

## Y5/6 LTP Year B

### Autumn 1 – Cosmic

#### Science: **Earth and Space**

- Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?
- Can they explain how seasons and the associated weather is created?
- Can they describe and explain the movement of the Moon relative to the Earth?
- Can they describe the sun, earth and moon as approximately spherical bodies?
- Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?
- Can they compare the time of day at different places on the earth?
- Can they create shadow clocks?
- Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?
- Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)

#### History: **Space Race**

- Can they describe historical events from the different period/s they are studying/have studied?
- Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?

#### Geography: **None**

#### Art: **Mixed media – Gaudi inspired**

Can they combine visual and tactile qualities to express mood and emotion?

- Can they justify the materials they have chosen?
- Can they combine pattern, tone and shape?

#### Computing: **6.1 We are adventure gamers – space exploration game**

- Can they combine sequences of instructions and procedures to turn devices on or off?
- Do they understand input and output?
- Can they use an ICT program to control an external device that is electrical and/or mechanical?
- Can they use ICT to measure sound or light or temperature using sensors?
- Can they explore 'What is' questions by playing adventure or quest games?
- Can they write programs that have sequences and repetitions?
- Can they explain how algorithm works?
- Can they detect errors in a program and correct them?
- Can they use an ICT program to control a number of events for an external device?
- Can they use ICT to measure sound, light or temperature using sensors and interpret the data?
- Can they explore 'what if' questions by planning different scenarios for controlled devices?
- Can they use input from sensors to trigger events?
- Can they check and refine a series of instructions?

#### RE: **Am I always right?**

Core question – Norfolk Agreed Syllabus

Human/Social Sciences – Does religion bring peace, conflict or both? Is it possible for something to always be right or wrong?

Can I decide if our school rules are fair?

Can I live by the main rules of two religions represented in the local community?

Can I describe the Five Precepts in Buddhism?

Can I explain why there is conflict?

Can I explain what Holocaust Memorial Day is?

Can I say who has made a moral choice in a text from a religion represented in the local community?

Challenge: Can I say what I would stand up for and why?

#### Music: **Charanga Unit 'Living on a prayer'**

- Can I analyse features within a piece of music?
- Can I choose the most appropriate tempo for a piece of music?
- Can I take a lead in a performance?
- Can I perform parts from memory?
- Can I suggest improvements to my own or others work?
- Can I explain why I think my music is successful or unsuccessful?
- Can I describe, compare and evaluate music using musical vocabulary?

**PE: Moving and Travelling**

I can adapt and refine the way I use actions, dynamics and relationships in my dance.

I can perform different styles of dance clearly and fluently.

I can recognise and comment on dances, showing an understanding of style.

I can suggest ways to improve my own and other people's work.

I can lead a partner through short warm-up routines.

I can identify areas of strength and areas for development in my fitness.

I can perform a range of jumps showing some technique.

I can show control at take-off in jumping activities.

I can work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances.

I can adapt and refine the way I use actions, dynamics and relationships to improve my dance.

I can choreograph a dance using props.

I can perform dances fluently and with control.

I can use appropriate language to evaluate and refine my own and others' work.

I can lead a small group through a short warm-up routine.

I understand the different components of fitness and ways to test and develop them.

I can select and apply the best pace for a running event.

I can exchange a baton with success.

I can perform jumps for height and distance using good technique.

## Autumn 2 – The Highwayman

### Science: Electricity

- Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)
- Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?
- Can they use recognised symbols when representing a simple circuit in a diagram?
- Can they explain the danger of short circuits?
- Can they explain what a fuse is?
- Can they explain how to make changes in a circuit?
- Can they explain the impact of changes in a circuit?
- Can they explain the effect of changing the voltage of a battery?

Art: None

### DT: Cams and Levers

- Can they come up with a range of ideas after they have collected information?
  - Can they produce a detailed step-by-step plan?
  - Can they use a range of tools and equipment expertly?
  - Do they persevere through different stages of the making process?
  - Do they check whether anything could be improved?
  - Can they evaluate appearance and function against the original criteria?
  - Are their measurements accurate enough to ensure that everything is precise?
  - How have they ensured that their product is strong and fit for purpose?
  - Can they work within constraints?
  - Can they follow and refine their plan if necessary?
  - Can they justify their plan to someone else?
  - Can they use tools and materials precisely?
  - Do they change the way they are working if needed?
- How well do they test and evaluate their final product?
- What would improve it?
  - Would different resources have improved their product?
  - Does their product meet all design criteria?
  - Can they justify why they selected specific materials?
  - How have they ensured that their work is precise and accurate?
  - Can they hide joints so as to improve the look of their product?

RE: Christianity – How has belief in Christianity impacted on music and art through history? (Christmas Hymns)

### Music: Charanga Unit 'Classroom Jazz'

- Can I analyse features within a piece of music?
- Can I choose the most appropriate tempo for a piece of music?
- Can I take a lead in a performance?
- Can I perform parts from memory?
- Can I suggest improvements to my own or others work?
- Can I explain why I think my music is successful or unsuccessful?
- Can I describe, compare and evaluate music using musical vocabulary?

Computing: 6.4 We are network engineers

### PE: Sending and Receiving

I can show accuracy and good technique when throwing for distance.  
I can understand how stamina and power help people to perform well in different athletic activities.  
I can pass, receive and shoot the ball with some control under pressure.  
I can throw accurately at a target.  
I can dribble, pass, receive and shoot the ball with some control under pressure.  
I can show accuracy and good technique when throwing for distance.  
I can pass, receive and shoot the ball with increasing control under pressure.  
I can dribble, pass, receive and shoot the ball with increasing control under pressure.

### RE: Why is Diwali celebrated by both Hindus and Sikhs?

Core question – Norfolk Agreed Syllabus

Human/Social Sciences - What does it mean to be part of a global religious/worldview community?

Can I find out what celebrations the children in my class take part in each year?

Can I remember what I learnt about Diwali from Key Stage 1?  
 Can I know what the origins of Hinduism and Sikhism are?  
 Can I know why and how Diwali is celebrated by both religions?  
 Can I re-tell a story linked to Diwali?  
 Challenge:  
 Can I say why it is important for communities to come together for celebrations?

### Spring 1 – Arthur and the Golden Rope

**Geography: Settlements; similarities and differences in places in Europe**

- Can they describe how some places are similar and others are different in relation to their physical features?
- Can they analyse population data on two settlements and report on findings and questions raised?

**History: Vikings raids and invasions**

- Do they appreciate that significant events in history have helped shape the country we have today?
- Can they describe historical events from the different period/s they are studying/have studied?
- Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
- Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
- Can they trace the main events that define Britain’s journey from a mono to a multi-cultural society?

**Science: Light and sight**

- Can they recognise that light appears to travel in straight lines?
- Can they 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?
- Can they 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?
- Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?
- Can they explain how different colours of light can be created?
- Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton’s first reflecting telescope)

**Art: None**

**Music: Charanga unit: Make you feel my life**

- Can I analyse features within a piece of music?
- Can I choose the most appropriate tempo for a piece of music?
- Can I take a lead in a performance?
- Can I perform parts from memory?
- Can I suggest improvements to my own or others work?
- Can I explain why I think my music is successful or unsuccessful?
- Can I describe, compare and evaluate music using musical vocabulary?

**PE: Balancing and performing**

- I can create and perform sequences using apparatus, individually and with a partner.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use strength and flexibility to improve the quality of a performance.
- I understand what counter balance and counter tension is and can show examples with a partner.
- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences taking using compositional devices to improve the quality.

•Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.

Computing: 6.4 – We are Network engineers

**RE: What is prayer and meditation?**

Core question – Norfolk Agreed Syllabus

Theology - How do \_\_\_\_\_ make sense of the world?

Can I explain why Buddhists meditate?

Can I describe the prayer rituals in Christianity, Islam and Judaism?

Can I recognise which prayers are associated with occasions for two different religions?

Can I recognise some key prayers from major religions, and their significance?

Can I write a prayer or poem linked to my life and beliefs?

Challenge:

Can I describe what prayer or meditation means to me?

## Spring 2 – Shackleton's Journey

### Science: Animals including animals- circulatory system

- Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?
- Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?
- Can they describe the ways in which nutrients and water are transported within animals, including humans?
- Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?
- Can they compare the organ systems of humans to other animals?
- Can they make a diagram of the human body and explain how different parts work and depend on one another?
- Can they name the major organs in the human body?
- Can they locate the major human organs?
- Can they make a diagram that outlines the main parts of a body?

### Geography: Similarities and differences UK and S. America

- Can they locate and name the main countries in South America on a world map and atlas?
- Can they describe how some places are similar and others are different in relation to their physical features?

### History:

### Art: Paint and Colour - Hokusai

- Can they create a range of moods in their paintings?
- Can they express their emotions accurately through their painting and sketches?
- Can they explain what their own style is?
- Can they use a wide range of techniques in their work?
- Can they explain why they have chosen specific painting techniques?

### Computing: 6.5 We are travel writers

### RE: What do people believe happens after someone dies?

#### Core question – Norfolk Agreed Syllabus

#### Philosophy – Are angels real?

#### Can people come back to life?

Can I find out what two religions represented in the community believe happens after someone dies?

Can I find out how different religions celebrate the end of a person's life?

Can I explain what different religions have in common?

Can I explain what Humanists and Buddhists believe about death?

#### Challenge:

Can I say how I would want to be remembered?

### Music: Fresh Prince

- Can I analyse features within a piece of music?
- Can I choose the most appropriate tempo for a piece of music?
- Can I take a lead in a performance?
- Can I perform parts from memory?
- Can I suggest improvements to my own or others work?
- Can I explain why I think my music is successful or unsuccessful?
- Can I describe, compare and evaluate music using musical vocabulary?

### PE: Attacking and Defending

I understand the rules of the game and I can use them most of the time.

I understand there are different skills for different situations and I am beginning to use this.

I can move into space to help my team.

I know what position I am playing in and how to contribute when attacking and defending.

I can select the appropriate action for the situation.

I can use the rules of the game consistently.

I can create and use a variety of tactics to help my team.

I can create and use space to help my team.

I can select and apply different movement skills to lose a defender.

## Summer 1 - Floodlands

Geography: Rivers, water cycle, Coasts, Counties and cities UK.

- Can they explain why many cities of the world are situated by rivers?
- Can they explain how the water cycle works?
- Can they explain why water is such a valuable commodity?
- Can they explain why people are attracted to live by rivers?
- Can they name and locate many of the world's major rivers on maps?

Science: Living things and their habitats (life processes); Animals including humans (human development)

- Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird?
- Can they describe the life cycles of common plants?
- Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)
- Can they describe the changes as humans develop to old age?
- Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies?
- Can they describe the changes experienced in puberty?
- Can they draw a timeline to indicate stages in the growth and development of humans?
- Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?
- Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?

History: None

Music: Party in the Street

- Can I analyse features within a piece of music?
- Can I choose the most appropriate tempo for a piece of music?
- Can I take a lead in a performance?
- Can I perform parts from memory?
- Can I suggest improvements to my own or others work?
- Can I explain why I think my music is successful or unsuccessful?
- Can I describe, compare and evaluate music using musical vocabulary?

Computing: 5.4 – We are web developers

**RE: What do we believe in our locality?**

Core question – Norfolk Agreed Syllabus

Human/Social Sciences – How do/have religious groups contribute to society and culture across the world?

Can I say what places of worship are down the road?

Can I say which faiths are represented within 5km of our school and which are not?

Can I explain what agnosticism and atheism mean?

Can I explain what the census tells us for our area?

Can I explain what the national picture is?

Can I describe what people believe in a country we are studying?

Challenge:

What can I learn from others?

PE: Co-ordinating and controlling

I can move with control from one pose to another.

I can use yoga poses and my breath to improve my flexibility.

I show balance whilst in yoga poses.



I show control and co-ordination in my sequence.

I can use yoga poses to improve my flexibility.

I can link poses with control to move from one pose to another.

I can balance whilst transitioning into yoga poses.

I can hold a yoga pose with strength and control.

## Summer 2 – Adventures of Odysseus

### History: Ancient Greece and its legacy

Can they use their mathematical skills to work out exact time scales and differences as need be?

- Do they appreciate that significant events in history have helped shape the country we have today?
- Can they describe historical events from the different period/s they are studying/have studied?
- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?
- Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
- Can they describe features of historical events and people from past societies and periods they have studied?
- Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?
- Can they suggest why there may be different interpretations of events?

### Geography: Learn about Greece

- Can they explain why many cities of the world are situated by rivers?
- Can they begin to recognise the climate of a given country according to its location on the map?
- Can they explain how the time zones work?

### DT: Cooking -Greek food

- Can they come up with a range of ideas after they have collected information?
- Do they take a user's view into account when designing?
- Can they explain how their product will appeal to the audience?
- Can they evaluate appearance and function against the original criteria?
- Can they describe what they do to be both hygienic and safe?
- How have they presented their product well?
- Do they consider culture and society in their designs?
- Do they change the way they are working if needed?
- Does their product meet all design criteria?
- Can they explain how their product should be stored with reasons?

### Art: Sculpture (Greek clay pots)

Can I begin to sculpt clay and other mouldable materials?

### PE: Striking and Fielding

I can sometimes strike a bowled ball.

I am developing a wider range of skills and I am beginning to use these under some pressure.

I can use the skills I prefer with increasing consistency.

I understand the need for tactics and have begun to choose and use some tactics effectively.

I can strike a bowled ball with increasing consistency.

I understand and can use some tactics in the game as a batter, bowler and fielder.

I can use a wider range of skills in game situations.

I can select the appropriate action for the situation.

### Music: Charanga unit 'Reflect, rewind and replay'

- Can I analyse features within a piece of music?
- Can I choose the most appropriate tempo for a piece of music?
- Can I take a lead in a performance?
- Can I perform parts from memory?
- Can I suggest improvements to my own or others work?
- Can I explain why I think my music is successful or unsuccessful?
- Can I describe, compare and evaluate music using musical vocabulary?

### Computing: 5.3 We are artists

#### RE: What do we believe in our locality?

Core question – Norfolk Agreed Syllabus

Human/Social Sciences – How do/have religious groups contribute to society and culture across the world?

Can I say what places of worship are down the road?

Can I say which faiths are represented within 5km of our school and which are not?

Can I explain what agnosticism and atheism mean?

Can I explain what the census tells us for our area?

Can I explain what the national picture is?

Can I experiment with and combine materials and processes to design and make 3D form?  
Can I sculpt clay and other mouldable materials?

Can I describe what people believe in a country we are studying?  
Challenge:  
What can I learn from others?