments, singing and performing		Notation, improvisation and composition			
PSHCE	Health & Wellbeing		Relationships		Living in the Wider World			
Languages	Italian		Italian		Italian			



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Trips	Castle museum? Victorians Thackray Museum of medicine – Victorians		Y6 Bewerley Park
Visitors		WWII day	
Acorns		Young Voices Shakespeare Festival CJ	Y6 Bewerley Park