Cycle A - Year 5 and 6 Long Term Planning 2024 -25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and key subject focus	World War II (History focus)		The Vikings (History focus)	North America (Geography focus)	Europe (France) (Geography focus)	Eco-Schools and Geographical skills and fieldwork (Geography focus)
English	Refer to separate sheet for English Planning					
Maths	Refer to separate sheet for Maths Planning					

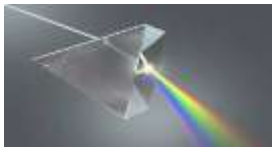
History/ Geography (Key Stage history/ Oddizzi schemes of work)	 **History - World War II – A local history study and a study of an aspect of British history.** **Would you rather be at home or away?** In this history topic children will be taught the following objectives: • INVASION – Why did Britain have to go to war? Where is its place in history? • LEADERSHIP – Who were the leaders of the Axis and Allied countries? Focus on Winston Churchill. • LEADERSHIP – Who were the leaders of the Axis and Allied countries? Focus on Adolf Hitler. • LEGACY – What was life like at 'home'? Focus on the Homefront. • LEGACY – What was life like at 'home'? Focus on AVRO. • LEGACY – What was life like 'away'? Focus on	 **History - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.** **Were the Vikings just brutal invaders?** In this history topic children will be taught the following objectives: • INVASION – Where did the Vikings come from and why? How did they travel? Where is their place in history? • INVASION – Why have the Vikings gained	 **Geography - North America (focus on New York)** In this geography topic children will be taught the following objectives: • LOCATIONAL KNOWLEDGE/ GEOGRAPHICAL SKILLS AND FIELDWORK - What countries are there in North America? • LOCATIONAL KNOWLEDGE/ GEOGRAPHICAL SKILLS AND	 **Geography – Europe (with a focus on France)** In this geography topic children will be taught the following objectives: • LOCATIONAL KNOWLEDGE/ GEOGRAPHICAL SKILLS AND FIELDWORK - What countries and major cities can we locate in Europe? • LOCATIONAL KNOWLEDGE/	**Water and geographical skills and fieldwork** In this topic children will be taught the following objectives linked to water and geographical skills and fieldwork using the school grounds: • What are the problems with bottled drinking water? Are

	evacuation and soldiers. • INVASION – What was life like 'away'? Focus on the Battle of Britain. • INVASION – How was Leeds affected during the war? • LEGACY – How did the people of Leeds celebrate VE day? • ASSESSMENT – Would you rather be at home or away? Visit WW2 pillbox	such a bad reputation? • SETTLEMENT and LEGACY – What can we learn about Viking settlement from studying place names? • SETTLEMENT – How have recent excavations changed our view of the Vikings? • LEADERSHIP AND SETTLEMENT – How did the Vikings try to take over the country and how close did they get? • ASSESSMENT – Raiders or settlers: How should we remember the Vikings? Re-enact a Viking raid on the playground	• FIELDWORK - What are the major cities of North America? LOCATIONAL KNOWLEDGE/ GEOGRAPHICAL SKILLS AND • FIELDWORK -What are the climate zones of North America? PLACE KNOWLEDGE- What are the different geographical features of North America? • PLACE KNOWLEDGE - What are the similarities and differences between Leeds in the UK and New York in North America? HUMAN GEOGRAPHY - What are the connections between natural resources and land use in North America?	• GEOGRAPHICAL SKILLS AND FIELDWORK- What are the environmental regions of Europe? • LOCATIONAL KNOWLEDGE - What are the key physical and human characteristics of places in Europe? HUMAN • GEOGRAPHY - What types of settlement and land use and economic activity can be found in France? PLACE • KNOWLEDGE - What are the human similarities and differences between Leeds in the UK and Paris in France? PLACE KNOWLEDGE - What are the physical similarities and differences between Leeds in the UK and Paris in France?	there sustainable alternatives? Why do people • in developing countries have limited access to water? How can we make • sure everyone has clean, safe water? What are the differences • between the human features of Nunroyd Park and Tarnfield Dam? What are the differences • between the physical features of Nunroyd Park and Tarnfield Dam? Project – Plan a sustainable area • that has a balance of nature, varied habitats and gives back to others.

Science

Upper KS2 – working scientifically – to be taught throughout the year

During years 5 and 6 children will be taught to use practical scientific methods, processes and skills through the teaching of the programme of study outlined in the National Curriculum.



Light Y6

In this topic children will be taught to:

- recognise that light appears to travel in straight lines
- 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
- 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
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Outdoor learning –
Look at cars. Why have rear view mirrors been placed where they have?
Investigate refract light with a prism and the sun on the playground.

Animals including humans Y6

In this topic children will be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

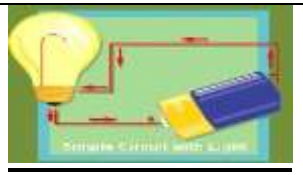
Outdoor learning - Use outside grounds to carry out investigations into impact of exercise on way their bodies work. Demonstrate the

Evolution and inheritance Y6

In this topic children will be taught to:

- recognise that living things recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Outdoor learning - Identify plants around school grounds, pond and cycle path have adapted to suit their environment.
Go in a learning walk for nature.



Electricity Y6

In this topic children will be taught to:

- use recognised symbols when representing a simple circuit in a diagram
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used 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

Living things and their habitats Y6

In this topic children will be taught to

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Outdoor learning - Collect and classify animals into common invertebrates (eg insects, snails etc) and vertebrates (use of pond)
Research and identify unfamiliar plants and trees outside.
Classify leaves/ twigs from different trees in the school grounds

		circulatory system on the playground.			

Computing (Teach Computing Curriculum Scheme of work)	**Teach Computing Curriculum** **Unit 5.6 – Selection in quizzes** **(Programming)** In this topic children will be using **Scratch** and will be taught to: • To explain how selection is used in computer programs. • To relate that a conditional statement connects a condition to an outcome. • To explain how selection directs the flow of a program. • To design a program which uses selection. • To create a program which uses selection. • To evaluate my program **Significant people in the history of computing:** Bill Gates (co-founder of Microsoft)	**Teach Computing Curriculum** **Unit 5.4 – Flat-file databases** **(Data and Information)** In this topic children will be using **j2 data** and will be taught to: • To use a form to record information. • To compare paper and computer-based databases • To outline how grouping and then sorting data allows us to answer questions. • To explain that tools can be used to select specific data. • To explain that computer programs can be used to compare data visually. • To apply my knowledge of a database to ask and answer real-world questions.	**Teach Computing Curriculum** **Unit 6.5 – 3D modelling** **(Creating Media)** In this topic children will be using **TinkerCAD** and will be taught to: • To use a computer to create and manipulate three-dimensional (3D) digital objects. • To compare working digitally with 2D and 3D graphics • To construct a digital 3D model of a physical object • To identify that physical objects can be broken down into a collection of 3D shapes • To design a digital model by combining 3D objects • To develop and improve a digital 3D model.	**Teach Computing Curriculum** **Unit 6.6 – Sensing** **(Programming)** In this topic children will be using **Micro:bit** and will be taught to: • To create a program to run on a controllable device • To explain that selection can control the flow of a program. • To update a variable with a user input • To use an conditional statement to compare a variable to a value • To design a project that uses inputs and outputs on a controllable device. • To develop a program to use inputs and outputs on a controllable device. **Significant people in the history of computing:** Hedy Lamaar (invented the technology that enabled us to have Wi-fi and Bluetooth) Mark Zuckerberg (invented Facebook)	**Teach Computing Curriculum** **Unit 6.2 – Webpage creation** **(Creating Media)** In this topic children will be using **Google sites** and will be taught: • To review an existing website and consider its structure. • To plan the features of a web page • To consider the ownership and use of images (copyright) • To recognise the need to preview pages. • To outline the need for a navigation path To recognise the implications of linking to content owned by other people	**Teach Computing Curriculum** **Unit 6.4 – Intro to spreadsheets** **(Data and Information)** In this topic children will be using **Microsoft Excel** and will be taught: To identify questions which can be answered using data. To explain that objects can be described using data. To explain that formula can be used to produce calculated data. To apply formulas to data, including duplicating To create a spreadsheet to plan an event. To choose suitable ways to present data **Be internet legends – whole school scheme of work** In this topic children will be taught to be: ***Be Internet Secure:*** • Explain why it's important to keep personal information private online. • Describe wats to keep personal information

						private online by using safety tools and privacy settings. • Describe how to find and ask for help if someone feels unsafe online. ***Be Internet Kind*** • Demonstrate ways to build positive and healthy online relationships and friendships. • Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy. • Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.
Online safety	**Teach Computing Curriculum:** The unit overviews for each unit show the links between the content of the lessons and the national curriculum and ***Education for a Connected World framework***. These references have been provided to show where aspects relating to online safety, or digital citizenship, are covered within the Teach Computing Curriculum. Not all of the objectives in the Education for a Connected World framework are covered in the Teach Computing Curriculum, as some are better suited to personal, social, health, and economic (PSHE) education; spiritual, moral, social, and cultural (SMSC) development; and citizenship – ***please refer to these subjects individually for further information about online safety.***					
	Education for a Connected World framework: **Managing online information** **Online reputation**		**Education for a Connected World framework:** **Privacy and security**		**Education for a Connected World framework:** **Online relationships** **Copyright and ownership**	**Be Internet Legends Scheme of work**

Art and design (Kapow combined scheme of work)	**Design and technology focus this half term**	**Design and technology focus this half term**	**Kapow Y6** **Drawing:** **Make my voice heard**	**Design and technology focus this half term**	**Kapow Y6** **Sculpture and 3D:** **Making memories**	**Kapow Y6** **Craft and design:** **Photo opportunity**
Design and Technology (Projects on a page)	**Projects on a Page: Structures – Frame structures** (Anderson shelters) Explore shelters outside in school grounds. Make a shelter.	**Digital World – Navigating the world** + Cooking and Nutrition lesson	**Art focus this half term**	**Projects on a Page: Electrical systems – more complex switches and circuits** (including programming, monitoring and control)	**Art focus this half term**	**Art focus this half term**
Foreign Language – French (Language Angels scheme of work)	**Phonetics lesson 3 (CV)** **What is the date? (I)** Learn months of year, how to say the date, how to say your birthday, French calendar	**My home (I)** Learn 10 rooms, learn phrase chez moi, il (n')y a)pas de) (at my house there is/there isn't)	**Habitats (I)** Name the 5 most common types of habitats. To use the verbs regular – er verbs habiter and pousser		**Clothes (I)** Learn 21 items of clothing, introduction to je porte (I am wearing)	**At School (P)** Learn 10 school subjects, introduction to time, je vais (I am going), school timetable
Music (GetSet4Music scheme of work)	**World War II (Y6)**	**GarageBand (Y6)** Preparation for Christmas Concert	**Whole class instrumental lessons – Ukulele**			

Physical Education: (GetSet4PE scheme of work, Cross Curricular Orienteering and Velocity)	OAA Use Getset4PE Scheme 6 lessons (Yr5 lessons)	OAA Use Getset4PE Scheme 6 lessons (Yr6 Lessons)	OAA Orienteering Scheme 6 lesson s (Y5 lessons)	OAA Orienteering Scheme 6 lessons (Y6 lessons)	Athletics Sports Day Prep	Rounders
	(Outside) Football	(Outside) Netball	(Outside) Tag Rugby	(Hall) Gymnastics	(Outside) Cricket	(Outside) Athletics
	(Inside) Netball	(Inside) Netball	(Hall) Dance	(Outside) Hockey	(Outside) Cricket	(Outside) Tennis
PE: Worldwide sports	**Rugby World Cup** **Golf Ryder Cup** **Cricket ODI World Cup**		**Rugby Six Nations** **Winter Youth Olympics** **Football FA Cup Final**		**Wimbledon** **Sports Day** **Tour de France**	
Religious Education (Leeds Agreed Syllabus 2024 - 2029)	**Core Pathway 2 Y6 - How do Sikhs symbolise their commitment?**	**Core Pathway 5 Y6 - How and why are Jewish festivals celebrated today?**		**Focus Pathway 6 Y6 – What is the significance of Easter, Ascension and Pentecost?** **Visit local church**	**Focus Pathway 2 and 4 Y6 – Why are rites of passage important?**	
PSHE (You, Me and PSHE)	**Identity, society and equality** Human rights	**Drug, alcohol and tobacco education** Weighing up risk	**Mental health and emotional wellbeing** Healthy Minds	**Keeping safe and managing risk** Keeping safe – out and about. FGM	**Identity, society and equality Y5** Stereotypes, discrimination and prejudice (including tackling homophobia)	**Relationship & sex Education Y5** Growing up and changing
					Relationship & sex education Y6 Healthy relationships/ How a baby is made (part one)	**Relationship & sex education Y6** Healthy relationships/How a baby is made (part two)

Other events within school (please note that additional events may be added during the year where appropriate)	Fairtrade Fortnight – September Harvest Festival – October Black History Month – October	Anti-bullying week – November Remembrance service – November COP29 – November/ December Christmas – December	Safer Internet Week - February	Science Day – March World Book Day – March Easter - March/ April		Sports Day – July ALPT project