

PLATT C.E PRIMARY SCHOOL
Year 5 & 6 Topic Long Term Plan

Year 5/6 – Cycle 1

Term 1 – The Amazon



Term 2 – Dragons Den



Term 3- The Vikings



Amazon Rainforest (Animal kingdoms)

Pupils should:

- locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts and rivers.
- 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- understand geographical similarities and differences through studying the human

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in the circuit
- 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
- Use recognised symbols when drawing a simple circuit diagram

Design and Technology

Design a product for Dragon's Den that involves an electrical circuit.

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

The Vikings (A chosen period in history)

Pupils should be taught to:

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- To include:
- Viking raids and invasion
 - resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066

Changes of Materials

Pupils should be taught to:

- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including the use of filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes

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<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>All Living Things and their Habitats</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird. ▪ Describe the life processes of reproduction in some plants and animals. <p><u>Art</u></p> <ul style="list-style-type: none"> ▪ To improve their mastery of art and design techniques in painting ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ about great artists (Henry Rousseau) 	<p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. <p>Visit- Business Studies teacher at Invicta Grammar School</p>	<ul style="list-style-type: none"> • Explain that some changes result in the formation of new materials, and that this kind of change is irreversible, including changes associated with burning and the action of acid on sodium bicarbonate. <p>Workshop- Steps in Time</p>
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Term 4- Masterchef	Term 5- The seaside	Term 6: Summer Melody
		
<p><u>Masterchef</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>DT</u></p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. E.g. breads <p><u>Animals</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age Be able to chart the stages in growth and development of humans, including puberty Compare gestational periods of other animal with humans or researching and recording the mass/length of a baby as it 	<p><u>The seaside</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider <p><u>Earth and Space</u></p> <p><u>Pupils should:</u></p> <ul style="list-style-type: none"> Be able to describe and explain the movement of the Earth, and other planets, relative to the Sun in our solar system Describe the movement of the Moon relative to the Earth Understand and explain that the Sun, Earth and Moon are approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Know the planets that constitute the solar system 	<p><u>Seaside (school play)</u></p> <ul style="list-style-type: none"> a study of seaside's in British history that extends pupils' chronological knowledge beyond 1066 changes leisure and entertainment in the 20th Century <p><u>Platt, including Great Comp</u></p> <ul style="list-style-type: none"> 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. <p><u>DT (play)</u></p> <ul style="list-style-type: none"> Use research and developing a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups. understand how key events and individuals in garden design have helped shape the world (great comp) <p><u>Art and design</u></p> <ul style="list-style-type: none"> Learn about great designers in history. generate, develop, model and communicate their ideas through

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<p style="text-align: center;">grows</p> <p><u>Art</u></p> <ul style="list-style-type: none">▪ to create sketch books to record their observations and use them to review and revisit ideas▪ to improve their mastery of art and design techniques, including pastels.▪ about great artists in history. (Turner) <p>Link: MGGS cooking</p>	<p>Visit: Dome (solar experience) visiting school</p>	<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none">• Artist study (Georgia O’Keeffe)• to improve their mastery of art techniques, including water colour <p>Visit: Great Comp Garden (link great designers) Production manager visit.</p>
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