

Year A Long Term Plan

| Subject        | Term 1<br>Rainforests and Brazil<br>(Geography)   | Term 2<br>Victorians<br>(History)   | Term 3<br>Rivers<br>(Geography)  | Term 4<br>Light<br>(Science)  | Term 5<br>Greece<br>(Geography)   | Term 6<br>Ancient Greece<br>(History)  |
|----------------|---|---|--|---|---|--|
| WOW<br>factor  | Visit to 'The Living Rainforest' (Thatcham)   | Visit to 'Steam' or Oxford Natural History Museum or Virtual Author by Catherine Bruton   | Residential<br><br>The River and Rowing Museum, Henley   | Science Week<br><br>Visit   | Ashmolean Visit   |  |
| Class<br>Books | <p>"The Explorer" By Katherine Rundell</p> <p>"Journey to the River Sea" Eva Ibbotson</p> <p>Non-fiction Rainforest books</p> | <p>"Another Twist in the Tale" Catherine Bruton</p> <p>"<b>Fantastically Great Women Who Changed the World</b>" by Kate Pankhurst</p> <p>"<b>Protest</b>" by Emily and Alice Haworth-Booth</p> <p>"<b>Britannica's Children's Encyclopedia</b>"</p> | <p>"The River Singers" Tom Moorhouse</p> <p>"The Wind in the Willows" Kenneth Graham</p> <p>Archaic Text</p> | <p>"Letters from a Lighthouse" Emma Carroll</p> <p>"How Does a Lighthouse Work" Roman Belyaev</p> | <p>"Adventures of Odysseus" Hugh Lupton</p> <p>"Who Let the Gods Out" Maz Evans</p> | <p>"Who Let the Gods Out" Maz Evans</p> <p>"Greek Myths" Marcia Williams</p> |

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|-----------------|---|---|--|--|--|--|
| English         | <p><b>Narrative:</b> describing settings</p> <p><b>Non-Fiction:</b><br/>Discussion: Are people more important than rainforests?</p> | <p><b>Narrative:</b> character description</p> <p><b>Non-Fiction:</b><br/>Explanation</p>               | <p><b>Narrative:</b><br/>Poem<br/>Playscript</p> <p><b>Non-Fiction:</b><br/>Recount: Best Day of residential trip and/or school trip to The River and Rowing Museum, Henley.</p> | <p><b>Narrative:</b><br/>Adventure story - description: character including dialogue</p> <p>Diary Entry</p> <p><b>Non-Fiction:</b><br/>Non-Chronological Report</p> <p>Instructions</p> <p>“The Lighthouse” - Literacy Shed short film</p> | <p><b>Narrative:</b> Informal letter and Diary entry</p> <p>Short Story</p> <p>Character-photograph</p> <p><b>Non-Fiction:</b> Mythical creatures.<br/>(Word roots. How many Greek words are in our language.)</p> | <p><b>Choral and performance Poetry</b><br/>Throughout time.</p> <p><b>Narrative:</b> Setting<br/>Description and 3<sup>rd</sup> Person Narrative</p> <p><b>Non-Fiction:</b><br/>Recount - Junior Citizens</p> <p>Persuasive letter - part in the play</p> |
| Maths           | <p>Number: Place value</p> <p>Number: Addition/subtraction</p> <p>Number: Multiplication/Division</p>                               | <p>Number: Multiplication/Division</p> <p>Statistics</p> <p>Measurement: Perimeter, Area and Volume</p> | <p>Number: Fractions</p> <p>Number: Decimals and Percentages</p>   | <p>Number: Decimals and Percentages</p> <p>Algebra and Ratio (yr 6)</p> <p>Recap: Multiplication/Division (yr 5)</p>   | <p>Measurement: Converting units</p> <p>Geometry: Position and direction</p> <p>NC Tests</p>   | <p>Geometry: Properties of Shapes and Angles</p> <p>Investigations</p>   |
| Topic Geography | <p><b>Brazil</b></p> <p>A region of the Americas (South America)</p> <p>Locational knowledge: locate the</p>                        |   | <p><b>Rivers</b></p> <p>Locational knowledge:<br/>Identify human and physical characteristics of local</p>   |  | <p>A region of Europe<br/><b>Greece</b></p> <p>Locational knowledge: understand geographical similarities and</p>  |  |

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|                      | <p>world's countries, using maps - concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography.</p> <p>Human and physical geography: Biomes, vegetation belts, land use, economic activity.</p> <p><b>Brazil: Amazon Rainforest</b></p> |   | <p>area, key topographical features (including hills, mountains and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Geographical skills and fieldwork:<br/>~ use maps and digital/computer mapping to locate countries and describe features studied<br/>~ use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> |                              | <p>differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>locate the world's countries, using maps - concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>(The Mediterranean-Biomes, vegetation belts, land use, economic activity)</p> |   |
| <b>Topic History</b> |  | A study of an aspect or theme in British History that extends pupils' chronological |  | History of Electric Lighting |   | Ancient Greece – a study of Greek life and achievements |

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|                      |   | knowledge beyond 1066 – The Industrial Revolution.<br>The changing power of monarchs using case studies such as John, Anne or Victoria.  |  |   |                                 | and their influence on the western world.  |
| <b>Topic Science</b> | <p>Living things and their habitats (Year 5)</p> <p>describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>describe the life process of reproduction of some plants and animals.</p> | <p>Evolution and Inheritance (Year 6)</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their</p> | <p>Animals Including Humans (Year 6)</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p>Light (Year 6)</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> |                                 | <p>Forces (Year 5)</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force</p> |

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|-----------------------|---|--|--|---|---|---|
|                       |   | environment in different ways and that adaptation may lead to evolution.                 |  | Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |   | to have a greater effect.   |
| <b>Scientist</b>      | Jane Goodall  | Charles Darwin/<br>Isambard Kingdom Brunel/Mary Anning                                   | William Harvey   | Thomas Edison   |   | Archimedes  |
| <b>Music</b>          | Violins   | Violins  | Violins  | Violins   | Violins   | Violins<br><br>Otters play  |
| <b>Art and Design</b> | Life and work of <b>Henri Rousseau</b> – Jungles, painting and collage  | <b>William Morris and Kehinde Wiley</b> – Textile Designer (printing, lino prints)       | <b>Georges Seuret</b><br><br>Pointillism - how the term came about and what it means in art. | Silhouette portraits and pictures<br><br>Linking our Science knowledge with Art.  | Ancient Greek pots - drawings<br><br>Linking our school trip to the Ashmolean and exploring artefacts with Art. | Ancient Greek pots - clay   |
| <b>DT</b>             | Textiles: stuff toys (Kapow)<br><br>Create dioramas of each of the four layers of the rainforest. (link to Topic) | Electrical systems: doodlers (Kapow)<br><br>Peg dolls and Christmas decorations - sewing | Structures: bridges (Kapow)  | Digital World: monitoring devices (Kapow)<br><br>Pinhole cameras and shadow puppets   | Food: what could be healthier? (Kapow)  | Mechanical systems: making a pop-up book (Kapow)<br><br>Ancient Greek pottery |

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|-----------|---|--|---|---|--|--|
| PE        | Gym: Unit X:<br>Matching and<br>Mirroring<br>Dance: Unit 1: World<br>of Sport<br>Games: Unit 1:<br>Invasion Games<br>(Implement and<br>Kicking)<br>Unit 4: Invasion<br>Games (Ball-handling)                | Gym: Unit X:<br>Matching and<br>Mirroring<br>Dance: Unit 1: World<br>of Sport<br>Games: Unit 1:<br>Invasion Games<br>(Implement and<br>Kicking)<br>Unit 4: Invasion<br>Games (Ball-handling)                   | Gym: Unit 2: Holes<br>and Barriers<br><br>Dance: Unit 3: The<br>Rainforest<br><br>Tudor Unit: Tudor<br>Dance<br><br>Games: Unit 4:<br>Invasion Games<br>(Ball-Handling)<br><br>Unit 2:<br>Net/Court/Wall<br>Games | Gym: Unit 2: Holes<br>and Barriers<br><br>Dance: Unit 3: The<br>Rainforest<br><br>Tudor Unit: Tudor<br>Dance<br><br>Games: Unit 4:<br>Invasion Games<br>(Ball-Handling)<br><br>Unit 2:<br>Net/Court/Wall<br>Games | Gym: Unit AA:<br>Counter-balance/Cou<br>nter-tension<br><br>Games: Unit 2:<br>Net/Court/Wall<br>Games<br><br>Unit 3: Striking &<br>Fielding Games<br><br>Athletics: Units 1&2<br>Focus on Throwing,<br>Running and Jumping | Gym: Unit AA:<br>Counter-balance/Cou<br>nter-tension<br><br>Games: Unit 2:<br>Net/Court/Wall<br>Games<br><br>Unit 3: Striking &<br>Fielding Games<br><br>Athletics: Units 1&2<br>Focus on Throwing,<br>Running and Jumping |
| Computing | Computing systems<br>and networks   | Creating media -<br>video editing  | Programming A -<br>selection in physical<br>computing   | Data and Information<br>- flat-file databases   | Creating media -<br>vector drawing   | Programming B -<br>selection in quizzes  |
| RE        | Why does religion<br>look different around<br>the world? Part 1<br><br>Building comparisons<br>about the origins of<br>the Abrahamic<br>religions, children<br>discover how some<br>religious practices are | Why does religion<br>look different around<br>the world? Part 2<br><br>Building on their<br>learning in Part 1,<br>children consider how<br>interpretation can<br>change how people<br>practise their religion | Why is it better to be<br>there in person?<br><br>Thinking back to<br>previous learning<br>about prayer and<br>worship, children find<br>out about significant<br>journeys and<br>pilgrimages and why             | Why is there<br>suffering? Part 1<br><br>Discussing suffering,<br>sin and free will,<br>children find out what<br>people from different<br>worldviews think<br>about this challenging<br>question. Through        | Why is there<br>suffering? Part 2<br><br>Deepening their<br>understanding of<br>suffering, children<br>explore alternative<br>ideas about and<br>responses to suffering<br>through texts and                               | What place does<br>religion have in our<br>world today?<br><br>Exploring their own<br>worldview and the<br>religious composition<br>of their class, children<br>use census data and<br>digital mapping to                  |

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|               | observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion. | and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. | visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person. | analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist. | stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview.  | investigate what these can suggest about religion and their limitations. They consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future. |
| <b>PSHE</b>   | How can we keep healthy as we grow?<br><br>RSE: human reproduction. How babies are made? Puberty recap and review.            | How can we keep healthy as we grow?<br><br>RSE: human reproduction. How babies are made? Puberty recap and review.  | How can the media influence people?   | How can the media influence people?   | What will change as we become more independent? How do friendships change as we grow?<br><br>RSE: positive and healthy relationships. Change and becoming independent. | What will change as we become more independent? How do friendships change as we grow?<br><br>RSE: positive and healthy relationships. Change and becoming independent.   |
| <b>French</b> | Phonics and pronunciation<br><br>Early Language skills - find France on a map; use key greetings; ask                         | Phonics and pronunciation<br><br>Early Language skills - find France on a map; use key greetings; ask   | The Weather and Seasons<br><br>- ask what the weather is like   | Clothes<br><br>- repeat and recognise the vocabulary for  | The Tudors<br><br>- sit and listen to Tudor history for as   | The Olympics<br><br>- sit and listen to longer passages about the  |

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|         | <p>and answer the questions: "How are you?" and "What is your name?"; count to 10 in French and read, write, say and recognise 10 colours in French.</p> <p>Do you have a pet?</p> <ul style="list-style-type: none"> <li>- tell somebody in French if they have or do not have a pet?</li> <li>- attempt to create a longer phrase using the conjunction et ("and") or mais ("but")</li> </ul> | <p>and answer the questions: "How are you?" and "What is your name?"; count to 10 in French and read, write, say and recognise 10 colours in French.</p> <p>What is the date?</p> <ul style="list-style-type: none"> <li>- recognise and recall the 7 days of the week</li> <li>- recognise and recall the 12 months of the year</li> <li>- recognise and recall numbers 1-31</li> </ul> | <p>and respond in French</p> <ul style="list-style-type: none"> <li>- recognise and recall the conjunctions et and mais</li> <li>- recognise and recall the 4 core compass points</li> <li>- present a weather forecast in French</li> </ul> | <p>a variety of clothes</p> <ul style="list-style-type: none"> <li>- describe clothes in terms of their colour</li> </ul> | <p>long as they can</p> <ul style="list-style-type: none"> <li>- learn at least 3 adjectives</li> </ul> | <p>ancient and modern Olympic games</p> <ul style="list-style-type: none"> <li>- recall the nouns for 10 key sports in the current Olympic games</li> </ul> |



Year B Long Term Plan

| Subject                   | Term 1<br>Life in the Freezer<br>(Geography)  | Term 2<br>Space<br>(Science)   | Term 3<br>Maya<br>(History)  | Term 4<br>Vikings<br>(History)   | Term 5<br>Local Study -<br>Longworth & Oxford<br>(Geography)  | Term 6<br>Local History - WWII<br>and Longworth<br>(History)  |
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| 'Wow<br>Factor /<br>Trip' | Ele Fountain - online<br>author visit   | Winchester Science<br>Centre   | Pitt Rivers Visit  | Jorvik - Online  | Village Walk<br>(Land use)  | Village Walk<br>(War memorial)  |
| Books                     | <b>"Melt"</b> Ele Fountain<br><b>"Survivors"</b> David Long<br><b>"Shackleton's Journey"</b> William Gill<br><b>"Hurricane"</b> David Wiesner | <b>"Curiosity - The Story of a Mars Rover"</b> - Markus Motum<br><b>"George's Secret Key to the Universe"</b> Lucy and Stephen Hawking | <b>"Rain Player"</b> David Wisniewski<br><br><b>"The History Detective Investigates - Mayan Civilisation"</b> - Claire Hibbert<br><br><b>"The Chocolate Tree"</b> Linda Lowery | <b>Arthur and the Golden Rope</b> - Joe Todd Stanton<br><br><b>Viking Boy</b> - Tony Bradman | <b>"His Dark Materials: Northern Lights"</b> Phillip Pullman (Oxford link)<br><i>Complexity of plot</i> | <b>"His Dark Materials: Northern Lights"</b> Phillip Pullman (Oxford link)<br><i>Complexity of plot</i><br><br><b>"Friend or Foe"</b> Michael Morpurgo<br><br><b>"Carrie's War"</b> Nina Bawden |

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| English<br><br>Poetry to<br>feature<br>throughout | <b>Narrative:</b> setting<br>description leading to<br>an additional scene<br><br><b>Non-Fiction:</b><br>discussion  | <b>Narrative:</b><br>descriptive<br>writing/settings<br><br><b>Non-Fiction:</b><br>explanation text<br>linked to Science<br>topic | <b>Narrative:</b><br>Short story<br>Diary<br><br><b>Non-Fiction:</b> Recount<br>- school trip  | <b>Narrative:</b><br>Adventure Story<br><br><b>Non-Fiction:</b> Report<br>and Explanation Text                    | <b>Narrative:</b><br>Setting<br>Character<br><br><b>Non-Fiction:</b><br>Persuasive text<br>Discussion Writing<br>Recount - Junior<br>Citizens   | <b>Narrative:</b><br>Diary Writing<br>Letter Writing<br>Dialogue -character<br>Playscript<br><br><b>Non-Fiction:</b><br>Instructions<br>Persuasive letter -<br>part in the play |
| Maths   | Number: Place value<br>Number:<br>Addition/subtraction<br>Number:<br>Multiplication/Division   | Number:<br>Multiplication/<br>Division<br>Statistics<br>Measurement:<br>Perimeter, Area and<br>Volume                             | Number: Fractions<br>Number: Decimals<br>and Percentages   | Number: Decimals<br>and Percentages<br>Algebra and Ratio (yr<br>6)<br>Recap:<br>Multiplication/Division<br>(yr 5) | Measurement:<br>Converting units<br>Geometry: Position<br>and direction<br><br>NC Tests   | Geometry: Properties<br>of Shapes and Angles<br>Investigations  |
| Topic<br>Geography                                | Locational knowledge:<br>Identify the position<br>and significance of<br>latitude, longitude,<br>Equator, Northern<br>Hemisphere, Southern<br>Hemisphere, the<br>Tropics of Cancer and<br>Capricorn, Prime and<br>Greenwich Meridian<br>and time zones<br>(including day and<br>night) |   | Human and physical<br>geography:<br>~Describe and<br>understand key<br>aspects of human<br>geography, including:<br>types of settlement<br>and land use,<br>economic activity<br>including trade links,<br>and the distribution<br>of natural resources<br>including energy,<br>food, minerals and |   | Locational<br>knowledge:<br>name and locate<br>counties and cities of<br>the United Kingdom,<br>geographical regions<br>and their identifying<br>human and physical<br>characteristics, key<br>topographical<br>features (including<br>hills, mountains,<br>coasts and rivers),<br>and land-use |   |

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|                      | Arctic<br>Antarctica                         |                              | water.<br>~Present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. |  | patterns; and understand how some of these aspects have changed over time.<br><br>Geographical skills and fieldwork:<br>~ use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |  |
| <b>Topic History</b> |  |                              | A non-European society that provides contrasts with British history: Maya civilization c. AD 900.   | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including Vikings raids and invasions and Danegeld. |  | A local history study:<br>~ History of the School – how was the school different to now?<br>Longworth during the war ~ Did Longworth suffer during the war? How? |

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| <b>Topic<br/>Science</b> | <p>Properties and changes of materials (Year 5)</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> | <p>Earth and Space (Year 5)</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> |                             | <p>Electricity (Year 6)</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p>Living things and their habitats (Year 6) (Classification)</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> | <p>Animals including humans (Year 5)</p> <p>Describe the changes as humans develop to old age.</p> |

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|                           | <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and pastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> |                                      |                             |                                |  |  |
| <b>Scientist/Inventor</b> | Dorothy Hodgkin   | Stephen Hawking<br>Caroline Herschel |                             | Steve Jobs                     | Libbie Hyman -<br>classifying<br>vertebrates and<br>invertebrates. |  |

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|-----------------------|---|--|--|--|---|--|
| <b>Music</b>          | Violins   | Violins  | Violins  | Violins  | Violins   | Violins<br><br>Otters play   |
| <b>Art and Design</b> | Make your own<br>Endurance ship -<br>paper plate  | <b>Peter Thorpe and<br/>Sophie Knight</b> –<br>Abstract art (Rockets<br>and Space)                                 | Maya Art involving<br>hieroglyphs and<br>modelling a Mayan<br>settlement out of clay | Explore Viking art and<br>identify its key<br>characteristics and<br>features.<br><br>Draw Viking patterns.<br><br>Create of piece of<br>Viking animal<br>artwork.<br><br>Sketch a Viking<br>dragon head.<br><br>Draw a portrait of a<br>Viking warrior.<br><br>Create a piece of<br>Viking jewellery. | <b>J.M.W Turner and<br/>Matthew Rice.<br/>Architect - Sir<br/>Christopher Wren</b> -<br>drawing | Creating a T-shirt<br>using a range of<br>different textile skills<br>in a Make do and<br>mend style |
| <b>DT</b>             | Textiles: waistcoats<br>(Kapow)<br><br>Make your own<br>penguin and<br>Endurance paper<br>plate ship.<br><br>Make bannock bread | Digital world:<br>navigating the world<br>(Kapow)<br><br>Mars Rovers/ICT<br>(linked to Computing<br>(linked to DT) | Food: come dine with<br>me (Kapow)<br><br>Exploring Mayan<br>food; Cooking tortilla  | Electrical systems:<br>steady hand game<br>(Kapow)   | Mechanical systems:<br>automata toys<br>(Kapow)   | Structure:<br>playgrounds (Kapow)  |

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|-----------|---|--|---|---|--|---|
| PE        | Gym: Unit T: Bridges<br>Games: Unit 3:<br>Invasion Games<br>(Implement and<br>Kicking) and Unit 2:<br>Invasion & Target (Ball<br>Handling) Games<br>Athletics: Navigate,<br>Set Maps, Follow<br>Routes -<br>Problem-Solving   | Gym: Unit T: Bridges<br>Games: Unit 3:<br>Invasion Games<br>(Implement and<br>Kicking) and Unit 2:<br>Invasion & Target<br>(Ball Handling)<br>Games<br>Athletics: Navigate,<br>Set Maps, Follow<br>Routes -<br>Problem-Solving | Gym: Unit U: Flight<br>Dance - Unit 1:<br>Rubbish<br>Games: Unit 2:<br>Invasion & Target<br>(Ball Handling) Games<br>Unit 4: Striking &<br>Fielding Games   | Gym: Unit U: Flight<br>Dance - Unit 1:<br>Rubbish<br>Games: Unit 2:<br>Invasion & Target<br>(Ball Handling) Games<br>Unit 4: Striking &<br>Fielding Games   | Dance: Unit 3: City<br>Life<br>Games: Unit 4:<br>Striking & Fielding<br>Games<br>Unit 1:<br>Net/Court/Wall<br>Games<br>Athletics: Units 1& 2:<br>Focus on Throwing,<br>Running and Jumping                             | Dance: Unit 3: City<br>Life<br>Games: Unit 4:<br>Striking & Fielding<br>Games<br>Unit 1:<br>Net/Court/Wall<br>Games<br>Athletics: Units 1& 2:<br>Focus on Throwing,<br>Running and Jumping                              |
| Computing | Computing systems<br>and networks   | Creating media - web<br>page creation  | Programming A -<br>variables in games   | Data and Information<br>- spreadsheets  | Creating media - 3D<br>modelling   | Programming B -<br>sensing  |
| RE        | Why do people have<br>to stand up for what<br>they believe in?<br><br>Thinking about<br>religious freedom,<br>children use historical<br>and modern-day<br>examples of people,<br>such as Guy Fawkes,<br>who fought for their | Why doesn't<br>Christianity always<br>look the same?<br><br>Thinking first as<br>geographers and<br>historians, children<br>explore the spread of<br>Christian beliefs<br>worldwide. Through<br>looking at artwork,            | What happens when<br>we die? Part 1<br><br>Interpreting different<br>sources of wisdom<br>and beliefs about<br>what happens when<br>we die, children find<br>out what different<br>people from<br>Abrahamic and | What happens when<br>we die? Part 2<br><br>Continuing to<br>investigate concepts<br>relating to death,<br>children learn the<br>meaning of<br>reincarnation and<br>enlightenment and<br>compare these ideas | Who should get to be<br>in charge?<br><br>Investigating the<br>different ways<br>religious leadership<br>and authority are<br>determined, children<br>explore what happens<br>when people don't<br>agree. They examine | Why are some places<br>in the world<br>significant to<br>believers?<br><br>Using maps, pictures<br>and texts, children<br>investigate why some<br>places are significant<br>to some religions.<br>They explore why this |

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|---------------|--|--|---|---|---|---|
|               | beliefs. They use debate and critical analysis to discuss controversial issues.  | history, case studies and first-hand accounts, they will investigate why when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world.   | non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art. | with those studied in Part 1.   | evidence, use debating techniques and develop their knowledge of democracy, bloodline and being 'chosen' to think critically about the issues raised. | has sometimes led to conflicts and what these places can reveal about beliefs and culture.  |
| <b>PSHE</b>   | What makes up a person's identity?   | What decisions can people make with money?   | How can we help in an accident or emergency?  | How can friends communicate?  | How can drugs common to everyday to life affect health?   | What jobs would we like?  |
| <b>French</b> | Phonics and pronunciation<br><br>Early Language skills - find France on a map; use key greetings; ask and answer the questions: "How are you?" and "What is your name?"; count to 10 in French and read, write, say and recognise 10 colours in French.<br><br>At School | Phonics and pronunciation<br><br>Early Language skills - find France on a map; use key greetings; ask and answer the questions: "How are you?" and "What is your name?"; count to 10 in French and read, write, say and recognise 10 colours in French.<br><br>The Weekend | WWII<br><br>- group/order vocabulary to help decode texts in French<br>- improve listening and reading skills<br>- name the countries and languages involved in WWII  | Healthy Lifestyles<br><br>- name and recognise 10 foods and drinks that are considered good for your health<br>- name and recognise 10 foods and drinks that are considered bad for your health | The Planets<br><br>- name and label a map of the Solar System   | Habitats<br><br>- tell somebody in French the key elements that animals and plants need to survive in their habitat<br>- tell somebody in French which animals live in these different habitats |



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|---------|--|--|-----------------------------|--|--|---|
|         | <ul style="list-style-type: none"> <li>- repeat and recognise the vocabulary for school subjects</li> <li>- tell the time on the hour</li> </ul> | <ul style="list-style-type: none"> <li>- ask what the time is in French</li> <li>- learn how to say what they do at the weekend</li> </ul> |                             | <ul style="list-style-type: none"> <li>- say what activities they do to keep in shape during the week</li> </ul> |  | <ul style="list-style-type: none"> <li>- tell somebody in French which plants live in these different habitats</li> </ul> |

