

Y5/6 LTP Year B

Autumn 1

Science: Earth and Space

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

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

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

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

Can they design very effective parachutes?

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

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

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: Place Knowledge and Locational knowledge

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

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 compare land use maps of UK from past with present?

Can I name and locate many of the world's most famous mountain regions on maps?

Can I locate and name the main countries in South America on a world map and atlas?

Can I explain how the time zones work?

Computing: Technology in our lives

Can I tell you whether a resource I am using is on the Internet, the school network or my own device?

Can I identify key words to use when searching safely on the World Wide Web?

Can I think about the reliability of information I read on the World Wide Web?

Can I tell you how to check who owns photos, text and clipart?

Can I create a hyperlink to a resource on the World Wide Web?

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: Kapow: Film Music

PE: Moving and Travelling – OAA and Fitness

Art: Painting and Colour mixing & Artist Study – Kandinsky

Can I predict with accuracy the colours that they mix?

Do I know where each of the primary and secondary colours sits on the colour wheel?

Can I create a background using a wash?

Can I use a range of brushes to create different effects?

Can I create all the colours I need?

Can I create mood in my paintings?

Can I explain why I have chosen specific painting techniques?

Autumn 2

Geography: Coasts

Can I use Google Earth to locate a country or place of interest and to follow the journey of rivers etc?

Can I plan and conduct a geographical enquiry in an unfamiliar place?

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.

Can I give extended descriptions of the physical features of different places around the world?

Can I report on ways in which humans have both improved and damaged the environment?

Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (COASTS), and land-use patterns; and understand how some of these aspects have changed over time.

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 object s 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?

Music: Kapow: Dynamics pitch and texture – Coast, Fingals cave Mendelssohn

PE: Sending and Receiving – Dodgeball/tag rugby

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?

<p>Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)</p> <p>Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.</p>	
<p style="text-align: center;">Spring 1</p>	
<p>Science: Electricity</p> <p>Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)</p> <p>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?</p> <p>Can they use recognised symbols when representing a simple circuit in a diagram?</p> <p>Can they explain the danger of short circuits?</p> <p>Can they explain what a fuse is?</p> <p>Can they explain how to make changes in a circuit?</p> <p>Can they explain the impact of changes in a circuit?</p> <p>Can they explain the effect of changing the voltage of a battery?</p> <p>DT: Cams and Levers</p> <p>Can they come up with a range of ideas after they have collected information?</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Can they use a range of tools and equipment expertly?</p> <p>Do they persevere through different stages of the making process?</p> <p>Do they check whether anything could be improved?</p> <p>Can they evaluate appearance and function against the original criteria?</p> <p>Are their measurements accurate enough to ensure that everything is precise?</p> <p>How have they ensured that their product is strong and fit for purpose?</p> <p>Can they work within constraints?</p> <p>Can they follow and refine their plan if necessary?</p> <p>Can they justify their plan to someone else?</p> <p>Can they use tools and materials precisely?</p> <p>Do they change the way they are working if needed?</p> <p>How well do they test and evaluate their final product?</p> <p>What would improve it?</p> <p>Would different resources have improved their product?</p> <p>Does their product meet all design criteria?</p> <p>Can they justify why they selected specific materials?</p>	<p>Computing: Online Safety (Safer Internet Day 7th Feb)</p> <p>Can I protect my password and other personal information?</p> <p>Can I explain the consequences of sharing too much about myself online?</p> <p>Can I support my friends to protect themselves and make good choices online, including reporting concerns to an adult?</p> <p>Can I explain the consequences of spending too much time online or on a game?</p> <p>Can I explain the consequences to myself and others of not communicating kindly and respectfully?</p> <p>Can I protect my computer or device from harm on the Internet?</p> <p>Music: Kapow: Theme and variations</p> <p>PE: Balancing and performing – gymnastics and dance, swimming?</p> <p>RE: What is prayer and meditation?</p> <p>Core question – Norfolk Agreed Syllabus</p> <p>Theology - How do _____ make sense of the world?</p> <p>Can I explain why Buddhists meditate?</p> <p>Can I describe the prayer rituals in Christianity, Islam and Judaism?</p> <p>Can I recognise which prayers are associated with occasions for two different religions?</p> <p>Can I recognise some key prayers from major religions, and their significance?</p> <p>Can I write a prayer or poem linked to my life and beliefs?</p> <p>Challenge:</p> <p>Can I describe what prayer or meditation means to me?</p>

How have they ensured that their work is precise and accurate?
Can they hide joints so as to improve the look of their product?

Art: Printing and Materials – Icelandic patterns

Can I make a printing block?
Can I make a 2 colour print?
Can I print using at least four colours?
Can I create an accurate print design?
Can I print onto different materials?
Can I print using a number of colours?
Can I create an accurate print design that meets a given criteria?
Can I overprint using different colours?
Can I look very carefully at the methods they use and make decisions about the effectiveness of my printing method?

Spring 2

Science: Animals including humans - circulatory system

Can they describe the changes as humans develop to old age?

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 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?

Art: Sketching and drawing - Facial expressions

Can I show facial expressions in my drawings?

Can I use my sketches to produce a final piece of work?

Can I write an explanation of my sketch in notes?

Can I use different grades of pencil shade, to show different tones and texture?

Can I identify and draw simple objects, and use marks and lines to produce texture?

Can I successfully use shading to create mood and feeling?

Can I organise line, tone, shape and colour to represent figures and forms?

Can I show reflections?

Can I explain why I have chosen specific materials to draw with?

Can my sketches communicate emotions and a sense of self with accuracy and imagination?

Can I explain why they have combined different tools to create my drawings?

Can I explain why I have chosen specific drawing techniques?

Computing: Programming

Can I deconstruct a problem into smaller steps, recognising similarities to solutions used before?

Can I explain and program each of the steps in my algorithm?

Can I evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm?

Can I recognise when I need to use a variable to achieve a required output? Can I use a variable and operators to stop a program?

Can I use different inputs (including sensors) to control a device or onscreen action and predict what will happen?

Can I use logical reasoning to detect and correct errors in algorithms and programs?

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: Looping and remixing

PE: Attacking and Defending – hockey and hand-ball (swimming – Y5)

Summer 1

Science: Living Things and their habitats (Classification)

Can I describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants, and animals?

Can I give reasons for classifying plants and animals based on specific characteristics?

Can I explain why classification is important?

Can I readily group animals into reptiles, fish, amphibians, birds and mammals?

Can I sub divide their original groupings and explain their divisions?

Can I group animals into vertebrates and invertebrates?

Can I find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?

Geography: Human and Physical Geography (Focus on Greece)

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

Can I give extended descriptions of the physical features of different places around the world?

Can I explain what a place might be like in the future, taking account of issues impacting on human features?

Can I understand climate change and its potential impact on our lives?

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

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

Music: Kapow Blues

Computing: Handling Data (linked to maths unit)

Can I plan the process needed to investigate the world around me?

Can I select the most effective tool to collect data for my investigation?

Can I check the data I collect for accuracy and plausibility?

Can I interpret the data I collect?

Can I present the data I collect in an appropriate way?

Can I use the skills I have developed to interrogate a database?

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 – athletics, netball (swimming – Y5)

Summer 2

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?

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 add onto my work to create texture and shape?

Can I work with life size materials?

Can I experiment with and combine materials and processes to design and make 3D form?

Can I begin to sculpt clay and other mouldable materials?

Can I use ceramic mosaic to produce a piece of art?

Music: Kapow: composing and performing leavers song

Computing: Multi-media (linked to presentations on Greece)

Can I talk about audience, atmosphere and structure when planning a particular outcome?

Can I confidently identify the potential of unfamiliar technology to increase my creativity?

Can I combine a range of media, recognising the contribution of each to achieve a particular outcome?

Can I tell you why I select a particular online tool for a specific purpose?

Can I be digitally discerning when evaluating the effectiveness of my own work and the work of others?

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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: Striking and Fielding – rounders, cricket (swimming - Y6)

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