



Responsible
Respectful
Ready



Great Alne Primary School – Year 5 & 6



Long Term Overview: Foundation Subjects and Maths/Science/IT/R.E.

Links between subjects as opportunities to develop schema are linked by **colour**.

Previous learning for retrieval opportunities are **highlighted**




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art 	Drawing I need space Developing Ideas/purpose of drawings/Combine collage and printmaking.		Paint and mixed media Portraits Investigate range of artists/developing unique self-portrait in mixed media.		Sculpture and 3D Making Memories Hand-sculptured forms/symbolic and personal meaning.	
	Craft and Design Architecture Investigate built environment through drawing and printmaking. Create building design/present research creatively/ explore ideas behind symbolism of design. Enrichment- Visits local monuments.					
Design Technology 	Mechanical Systems making a pop-up book Designing a pop-up book which uses a mixture of structures and mechanisms.	Textiles Waistcoats Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme.	Structures Playgrounds Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.		Electrical Systems Steady hand game Designing a steady hand game, identifying and naming the components required.	Cooking and Nutrition Come dine with me Writing, follow, adapt and evaluate a recipe, explaining the key steps, method and ingredients.
	Enrichment Opportunities Cooking and Nutrition Community café – Come Dine with me Mechanical Systems Making a Pop-up book for younger pupils in school.					



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French 	Portraits (Adjectives for physical appearance/simple sentences)	Meet my French Family (Family and relations vocabulary/possessive adjective)	Clothes (Getting dressed/vocabulary for items of clothing)	French Weather (Describe weather and vocabulary for compass points. Deliver a weather forecast)	Exploring French speaking world (Discovering French speaking countries)	Planning a French Holiday (Holiday related vocabulary/packing a suitcase)
Geography 	Locational/Place Knowledge/ Human and Physical Geography/Fieldwork What is life like in the Alps? Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.		Locational/Place Knowledge/Human and Physical Would you like to live in the desert? Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.		Geographical Skills Locational/Place Knowledge Where does our energy come from? Describe the significance of energy, giving examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Consider and justify the location of energy sources. Design and use interview questions.	
Enrichment- Visit to local area/Use of Forest School site/children explore an issue in their local area.						
History 	Chronological awareness/Change and Continuity/Sources of evidence What can the census tell us about local areas? Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.		Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations. What did the Greeks ever do for us? Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.		Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences The Sikh Empire Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.	



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	Chronological Awareness- Enrichment: School trip – Local area,					
Computing 	Computing systems and networks: Search engines Understanding how search engines work and developing searching skills to find relevant and accurate information online.	Programming 1: Music Applying programming skills to create sounds and melodies leading to a performance.	Data handling: Mars Rover Children will read binary numbers, and understand binary addition as well as identifying input, processing and output on the Mars Rovers.	Programming 2: Micro:bit Clipping blocks together in a program and predicting what will happen while making connections with previously used programming interfaces.	Creating media: Stop motion animation Storyboarding ideas, taking photographs and editing to create a video animation	Skills showcase: Mars Rover 2 Learning about pixels and binary, creating a pixel picture and saving a JPEG as a bitmap to understand the transfer of image data. Children will learn about the ‘fetch, decode, execute’ cycle and its real-world applications while beginning to use 3D design tools.
	Online Safety- specific lessons plus continuous provision at the start of every lesson.					



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Music 	Looping and Remixing <u>Looping and remixing</u> Learning how dance music is created, focusing on loops / create their own versions	Blues <u>Blues</u> Identifying the key features and mood of Blues music and its importance and purpose. 12-bar Blues/Blues scale. creating an improvised piece with a familiar, repetitive backing.	Dynamics, pitch and Tempo <u>Fingal's Cave by Mendelssohn</u> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Compositions for the festival of colour <u>Composition to represent the festival of colour (Theme: Holi festival)</u> Exploring the associations between music, sounds and colour, composing /class performance.	South and West Africa <u>South and West Africa</u> Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Composing and performing. <u>Composing and performing a Leavers' song</u> Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing track and composing melodies.
	Musical Vocabulary – introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy. Enrichment: Take part in a Christmas and Easter productions performed in the local Church for families					
P.E. 	Motor Competence/ Healthy Participation <u>OAA</u>	Motor Competence/ Healthy Participation <u>Yoga</u> <u>Gymnastics</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Dance</u> <u>Dodgeball</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Tennis</u> <u>Football</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Fitness</u> <u>Cricket</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Swimming</u> <u>Athletics</u>



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	Enrichment- take part in county games opportunities					
P.S.H.E 	(Being Me in My World) 'Who am I and how do I fit?'	(Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	(Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	(Healthy Me) Being and keeping safe and healthy	(Relationships) Building positive, healthy relationships	Changing Me) Coping positively with change
	Citizenship – Throughout the year through our Values programme and events in school Economic Wellbeing- Utilise the class 'cash' from FOFS to use wisely/generate more income.					
	Enrichment- Visitors into class/ Fund raising events					
R.E. 		Christianity Making sense of beliefs/Making connections /Understanding impact	Non-faith linked Making sense of beliefs/Making connections /Understanding impact	Christianity Making sense of beliefs/Making connections /Understanding impact	Judaism Making sense of beliefs/Making connections /Understanding impact	Christianity Making sense of beliefs/Making connections /Understanding impact
	Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter					
	Enrichment: Visit our local Church to explore the layout and artefacts/take part in a Christmas and Easter Service at Great Alne Church					




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Science 	Investigating Materials. Materials: Mixtures and separation - Some substances dissolve in a liquid to form a solution. The factors that affect the time taken to dissolve, including temperature and stirring. Some liquids and solids can be separated using sieving, filtering and evaporation; describe these processes.	Materials: Properties and changes. Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state.	Investigating Materials Materials: Properties and changes Y5 - Reversible and irreversible actions	Understand Movement Forces Forces and space: Earth and space - Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements.	Living things and their habitats: Evolution and inheritance Comparing the life cycles of plants, mammals, birds, amphibians and insects. Investigating asexual reproduction in plants and	Making Connections Making connections - Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.
	Cycle two					
	Understanding Humans and Animals Animals: Human timeline / Making connections - All – Changes as Humans develop to old age.	Understanding the Earths movement in Space Forces and space: Imbalanced forces -	Understanding Electrical circuits Energy: Circuits, batteries and switches	Animals, including humans: Circulation and health Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function.	Investigating Materials Materials: Properties and changes Y5 - Reversible and irreversible actions	Investigate Living Things Living things: Life cycles and reproduction - All – Reproduction and lifecycles Making Connections Making connections -



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Maths 	<p>Place Value Base Line Assessment A Roman Numerals Numbers 10,000 Numbers to 100,00 Numbers to one million Numbers to ten million Compare and order to 100,000. Compare and order to 1,000,000, Compare and order. Round to 10, 100 and 1,000. Round withing 100,000 Round within one million.</p> <p>Converting units Base Line Assessment A Kilograms and kilometres Milligrams and millimetres Metric units Metric measures.</p>	<p>Place Value Round withing 10 million Counting in powers of 10 Negative numbers Negative numbers. Base line assessment B</p> <p>Four Operations Base Line Assessment A Add more than 4-digits. Subtract more than 4-digits. Inverse operations. Multi-step problems. Add and subtract integers. Multiples Common multiples Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiples of 4-digits by 1 digit. Multiply 2-digits (part 1 and part 2) Multiple 2-digits by 2-digits. Multiple 3-digits by 2-digits. Multiple 4-digits by 2-digits.</p>	<p>Fractions Base Line Assessment A Equivalent fractions. Simplify fractions. Fractions on a number line. Improper fractions. Mixed numbers to improper. Number sequences. Compare and order less than. Compare and order more than. Compare and order (denominator). Compare and order (numerator). Add and subtract fractions. Add fractions within 1. Add 3 or more fractions. Add fractions. Add mixed numbers. Subtract fractions. Subtract mixed numbers. Subtract 2 mixed numbers. Mixed addition and subtraction. Multiply by an integer.</p>	<p>Ratio Base Line Assessment A Using ratio language. Ratio and fractions. Introducing the ratio symbol. Calculating ratio. Use scale factors. Ratio and proportion problems. Base Line Assessment B</p> <p>Decimals Base Line Assessment A Decimals up to 2dp Decimals as fractions Understanding thousandths Thousandths as decimals Three decimal places Decimals as fractions Rounding decimals Order and compare decimals. Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiply decimals by integers.</p>	<p>Algebra Base Line Assessment A Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding – crossing the whole Adding – same decimal places Subtracting – same decimal places</p> <p>Properties of Shape Vertically opposite angles. Lengths and angles in shapes. Angles in triangles.</p> <p>Position and Direction Base Line Assessment A Position in the first quadrant. The first quadrant Four quadrants Reflection Reflection with coordinates Reflections Reflection with coordinates</p>	<p>Algebra Adding – different decimal places Subtracting – different decimal places Whole and decimals Decimal sequences Find a rule – one step. Find a rule – two step. Forming expressions. Substitution. Formulae. Forming expressions. One step equation two step equation Find pairs of values. Base Line Assessment B</p> <p>Properties of Shape Angles in triangles. Angles in quadrilaterals. Regular and irregular polygons. Drawing accurately. Drawing shapes accurately Reasoning about 3D shapes Nets of 3D shapes. Base Line Assessment B</p>



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	<p>Statistics Base Line Assessment A</p> <p>Read and interpret graphs. Draw a line graph. Problems with line graphs.</p>	<p>Factors. Common factors. Base Line Assessment B</p> <p>Converting units Converting metric measures. Calculate metric measures. Miles and kilometres Imperial units Imperial measures Converting units of time Base Line Assessment A</p> <p>Statistics Read and interpret line graphs. Draw line graphs. Line graph problems</p>	<p>Multiply fractions by integers. Multiply fractions by fractions. Base Line Assessment B</p> <p>Statistics Read and interpret tables. Two-way tables Timetables</p> <p>Perimeter, Area and Volume Base Line Assessment A</p> <p>Measure perimeter Calculate perimeter. Area and Perimeter. Area of rectangle. Area of compound shapes. Area of irregular shapes.</p>	<p>Divide decimals by integers. Division to solve problems. Fractions to decimals Understand percentages. Percentages as fractions and decimals. Equivalent FDP Fractions to percentages. Base Line Assessment B</p> <p>Properties of Shape Base Line Assessment A</p> <p>Measure angles in degrees Measuring with a protractor Angles on a straight line Angles around a point. Calculate angles. Statistics Circles. Read and interpret pie charts. Base Line Assessment B</p>	<p>Translation Translation with coordinates Base Line Assessment B</p> <p>Perimeter, Area and Volume Shapes – same area. Area of a triangle Area of a parallelogram. What is volume? Compare volume.</p>	<p>Perimeter, Area and Volume Estimate Volume Volume – counting cubes. Volume of a cuboid Estimate capacity. Base Line Assessment B</p>
	<p>Continuous Provision</p> <p><u>Money: Year 5</u> use all four operations to solve problems involving measure [for example, money].</p> <p><u>Time: Year 5</u> solve problems involving converting between units of time.</p> <p><u>Time Year 6</u> Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa.</p>					



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