

Singleton C of E School Long term planning Overview Cycle B

Year 5/6 Cycle B						
	Autumn Term		Spring Term		Summer Term	
Christian Values With a link to live well learn well.	Caring and Friendship	Love	Trust	Forgiveness	Wisdom	Endurance
Class Novel	The Iron Man	The boy in the striped pyjamas (John Boyne)	The Secret Garden Frances Hodgson Barnett	Narnia CS Lewis	War Horse Michael Mulpurgo	Young Dracula Michael Lawrence
Numeracy	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014
Literacy	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans
Science	Electricity <ul style="list-style-type: none"> Understanding how the number and voltage of cells in a circuit links to the brightness of a lamp or a buzzer. Looking at circuits and thinking about why or why not components work. Drawing circuits. Compare and give reasons for variations in how components function , including the brightness of bulbs and the loudness of buzzers Draw circuit diagrams 	The Human Body <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Describe the way in which nutrients and water are transported within animals, including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe on a time line the stages in the growth and development in humans, Understand changes in puberty. Compare gestation periods Have a clear understanding of blood and the heart 	Light <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 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 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 	<ul style="list-style-type: none"> Living things and their habitats. Classification of living things. Changes to environment. 	Plants <ul style="list-style-type: none"> Revise the conditions required for healthy plant growth and demonstrate this through practical growing activities Understand the importance of soil; that all soil is different and that soils can be of different qualities. Understand that different plants grow in different soil conditions locally and around the World. Understand that there are differences between the same plants growing in different locations that can be investigated through scientific enquiry. Communicate clearly the findings from a range of experiments using scientific knowledge to explain patterns and results 	<ul style="list-style-type: none"> Revise and reflect on this year’s work. Revise where necessary. Use the outdoors. To ensure that all of the core skills have been covered.

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		<p>PSHE Link to sex and relationships. Prevent—our body is our own.</p>				
RE link into PSHE for spiritual and moral	<p>5.1 The Bible (6hrs)</p> <p>5.2 Christmas – Gospel of Mathew and Luke</p> <p>5.7 Christmas around the world</p>		<p>6.3 The Eucharist (3hrs)</p> <p>5.4 Easter Victory (5 hours)</p> <p>Easter celebration worldwide (4hrs)</p>		<p>Pilgrimage (4 hrs)</p> <p>Jesus the teacher (6 hrs)</p> <p>The Lord’s Prayer (2hrs)</p>	
PHSE / SEAL	See Cycle A	See Cycle A	See Cycle A	See Cycle A	See Cycle A	See Cycle A
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones to achieve their personal best <p>Residential – Outdoor and adventurous – 2 days</p>	<p>Games</p> <ul style="list-style-type: none"> Play competitive games (Tag Rugby focus) 	<p>Games</p> <ul style="list-style-type: none"> Play competitive games (Hockey focus) 	<p>Games</p> <ul style="list-style-type: none"> Play competitive games (Rounder’s Focus) 	<p>Athletics track and field</p> <ul style="list-style-type: none"> Use running, jumping and throwing in isolation and in combination Link to Sports day 	<p>Dance</p> <ul style="list-style-type: none"> Perform dances using a range of movements Compare their performances with previous ones to achieve their personal best Linked to the Panto
Fantastic Friday Year 5	<p>Textiles</p> <ul style="list-style-type: none"> To plan, design, make repair and decorate practical objects using a range of textures and 	<p>Endeavour</p> <p>Endeavour (ICT - / enterprise)</p> <p>ICT</p>	<p>Musical theatre</p> <ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music from different traditions and from 	<p>Art Sculpture</p> <ul style="list-style-type: none"> Design own sculpture using wire and plaster 	<p>Construction (DT)</p> <ul style="list-style-type: none"> To undertake common diagnostic, 	<p>Healthy Lifestyles (DT)</p> <ul style="list-style-type: none"> Pupils should be taught major components of a

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	<p>employing a range of techniques</p> <ul style="list-style-type: none"> To design a decoration for Christmas To follow own design and pattern Make Christmas any decorations, use art straws (to weave baubles weave)/ felt / material / clay / snow globes etc. Create a 3d product using pattern Understand a pattern layout Pin and tack fabric together. Join fabrics Decorate fabrics 	<p>Organise, store manipulate and retrieve data in a range of digital formats – link this to the accounts</p> <ul style="list-style-type: none"> Managing money Working within a budget Managing cash flow and budget Calculating profit <p><u>Enterprise</u> To set up a company that makes a profit – where by the profits are used to buy outdoor play equipment for the school woods – Through making products to sell at key event during the year – Christmas fair / Easter open afternoon/ BBQ in summer</p> <ul style="list-style-type: none"> Understand what enterprise means Develop entrepreneurial skills Develop creativity in business Look at the business plan made by Y6 Make the products for the Christmas Fair Market the products – prior to the fair – advertising – flyers / website etc. Complete the excel spread sheet to indicate income 	<p>great musicians and composers</p> <ul style="list-style-type: none"> To perform in solo and ensemble contexts – using voice / instruments with increasing accuracy Perform dances using a range of movements and patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Focusing on Christian messages that come through a musical – right / wrong / war / peace/ love / goodness overcoming all/ faith / trust/ hope.</p> <p>Musicals –</p> <ul style="list-style-type: none"> Annie Matilda Joseph Les Miserables Wicked Miss Saigon Oliver Wizard of OZ 	<p>Study:</p> <ul style="list-style-type: none"> Henri Moore Anthony Gormley 	<p>maintenance and repair tasks on mechanical objects such as a bicycle</p> <ul style="list-style-type: none"> To develop and use straightforward practical, maintenance and repair skills 	<p>balance diet</p> <ul style="list-style-type: none"> How ingredients can be combined to prepare a healthy meal Basic cooking techniques and how to cook a variety of savoury dishes To make wholesome healthy savoury dishes – using some home grown ingredients.
	<p>Core Skills</p> <ul style="list-style-type: none"> Working as a team Assessing each other’s work Making choices 	<p>Core Skills</p> <ul style="list-style-type: none"> Taking risks Thinking strategically Working together Taking responsibility 	<p>Core Skills</p> <ul style="list-style-type: none"> Empathy Thinking of others Learning to read feelings Expressing feelings 	<p>Core Skills</p> <ul style="list-style-type: none"> Expression Reflection 	<p>Core skills</p> <ul style="list-style-type: none"> Team work Making judgements and assessments Reflect—make improvements practicality 	<p>Core Skills</p> <ul style="list-style-type: none"> Making sensible choices Looking after ourselves Learning life skills.

Fantastic Friday Y6	<p>Endeavour (ICT - / enterprise)</p> <p><u>ICT</u> Organise, store manipulate and retrieve data in a range of digital formats – link this to the accounts</p> <ul style="list-style-type: none"> • Managing money • Working within a budget • Managing cash flow and budget • Calculating profit <p><u>Enterprise</u> To set up a company that makes a profit – where by the profits are used to buy outdoor play equipment for the school woods – Through making products to sell at key event during the year – Christmas fair / Easter open afternoon/ BBQ in summer</p> <ul style="list-style-type: none"> • Understand what enterprise means • Develop entrepreneurial skills • Develop creativity in business • Develop a company logo • Set up financial spread sheets – on excel • Carry out research and marketing • Draft a business plan for the year – that includes directions for all the other year groups e.g. what they will make how much they will charge / how much profit they make etc. • Purchase raw materials linked to business plan – for the whole year • Organise schedules • Work within a defined 	<p>Textiles To plan, design, make, repair and decorate a class leaving cushion – which encompasses their time at our school. Conduct a research project which establishes what the children in school would like to see.</p> <p>Include some multi-cultural aspect in the design,</p> <ul style="list-style-type: none"> • Focus on key skills of sewing/ embroidery and knitting • Include each child’s name on the cushion • Create a 3d product • Understand a pattern layout Pin and tack fabric together. Join fabrics Decorate fabrics • Tack and pin textiles • Join fabrics together 	<p>Art</p> <p>Sculpture</p> <ul style="list-style-type: none"> • Design own sculpture using wire and plaster <p>Study:</p> <ul style="list-style-type: none"> • Henri Moore • Anthony Gormley 	<p>Musical theatre</p> <ul style="list-style-type: none"> • To appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers • To perform in solo and ensemble contexts – using voice / instruments with increasing accuracy • Perform dances using a range of movements and patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Healthy Lifestyles</p> <p>Healthy Lifestyles (DT)</p> <ul style="list-style-type: none"> • Pupils should be taught major components of a balance diet • How ingredients can be combined to prepare a healthy meal • Basic cooking techniques and how to cook a variety of savoury dishes • To make wholesome healthy savoury dishes – using some home grown ingredients. 	<p>Construction (DT – mechanical focus)</p> <ul style="list-style-type: none"> • To undertake common diagnostic, maintenance and repair tasks on mechanical objects such as a bicycle • To use simple techniques in building and construction • To develop and use straightforward practical, maintenance and repair skills
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	budget.			Core Skills see year 5		Core Skills see year 5
	Core Skills see year 5	Core Skills see year 5	Core Skills see year 5	Core Skills see year 5	Core Skills see year 5	Core Skills see year 5
Creative Curriculum						
Theme	Reach for the Stars (Space and time travel)		Under the sea (Water)		Sports for all (Olympics / world cup)	
Role Play theme						
History / Geography	<p>Geography</p> <ul style="list-style-type: none"> Rivers Looking at World Rivers. Use atlases to locate rivers. Study the location of cities in the world and their situation by a river. Choose 2 cities and discuss the reasons why they are located by the river using geographical language--human and physical geographical language. 	<p>History The Stuart Period including:</p> <ul style="list-style-type: none"> The Union of the Crowns. King versus Parliament Cromwell's Commonwealth Levellers & Diggers <p>Restoration of Monarchy</p> <ul style="list-style-type: none"> Great Plague Great Fire Samuel Pepys Establishment of the Navy <p>PSHE</p> <ul style="list-style-type: none"> How this helped to model our nation today. Dictatorship/ Democracy You decide. Parliament--what this 	<p>Geography</p> <ul style="list-style-type: none"> Studying aerial photographs. Link to the ordnance map of the same location. Use 6 figure grid references. Describe the human and the physical features of the regions on the photograph. 	<p>History</p> <ul style="list-style-type: none"> The Glorious Revolution. Constitutional Monarchy Union of Parliament Establishment of Parliament over the Crown. Local history (Victorians) <p>PSHE</p> <ul style="list-style-type: none"> Parliament is it more powerful than the crown? What is the need for the monarchy? What make our Monarchy great? 	<p>Geography</p> <ul style="list-style-type: none"> To look at a particular country, focusing on all geographical features both human and physical. Choose the country that is linked to the Olympics or the world cup. <p>PSHE</p> <p>Think about the politics of that country and how it effects the people who live there.</p> <ul style="list-style-type: none"> Is there freedom of speech? Is there migration across the country/ Including physical features, settlements, 	<p>History Ancient Greece</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world <p>Ancient Rome- Pick from the following;-</p> <ul style="list-style-type: none"> The impact on Britain Julius Caesar's attempted invasion in 55 – 54BC The Roman Empire by AD42 and the power of its army Successful invasion by Claudius and conquest including Hadrian's Wall British resistance – Boudicca Romanisation of Britain – impact of technology, culture / beliefs including early Christianity

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		means in our country.			<ul style="list-style-type: none"> trade, resources. Use maps/atlas/digital Use 8 point compass and grid references and symbols. Resources (choose) <p>Click Teaching</p> <ol style="list-style-type: none"> Brazil Mexico India 	
Art / DT	<p>ART</p> <ul style="list-style-type: none"> Influenced by a famous artist 				<p>Art – Drawing (see click plans link to Olympics – human body)</p> <ul style="list-style-type: none"> Create sketchbooks to record and develop ideas Improve techniques in drawing in pencil and charcoal 	
Music		Music Christmas singing			<ul style="list-style-type: none"> Music composition. 	<p>Music</p> <ul style="list-style-type: none"> Compare famous composers.
Computing (ICT)	<p>Year 6 - Block 1 Networking Experts</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know the difference between the internet and internet service e.g. World Wide Web. I can show an 	<p>Year 5 - Block 2</p> <p>Sensing and Logging</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know that all software executed on digital devices is programmed I know that a range of 	<p>Year 6 - Block 3</p> <p>Games Master part 1</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know that different solutions exist for the same problem. I know the difference between, and 	<p>Year 5 - Block 4 Games Maker</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I can create programs that implement algorithms to achieve given goals. I can declare and assign variables. 	<p>Year 6 - Info Tech 1 (Block 5)</p> <p>Digital Architects</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I can make judgements about digital content when 	<p>Year 5 - Info Tech 2 (Block 6)</p> <p>Digital Director</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I can create digital content to achieve a given goal

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	<p>awareness of, and can use a range of internet services e.g. VOIP.</p> <ul style="list-style-type: none"> I know how to effectively use search engines, and I know how search results are selected, including that search engines use 'web crawler programs'. I can show responsible use of technologies and online services, and I know a range of ways to report concerns. 	<p>digital devices can be considered a computer.</p> <ul style="list-style-type: none"> I know and can use a range of input and output devices. I know that computers collect data from various input devices, including sensors and application software. 	<p>appropriately I can use if and if, then and else statements.</p> <ul style="list-style-type: none"> I can use a variable and relational operators within a loop to govern termination. I can design, write and debug modular programs using procedures. <p>I can use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.</p>	<ul style="list-style-type: none"> I can use post-tested loops e.g. 'until', and a sequence of selection statements in programs, including an, if, then and else statement. I can make appropriate improvements to solutions based on feedback received, and can comment on the success the solution. I know different types of data: text, number. I know that programs can work with different types of data. 	<p>evaluating and repurposing it for a given audience.</p> <ul style="list-style-type: none"> I know the audience when I am designing and creating digital content. I can use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions. 	<p>through combining software packages and internet services to communicate with a wider audience.</p> <ul style="list-style-type: none"> I can make appropriate improvements to solutions based on feedback received, and can comment on the success the solution. I can make judgements about digital content when evaluating and repurposing it for a given audience. I know the audience when I am designing and creating digital content. I know the potential of information technology for collaboration when computers are networked.
MFL – French		<ul style="list-style-type: none"> Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing 		<ul style="list-style-type: none"> Appreciate stories, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words 		<ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and

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				that are introduced into familiar written material, including through a dictionary		actions orally and in writing - Understand basic grammar – feminine and masculine and neuter forms and the conjugation of high frequency verbs;- key features and patterns of the language, how to apply these, for instance, to build sentences, and how these differ from or are similar to English
Creative weeks(try to organise external people /groups to come in these weeks)	<p>Science week and Science Fiction story week</p> <p>Trip to Manchester Museum – of science and industry</p>		Stations of the Cross	<p>MAD Week (Music Art and Drama)</p> <p>Auditions for Panto</p>	<p>ICT Media week – role plays in each classroom – radio stations/ TV studios and newspapers</p> <p>Trip? Use Millfield high schools Media suite?</p>	
Creative day / enrichment		<p>Interactive – whole school maths challenge day – Indoor and outdoor challenges</p> <p>Link with Hodgson Academy?</p>		<p>Whole School ECO / Gardening day</p> <p>Links with Village / Trust / Church– School and community projects</p>		<p>Creative – Reading Festival – Tents on the field – different genres Invite in authors to read?</p>