

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 5/6

| Curriculum Area         | Autumn (T1 & T2)  | Spring (T3 & T4)  | Summer (T5 & T6)  |
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| Theme                   |   |   |   |
| Cultural Days           |   |   |   |
| Curriculum visits       | Reading Abbey (T1)  | Palace of Westminster<br>Reading Museum   | Gilbert White Centre, Selbourne   |
| <b>English Texts</b>    | <p><b><i>Night of the Gargoyles</i></b><br/>By Eve Bunting</p> <p><b><i>Windrush Child</i></b><br/>By Benjamin Zephaniah (Novel)</p>  | <p><b><i>The Wolf's Story</i></b><br/>By Toby Forward</p> <p><b><i>The Dam</i></b><br/>By David Almond</p>  | <p><b><i>The Last Alchemist</i></b><br/>By Colin Thompson</p> <p><b>The Phone Booth in Mr Hirota's Garden</b><br/>By Heather Smith</p>            |
| <b>Art &amp; Design</b> | <p><b>Art (T1) sketching/painting Reading Abbey</b></p> <ul style="list-style-type: none"> <li>• Look at and evaluate existing artwork of Reading Abbey</li> <li>• Plan and design our own artwork</li> <li>• Carry out preliminary studies to test media and materials and mix appropriate colours</li> <li>• Refine sketching skills by focusing on shape, form and size</li> </ul> | <p><b>Colour Mixing Techniques: British landscapes (T4) – linked to The Dam</b></p> <ul style="list-style-type: none"> <li>• Create a colour palette, demonstrating mixing techniques which are evocative of a British landscape.</li> <li>• Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</li> <li>• Use key vocabulary to demonstrate knowledge and understanding blend,</li> </ul> | <p><b>Painting, sketching, observation and evaluation skills: Link to Reading guild of artists- pupil art project (T6) – The river Thames</b></p> |

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|   | <ul style="list-style-type: none"> <li>• Experiment with the space available (background and foreground) when sketching</li> <li>• Create artwork inspired by Reading Abbey</li> <li>• Evaluate the work of ourselves and others</li> </ul>  | <p>mix, line, tone, shape, colour</p>  |  |
| <p><b>Design Technology</b><br/><b>Lesson sequence:</b><br/><b>1. Background research</b><br/><b>2. Design criteria</b><br/><b>3. Planning</b><br/><b>4. Making</b><br/><b>5. Making</b><br/><b>6. Evaluation</b></p> | <p><b>Pneumatic mechanism – making a rocket that launches. (T2)</b></p> <ul style="list-style-type: none"> <li>• Research rocket propulsion and the use of pneumatic pressure</li> <li>• Design, create and evaluate</li> <li>• Select suitable materials</li> <li>• Understand safety considerations</li> <li>• Evaluate</li> </ul> | <p><b>Research, prepare and evaluate 17<sup>th</sup> Century savoury dishes (T3)</b></p> <ul style="list-style-type: none"> <li>• Learn about food types that contribute to a healthy and balanced diet</li> <li>• Research where food comes from, how it made and where is grows</li> <li>• Understand seasonality and harvest</li> <li>• Learn how to use kitchen equipment safely</li> <li>• Design and plan simple baked savoury goods</li> <li>• Evaluate the work of ourselves and others</li> </ul> | <p><b>Textiles: Weaving inspired by traditional Mayan techniques (T5)</b></p> <ul style="list-style-type: none"> <li>• As designers and engineers, we will: Design, create and evaluate our creation</li> <li>• Choose suitable materials</li> <li>• Articulate the purpose of the creation, including the creating process</li> <li>• Create clear steps/instructions</li> <li>• Choose and apply suitable joining techniques</li> <li>• Evaluate the work of ourselves and others</li> </ul> |

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| <p><b>History</b></p> | <p><b>Local History Study: (T1)</b><br/><b>Reading Abbey – Links to Night of the Gargoyles</b></p> <ul style="list-style-type: none"> <li>• Create a timeline to indicate where key events in the history of Reading Abbey sit against significant historical events in the UK and globally</li> <li>• Use secondary sources to research the creation of Reading Abbey</li> <li>• Explain the significance of Reading Abbey to the local community</li> <li>• Explain the impact Henry VIII had on Reading Abbey</li> <li>• Use maps and secondary sources to make observations about Reading Abbey has changed over time</li> </ul> | <p><b>The Monarchy and civil war: (T3)</b><br/><b>links to Reading Abbey unit earlier in the year.</b></p> <ul style="list-style-type: none"> <li>• Create a timeline to indicate where key events of the British civil war sit against significant historical events in the UK and globally</li> <li>• Explain the conditions which led to the British civil war</li> <li>• Use secondary sources to identify the significance of Reading and the English civil war</li> <li>• Learn about the opposing views of the two sides with the English civil war</li> <li>• Explain the impact of the English civil war on England</li> </ul> | <p><b>The Mayans: (T5)</b></p> <ul style="list-style-type: none"> <li>• Create a timeline to locate the Mayan Empire in the context of other historical events</li> <li>• Explain why the Mayan Empire was able to grow given that it was built in jungle and on mountains (locate on map)</li> <li>• Explore how the Mayans expressed their culture through the arts and music</li> <li>• Learn about the Mayan calendar and number system</li> <li>• Learn about the importance of Mayan Gods and Goddesses to Mayan life</li> <li>• Use secondary sources (images) to create a tourist guide for a Mayan city and its architecture</li> <li>• Explain why the Mayan Empire declined and why cities were abandoned in approx. AD 900</li> </ul> |
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| <b>Geography</b> | <p><b>Fieldwork study of the local area: Coley &amp; Reading (T2)</b></p> <ul style="list-style-type: none"> <li>• Locate local landmarks using a range of maps</li> <li>• Discuss the points of a compass</li> <li>• Make observations of the human and physical features of the locality</li> <li>• Explain what physical and human geographical processes have happened in the area.</li> <li>• Create a sketch/map of the local area</li> <li>• Create a tourist information leaflet about the geography of Coley and/or Reading</li> </ul> | <p><b>Global Geographical Understanding: (T4) The tropics, poles and climate zones.</b></p> <ul style="list-style-type: none"> <li>• identify the position and significance of lines and latitude, including the Equator and the tropics of Cancer and Capricorn.</li> <li>• Identify the different lines of latitude and explain how latitude is linked to climate.</li> <li>• Locate different climate zones and explore the differences between the northern and southern hemisphere</li> <li>• Explore weather patterns within a climate zone</li> <li>• Compare temperate and tropical climates</li> <li>• Identify and compare the global climatic zones</li> <li>• Investigate the global significance of the poles</li> </ul> | <p><b>Rivers: (T6)</b></p> <ul style="list-style-type: none"> <li>• Locate the major rivers in the UK</li> <li>• Describe different features of a river</li> <li>• Identify how human involvement as impacted on rivers</li> <li>• Research how rivers have been utilised by humans</li> <li>• Explore the link between leisure and the River Thames</li> </ul> |
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| <p><b>Science</b></p> | <p>Working Scientifically T1 – Asking a question (Scientific Enquiry)<br/>T1 – Collecting data – what is being measured/observed? (Scientific Enquiry)<br/>T2 – Asking a question that could lead to a fair test (Scientific Enquiry)<br/>T2 – Planning (Practical Investigation)</p> <p><b>Forces (T1)</b></p> <ul style="list-style-type: none"> <li>• Draw diagrams and write explanations to show how gravity pulls an object to the centre of the Earth, learning about Isaac Newton’s discovery</li> <li>• Plan a fair test to investigate whether the mass of an object effects the gravitational pull (time it takes for the object to fall). Predict, measure/record data and conclude</li> <li>• Draw force diagrams to show the effects of air/water resistance, gravitational pull and friction</li> </ul> | <p>Working Scientifically Re-visit skills from Terms 1 &amp; 2 and introduce:<br/>T3 – Gathering Evidence (Practical Investigation)<br/>T4 – Notice patterns &amp; relationships (Interpreting Evidence)<br/>T4 – Record Findings (Communicating)</p> <p><b>Changing Materials (T3)</b></p> <ul style="list-style-type: none"> <li>• Explain how materials can be separated using knowledge of solids, liquids and gases</li> <li>• Plan and conduct a fair test into separating materials, including a prediction, recording of observations and results, and a conclusion</li> <li>• Describe what reversible and irreversible changes are</li> <li>• Plan and conduct a fair test into reversible and irreversible changes, including a prediction, recording of observations and results, and a conclusion (e.g. melting</li> </ul> | <p>Working Scientifically Revisit skills from previous terms and begin to use with greater independence. Use skills (as appropriate) to perform simple tests</p> <p><b>Animals (including humans) (T5)</b></p> <ul style="list-style-type: none"> <li>• Describe and explain the changes to humans as they age, labelling images</li> <li>• Create a timeline to indicate the stages of growth and development of humans</li> <li>• Explain the changes to the body experienced during puberty (non-statutory)</li> <li>• Compare the gestation periods of other mammals and animal species with humans, recording similarities and differences (non-statutory)</li> <li>• Label the parts of the brain and explain their purpose and functionality</li> <li>• Research how babies, toddlers and children learn, looking at brain development</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Test different materials to investigate which causes the most friction</li> <li>• Explain when friction is useful (e.g. car tyres) and when it is not useful (e.g. air resistance slowing an object down)</li> <li>• Investigate whether the size of a surface effects the amount of water resistance through creating and testing boat hull designs</li> <li>• Describe why some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul> <p><b>Earth and Space (T2)</b></p> <ul style="list-style-type: none"> <li>• Draw diagrams to show the position of the Earth in relation to the sun, moon and other planets</li> <li>• Explain the movement of the Earth in relation to the sun, moon and other planets within our solar system</li> </ul> | <p>chocolate with creating toast)</p> <ul style="list-style-type: none"> <li>• Observe and make recordings of which material makes the best conductor of electricity, testing a range of everyday materials (e.g. metal, wood, paper)</li> <li>• Research materials which are best suited to insulating heat</li> <li>• Plan and conduct a fair test into insulating materials</li> </ul> <p><b>Materials and their properties (T4)</b></p> <ul style="list-style-type: none"> <li>• Make predictions about the solubility of materials</li> <li>• Investigate materials for their solubility (soluble or insoluble) through planning a fair test and conducting an experiment (know the independent and dependent variables)</li> <li>• Record observations in charts and tables</li> </ul> | <p><b>Living things and their habitats (T6)</b></p> <ul style="list-style-type: none"> <li>• Describe and explain the life cycles of a mammal, amphibian, insect and bird using scientific terminology</li> <li>• Describe and explain the reproductive process of mammals</li> <li>• Describe and explain the reproductive process of another animal group (e.g. reptiles)</li> <li>• Compare how different animal species reproduce and grow</li> <li>• Label the parts of the flower in detail</li> <li>• Explain the parts of the flower and how they contribute to reproduction of plants</li> <li>• Explain the process of reproduction in plants (seed dispersal, pollination, fertilisation)</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Name the other planets within the solar system</li> <li>• Research the Moon as a celestial body and find out and present information on other moons (e.g. the moons of Jupiter)</li> <li>• Draw diagrams and write explanations to show the movement of the Earth throughout the year and how this causes seasons and effects day length</li> <li>• Draw diagrams and write explanations to show how the Earth rotates on its axis and how this causes day and night</li> <li>• Label the Earth for hemispheres, longitude and latitude and define what these mean</li> <li>• Investigate how the sun's position throughout the day effects the length of a shadow, planning a fair test</li> <li>• Draw diagrams/record observations to show an understanding of how the</li> </ul> | <ul style="list-style-type: none"> <li>• Create conclusions using causal explanations to explain findings</li> <li>• Classify everyday materials based on their properties (hardness, solubility, transparency, conductivity)</li> <li>• Describe and test for how to recover a dissolved material from a solution (e.g. process of evaporation)</li> </ul> |  |
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|                            | position of the sun in the sky<br>effects shadow length   |   |  |
| <b>Computing</b>           | <p><b>Online Safety: (T1)</b></p> <p>Self-image and Identity</p> <p>Online Relationships (T1)</p> <p>Online Reputation (T2)</p> <p>Programming and computational thinking</p> <p>Information Technology</p> <p>Digital Literacy (Communication and collaboration)</p> | <p><b>Online Safety: (T3)</b></p> <p>Online Bullying</p> <p>Managing Online Information: (T4)</p> <p>Programming and computational thinking</p> <p>Information Technology</p> <p>Digital Literacy (Communication and collaboration)</p> | <p><b>Online Safety: (T5)</b></p> <p>Health, Well-being and Lifestyle</p> <p>Privacy and Security (T6)</p> <p>Copyright and Ownership (T6)</p> <p>Programming and computational thinking</p> <p>Information Technology</p> <p>Digital Literacy (Communication and collaboration)</p> |
| <b>Religious Education</b> | <p><b>Christianity: Salvation (T1)</b><br/>What did Jesus do to save the human beings?</p> <p><b>Islam: Places of worship (T2)</b><br/>Comparing a mosque to a church</p>   | <p><b>Islam: Holy books (T3)</b><br/>Sacred books and religious teaching</p> <p><b>Christianity: Salvation (T4)</b><br/>What difference does the Resurrection make for Christians?</p>  | <p><b>Islam: Values and community (T5)</b><br/>How does Islam bring together a sense of community?</p> <p><b>Christianity: Kingdom of God (T6)</b><br/>What kind of king is Jesus?</p>   |

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| <p><b>PSHE</b><br/>Please see Jigsaw planning resources</p> | <p>Being Me in My World (T1)<br/><br/>Celebrating Difference (T2)</p>   | <p>Healthy Me (T3)<br/><br/>Dreams and Goals (T4)</p>  | <p>Relationships (T5)<br/><br/>Changing Me (T6)</p>   |
| <p><b>Music</b></p>   | <p>Across the year (timings dictated by availability of resources), whole-class teaching comprises:</p> <ul style="list-style-type: none"> <li>• 2 x 5 weeks with Music Specialist – 5 weeks Samba (Samba Reggae Cycle A, Samba Ijexa Cycle B) and 5 weeks Ukulele (chord capers with melodic improvisation)</li> <li>• 5-week unit with class teacher on Singing and Performing – musical play for performance to parents (record kept of which is used)</li> <li>• Regular singing led by Specialist</li> </ul> <p>Weekly Listen and Appraise sessions led by class teacher</p> |  |   |
| <p><b>PE</b></p>  | <p>Football (T1)<br/><br/>Gymnastics (T2)</p>   | <p>Dance (T3)<br/><br/>Cricket (T4)</p>  | <p>Tennis (T5)<br/><br/>Athletics (T6)</p>  |
| <p><b>MFL</b></p>   | <p><b>C'est moi et lui (T1)</b><br/><i>Writing an introduction to a French person of yourself and your family</i></p> <p><b>Le Corps humain (T2)</b><br/><i>Name parts of the body<br/>Use labels on diagrams</i></p>   | <p><b>Au medecin (T3)</b><br/><i>Know the names of common ailments<br/>Talk about where on your body hurts</i></p> <p><b>Decris un monster (T4)</b><br/><i>Use body/colour/number voca</i></p> | <p><b>Exploring French Quebec (T5)</b><br/><i>Discover why Canada has two official languages</i></p> <p><b>En Ville (T6)</b><br/><i>Talk about places the town has and doesn't have</i></p> |