

Y5/6 LTP Cycle A

Autumn 1 – 2 week intro Goodnight, Mister Tom (5 weeks)

Science: Forces

Can I explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?

Can I identify the effects of air resistance, water resistance and friction that act between moving surfaces?

Can I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?

Can I describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)

Can I design very effective parachutes?

Can I work out how water can cause resistance to floating objects?

Can I explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?

Working Scientifically:

Can I plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?

Can I make a prediction with reasons?

Can I take measurements using a range of scientific equipment with increasing accuracy and precision?

Can I record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?

Can I vary one factor whilst keeping the others the same in an experiment?

Can I explain why they do this?

Can I plan and carry out an investigation by controlling variables fairly and accurately?

Can I make a prediction with reasons?

Can I decide which units of measurement they need to use?

Can I record their measurements in different ways? (including bar charts, tables and line graphs)

Can I take measurements using a range of scientific equipment with increasing accuracy and precision?

Geography: Comparing parts of the UK, land use and map work

Can I give an extended description of the human features of different places around the world?

Can I describe how some places are similar and others are different in relation to their human features?

Can I explain how human activity has caused an environment to change?

History: WW2 – Battle of Britain

Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?

Can they describe historical events from the different period/s they are studying/have studied?

Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?

Can they say where a period of history fits on a timeline?

Can they place a specific event on a timeline by decade?

Can they summarise how Britain has had a major influence on world history?

Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

Can they identify and explain their understanding of propaganda?

Can they describe a key event from Britain's past using a range of evidence from different sources? Can they summarise the main events from a specific period in history explaining the order in which key events happened?

Can they suggest relationships between causes in history?

Can they suggest why certain events, people and changes might be seen as more significant than others?

RE: How did it all start?

Core question: Are creation and science conflicting or complementary?

Can I re-tell the creation as described in the Bible?

Can I find out if there is a conflict between the Bible story and scientific evidence for evolution?

Can I find out how another religion represented in our community believe the world and life began?

Can I find other creation stories from around the world and re-tell them?

Can I know what things religions and cultures have in common?

Challenge:

Can I explain my belief of how the world began?

Music: Advanced Rhythm

Can I develop an understanding of the Kodaly music method?

Can I strengthen the feeling of pulse when working with rhythmic patterns?

Can I explore rhythmic patterns in order to build the sense of pulse?

Can I use knowledge of rhythm to create own composition?

Can I use knowledge of rhythmic notation to notate own composition?

PE: Moving and Travelling (Dance and Fitness)

Can I adapt and refine the way I use actions, dynamics, and relationships in my dance?

Can I perform different styles of dance clearly and fluently?

Can I recognise and comment on dances, showing an understanding of style?

Can I suggest ways to improve my own and other people's work?

Can I lead a partner through short warm-up routines?

Can I identify areas of strength and areas for development in my fitness?

Can I perform a range of jumps showing some technique?

Can I show control at take-off in jumping activities?

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

Can I adapt and refine the way I use actions, dynamics, and relationships to improve my dance?

Can I choreograph a dance using props?

Can I perform dances fluently and with control?

Can I use appropriate language to evaluate and refine my own and others' work?

Can I lead a small group through a short warm-up routine?

Can I select and apply the best pace for a running event?

Can I exchange a baton with success?

Can I perform jumps for height and distance using good technique?

Computing: Basic Computer Skills – Y6 Introduction to Spreadsheets (Teach computing)

Can I collect and enter data into a spreadsheet?

Can I explain what an item of data is?

Can I choose an appropriate format for a cell?

Can I explain which data types can be used in calculations?

Can I construct a formula in a spreadsheet?

Can I create a formula which includes a range of cells?

Can I apply a formula to multiple cells by duplicating it?

Can I use a spreadsheet to answer questions?

Can I explain why data should be organised?

Can I produce a chart?

Can I use a chart to show the answer to a question?

Y5/6 LTP Cycle A

Autumn 2 – Goodnight, Mister Tom continued (5 weeks)	
The Viewer (3 weeks)	
<p>Science: Properties and Changes of Materials</p> <p>Can I compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?</p> <p>Can I explain how some materials dissolve in liquid to form a solution?</p> <p>Can I describe how to recover a substance from a solution?</p> <p>Can I use their knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?</p> <p>Can I give reasons, based on evidence for comparative and fair tests for the uses of everyday materials, including metals wood and plastic?</p> <p>Can I describe changes using scientific words? (Evaporation, condensation)</p> <p>Can I demonstrate that dissolving, mixing and changes of state are reversible changes?</p> <p>Can I explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?</p> <p>Can I use the terms ‘reversible’ and ‘irreversible’?</p> <p>Can I describe methods for separating mixtures? (Filtration, distillation)</p> <p>Can I work out which materials are most effective for keeping us warm or for keeping something cold?</p> <p>Can I use their knowledge of materials to suggest ways to classify? (Solids, liquids, gases)</p> <p>Can I explore changes that are difficult to reverse, e.g., burning, rusting and reactions such as vinegar with bicarbonate of soda?</p> <p>Can I explore the work of chemists who create new materials, e.g., Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?</p> <p>DT: Textiles – ‘Make do and mend’</p> <p>Can I come up with a range of ideas after they have collected information?</p> <p>Can I take a user’s view into account when designing?</p> <p>Can I produce a detailed step-by-step plan?</p> <p>Can I suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p>Can I explain how their product will appeal to the audience?</p> <p>Can I use a range of tools and equipment expertly?</p> <p>Can I persevere through different stages of the making process?</p> <p>Can I check whether anything could be improved?</p> <p>Can I evaluate appearance and function against the original criteria?</p> <p>Can I think what the user would want when choosing textiles?</p> <p>Can I make my product attractive and strong?</p> <p>Can I make up a prototype first?</p> <p>Can I use a range of joining techniques?</p> <p>Can I use a range of information to inform their design?</p> <p>Can I use market research to inform plans?</p> <p>Can I work within constraints?</p> <p>Can I follow and refine their plan if necessary?</p> <p>Can I justify their plan to someone else?</p> <p>Can I use tools and materials precisely?</p> <p>Can I change the way they are working if needed?</p> <p>Can I check my product is fit for purpose?</p> <p>Can I decide what would improve it?</p> <p>Can I consider different resources to improve my product?</p> <p>Can I decide if my product meets all design criteria?</p> <p>Can I consider what would improve my product even more?</p>	<p>RE: What can we learn from religious texts?</p> <p>Core question: Why do people interpret things differently?</p> <p>Can I say what I have learnt from books and texts that have helped us lead our lives?</p> <p>Can I describe what the Shema is and why is it a source of wisdom?</p> <p>Can I describe what the 1st Surah teaches in The Qur’an?</p> <p>Can I explain what 1 Corinthians 13 tells us about love?</p> <p>Can I find out if prayer is common to all religions?</p> <p>Challenge:</p> <p>Can I say what I have learnt from religious texts?</p> <p>Music: Christmas Performance</p> <p>Can I learn the lyrics to a song?</p> <p>Can I learn the melody of a song?</p> <p>Can I learn a song to memory?</p> <p>Can I practice for a performance?</p> <p>Can I perform a song?</p> <p>PE: Sending and Receiving (Netball)</p> <p>Can I show accuracy and good technique when throwing for distance?</p> <p>Can I understand how stamina and power help people to perform well in different athletic activities?</p> <p>Can I pass, receive and shoot the ball with some control under pressure?</p> <p>Can I throw accurately at a target?</p> <p>Can I dribble, pass, receive and shoot the ball with some control under pressure?</p> <p>Can I show accuracy and good technique when throwing for distance?</p> <p>Can I pass, receive and shoot the ball with increasing control under pressure?</p> <p>Can I dribble, pass, receive and shoot the ball with increasing control under pressure?</p> <p>Computing: Computing systems and networks - Communication and collaboration</p> <p>Can I recognise that data is transferred using agreed methods?</p> <p>Can I explain that internet devices have addresses?</p> <p>Can I explain that all data transferred over the internet is in packets?</p> <p>Can I recognise how to access shared files stored online?</p> <p>Can I send information over the internet in different ways?</p>

Y5/6 LTP Cycle A

Spring 1 – Wolf Brother (6 weeks)	
<p>Science: Inheritance, adaptation and evolution</p> <p>Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?</p> <p>Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?</p> <p>Can I give reasons why offspring are not identical to each other or to their parents?</p> <p>Can I explain the process of evolution and describe the evidence for this?</p> <p>Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</p> <p>Can I talk about the work of Charles Darwin, Mary Anning and Alfred Wallace?</p> <p>Can I explain how some living things adapt to survive in extreme conditions?</p> <p>Can I analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?</p> <p>Can I begin to understand what is meant by DNA?</p> <p>Geography: Physical geography – mountains; country study – Finland.</p> <p>Can I find possible answers to their own geographical questions?</p> <p>Can I name and locate many of the world’s most famous mountain regions on maps?</p> <p>Can I use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p>Can I give extended descriptions of the physical features of different places around the world?</p> <p>Can I identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</p> <p>Can I choose the best way to collect information needed and decide the most appropriate units of measure?</p> <p>Art: Charcoal; movement</p> <p>Can I learn about the work of an artist?</p> <p>Can I use charcoal?</p> <p>Can I understand what creates movement in art?</p> <p>Can I create movement using charcoal?</p> <p>Can I plan and practice for a final piece?</p> <p>Can I produce a final piece?</p>	<p>Computing: Online Safety</p> <p>Can I use the internet safely?</p> <p>Do I know what cyberbullying is and how to report it?</p> <p>Can I stay safe when communicating with others online?</p> <p>Do I know how to share information safely online?</p> <p>Can I stay safe when playing online games?</p> <p>Music: Composition notation</p> <p>Theme: Ancient Egypt</p> <p>Can I sing with accuracy, fluency, control, and expression?</p> <p>Can I explore and use different forms of notation?</p> <p>Can I understand note length?</p> <p>Can I read simple pitch notation?</p> <p>Can I use hieroglyphs and stave notation to write a piece of music?</p> <p>PE: Balancing and performing (Gymnastics)</p> <p>Can I create and perform sequences using apparatus, individually and with a partner?</p> <p>Can I use set criteria to make simple judgments about performances and suggest ways they could be improved?</p> <p>Can I use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance?</p> <p>Can I use strength and flexibility to improve the quality of a performance?</p> <p>I understand what counterbalance and counter tension is and can show examples with a partner?</p> <p>Can I combine and perform gymnastic actions, shapes and balances with control and fluency?</p> <p>Can I create and perform sequences taking using compositional devices to improve the quality?</p> <p>RE: What are the Five Pillars of Islam?</p> <p>Core question: How do beliefs shape identity for Muslims?</p> <p>Can I say what we know about the Qur’an and the Sunnah?</p> <p>Can I re-tell the stories of Muhammad?</p> <p>Can I explain what rules I follow in my life and why I follow them?</p> <p>Can I describe what Shahada, Salat, Zakah and Hajj are?</p> <p>Can I explain where is Makkah and why it is so important to Muslims?</p> <p>Challenge:</p> <p>Can I explain how Muslims follow the Five Pillars of Islam?</p>

Y5/6 LTP Cycle A

Spring 2 – Wolf Brother (3 weeks); Book week (1 week)

Art: Painting and colour mixing – landscapes (1 week)

Can I understand the colour wheel and mix colours to make it?
 Can I mix colours?
 Can I compare and critique art styles?
 Can I sketch?
 Can I draw in a style?
 Can I use colours to create mood?
 Can I use watercolours to create a landscape?

History: Stone Age to Iron Age (2 weeks)

Can I say where a period of history fits on a timeline?
 Can I place a specific event on a timeline by decade?
 Can I describe features of historical events and people from past societies and periods they have studied?
 Can I recognise and describe differences and similarities/changes and continuity between different periods of history?
 Can I suggest relationships between causes in history?
 Can I suggest why there may be different interpretations of events?
 Can I pose and answer their own historical questions?

DT: Cooking –making a soup (1 week)

Can I describe what they do to be both hygienic and safe?
 How have they presented their product well?
 Can I produce a detailed step-by-step plan?
 Can I suggest some alternative plans and say what the good points and drawbacks are about each?
 Can I explain why their finished product is going to be of good quality?
 Can I evaluate appearance and function against the original criteria?
 Can I explain how their product should be stored with reasons?
 Can I set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?
 Can I work within constraints?
 Can I follow and refine their plan if necessary?
 Can I justify their plan to someone else?
 Can I use tools and materials precisely?
 Can I decide what would improve it?

Music: Composition to represent the festival of colour

Theme: Holi festival
 Can I understand that music can be represented with colours?
 Can I represent a piece of music as a graphic score?
 Can I create a vocal composition based on a picture?
 Can I create a piece of music inspired by a single colour?
 Can I work as a group to perform a piece of music?

RE: How do different religions celebrate marriage?

Core question: What can we learn from different religions about the tradition of marriage?
 Can I describe what I celebrate?
 Can I say who is special to me and why?
 Can I explain how Christians celebrate marriage?
 Can I explain how Muslims celebrate marriage?
 Can I explain how Hindus celebrate marriage?
 Can I explain how Humanists celebrate marriage?
Challenge:
 Can I explain what I believe about marriage?

PE: Attacking and Defending (Hockey and Swimming/Football)

Can I move with control from one pose to another?
 Can I use yoga poses and my breath to improve my flexibility?
 Can I show balance whilst in yoga poses?
 Can I show control and co-ordination in my sequence?
 Can I use yoga poses to improve my flexibility?
 Can I link poses with control to move from one pose to another?
 Can I balance whilst transitioning into yoga poses?
 Can I hold a yoga pose with strength and control?

Computing: programming – Selection in quizzes

Can I create a program that uses selection to produce different outcomes?
 Can I explain that program flow can branch according to a condition?
 Can I design the flow of a program that contains 'if... then... else...' ?
 Can I use a design format to outline my project?
 Can I identify the outcome of user input in an algorithm?
 Can I identify ways the program could be improved?
 Can I identify the setup code I need in my program?
 Can I extend my program further?

Y5/6 LTP Cycle A

Summer 1 – Suffragettes: The Battle for Equality

Geography: Trade Links and Maps

Can I explain how a location fits into its wider geographical location, with reference to human and economical features?

Can I map land-use?

Can I find possible answers to their own geographical questions?

Can I use maps, aerial photos, plans and web resources to describe what a locality might be like?

Can I understand the term sustainable development? Can I use it in different contexts?

History: Parliament and Equal Rights.

Can I begin to appreciate that how we make decisions has been through a Parliament for some time?

Can I appreciate that significant events in history have helped shape the country we have today?

Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?

Art: Mixed media

Can I use the printed images that I take with a digital camera and combine them with other media to produce artwork?

Can I use IT programs to create a piece of work that includes my own work and that of others?

Can I use the Internet to research an artist or style of art?

Can I create a piece of artwork which includes the integration of digital images that I have taken?

Can I combine graphics and text based on my research?

Can I create a piece of artwork which includes the integration of digital images they have taken?

Can I scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?

Can I create a piece of art which can be used as part of a wider presentation?

Computing: Creating Media – Video Production

Can I explain that video is a visual media format?

Can I identify features of videos?

Can I compare features in different videos?

Can I identify and find features on a digital video recording device?

Can I experiment with different camera angles?

Can I suggest filming techniques for a given purpose?

Can I capture video using a range of filming techniques?

Can I store, retrieve, and export my recording to a computer?

Can I explain how to improve a video by reshooting and editing?

Can I select the correct tools to make edits to my video?

Can I evaluate my video and share my opinions?

Music: South and West Africa

Can I sing a traditional African song unaccompanied?

Can I use tuned percussion to play a chord progression?

Can I use vocals or tuned percussion to perform a piece of music as an ensemble?

Can I play call and response rhythms using percussion instruments?

Can I create an eight beat break to play within a performance?

PE: Co-ordination and control (Athletics and Basketball)

I understand the rules of the game and Can I use them most of the time?

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

Can I move into space to help my team?

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

Can I select the appropriate action for the situation?

Can I use the rules of the game consistently?

Can I create and use a variety of tactics to help my team?

Can I create and use space to help my team?

Can I select and apply different movement skills to lose a defender

Y5/6 LTP Cycle A

Summer 2 – Suffragettes: The Battle for Equality (3 weeks) Varmints (3 weeks)

History: Local Area Study – Watton and surrounding areas.

Can I explain how their locality has changed over time?
 Can I place a specific event on a timeline by decade?
 Can I place features of historical events and people from past societies and periods in a chronological framework?
 Can I recognise and describe differences and similarities/ changes and continuity between different periods of history?

Art: Sculpture

Can I add onto my work to create texture and shape?
 Can I experiment with and combine materials and processes to design and make a 3D form?
 Can I begin to sculpt clay and other mouldable materials?
 Can I combine visual and tactile qualities?
 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 combine pattern, tone and shape?
 Can I create models on a range of scales?
 Can I create work which is open to interpretation by the audience?

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 amphibian, 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?

Computing: Programming

Can I use code to change a sprite's costume?
 Can I use code to make sprites react to input in Scratch?
 Can I add sounds to a sprite in Scratch?
 Can I use a repeat loop to animate a sprite in Scratch?
 Can I use a forever loop to repeat an animation indefinitely?
 Can I understand that loops can be nested within each other?
 Can I understand the need for pauses between actions within loops?
 Can I use code to generate random numbers in Scratch?
 Can I add a variable to store a game score in Scratch?
 Can I add the pen extension in Scratch?
 Can I use broadcasts to control a sprite in Scratch?
 Can I recall how to respond to mouse events in Scratch?

RE: How can religious meaning be expressed through art?

Core question – Norfolk Agreed Syllabus

Human/Social Sciences – How has belief in _____ impacted on music and art through history?

Can I say which artwork I like and why?

Can I describe the key features of Islamic art?

Can I describe what stories can be found in a church's stained-glass windows?

Can I name some of the 64 traditional Hindu arts?

Can I explain how religion is expressed through art in our community?

Challenge:

Can I create a piece of art that is significant to me and my beliefs?

Music: Summer performance

Can I learn the lyrics to a song?
 Can I learn the melody of a song?
 Can I learn a song to memory?
 Can I practice for a performance?
 Can I perform a song?

PE: Striking and Fielding (Tennis and Tri-Golf)

Can I sometimes strike a bowled ball?
 I am developing a wider range of skills and I am beginning to use these under some pressure?
 Can I use the skills I prefer with increasing consistency?
 I understand the need for tactics and have begun to choose and use some tactics effectively?
 Can I strike a bowled ball with increasing consistency?
 I understand and can use some tactics in the game as a batter, bowler, and fielder?