



DOWN AMPNEY PRIMARY SCHOOL LONG TERM PLAN

Upper Key Stage 2 (Year 5 Year 6)

Year B

| | Autumn Term | | Spring Term | | Summer Term | |
|---------------|---|---|---|--|---|---|
| Maths | Place Value Mental and written methods: Addition & Subtraction Primes, squares, cubes, factors, multiples | Decimals Multiplication & division: Powers of ten Geometry (nets and co-ordinates) | Multiplication & Division written methods Geometry (translation & reflection) 4 Operations | Measurement (Length, mass, capacity) Ratio Fractions, decimals, percentages | Fractions (calculating) Geometry (angles) | Measurement (converting units, time, area & volume) Statistics (graphs) Algebra Yr 6: Securing learning: Moving on up |
| Writing Spine | The Arrival: Shaun Tan Extended narrative The Odyssey: Gillian Cross Epic Story | Can we save the tiger?: Martin Jenkins Discussion Text The Hidden Forest: Jeannie Baker Balanced discussion | Hidden Figures: Margot Lee Shetterly Biography Suffragette, The battle for equality: David Roberts Persuasive campaign | Robot Girl: Malorie Blackman Science fiction narrative Boy in the Tower: Polly Ho-Yen Own version narrative | The lost happy endings: Carol Ann Duffy Alternative perspective prequel Romeo & Juliet: William Shakespeare Playscript | Kaspar: Michael Morpurgo Newspaper article Some places more than others: Renee Watson The suitcase project |
| Reading Spine | Fly me home: Polly Ho-Yen On the Move: Poems about Migration Michael Rosen | Beetle Boy: M.G Leonard The Tiger Rising: Kate DiCamillo Darwin's Voyage of Discovery: Jake Williams | Hidden Figures: Margot Lee Shetterly Malala: Malala Yousafazi The Invention of Hugo Cabret: Brian Selznick | Caged Bird: Maya Angelou The Wolves of Willoughby Chase: Joan Aiken | The Listeners: Walter de la Mare Cogheart: Peter Bunzl Poetry for kids: William Shakespeare | Incredible journeys: Levison Wood Poetry for Young people: Langston Hughes, Benny Andrews The Story of Titanic for children: Joe Fullman |
| Science | Properties and changes of materials Explore how to separate materials based on their properties. | Animals including humans Understanding the human circulatory system | Animals including humans Explore how the human body changes with age. | Earth and Space The Earth and wider solar system. | Living things and their habitats Classify microorganisms and understand their place in the world. | Forces Identify the effects of air resistance, water resistance and friction |



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| | | and how exercise impacts health. | | | | that act between moving surfaces. |
| History | Invaders & Settlers: Anglo Saxons Explore why the Angles, Saxons, Jutes and Scots settled in Britain. | | Invaders & Settlers: Vikings Question the accuracy of calling the Vikings, vicious raiders. | | | British History Post 1066: Canals & Railways (local study) Explore how the canals and railways impacted local areas. |
| Geography | | Mountains Understand how the physical Earth has changes over time. | | Volcanoes & Earthquakes Understand how and why people in the world live in areas of risk. | | |
| Computing | Networks and Systems: How search engines work, how results are ranked, online communication | Creating Media: Video production | Programming: Selection in quizzes | Data: Spreadsheets | Creating Media: Webpage creation | Programming: Variables in games |
| Art | 2D Drawing / 3D Making Explore how 2D drawings can be transformed to 3D objects. | | Explore Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. | | Brave Colour Exploring the work of installation artists who use light, form and colour to create immersive environments. | |
| DT | | Electrical Systems More complex switches and circuits (including programming, monitoring and control) | | Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) | | Textiles Combining different fabric shapes (including computer-aided design) |
| Music | What shall we do with the drunken sailor? Compose body percussion patterns to accompany a sea shanty. Write these out | Why we sing Listen to a selection of gospel music, identifying key elements that give the music its unique | Madina tun nabi Use major chords to create a drone accompaniment and improvise freely over a drone. | Building a groove Compose groove-based pieces, understanding how drum grooves and bass lines fit together to | Baloo baleerie Compose a melody in 3/4 time, use notes from a pentatonic scale and question-and- answer phrasing. | Kis nay banaayaa Create a soundscape for some of the creatures in the world. |



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| | using rhythm grids. | sound and talk about it using music vocabulary. Introduction to songwriting 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook | | create memorable and catchy riffs. | | |
| PSHE | Me and My Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships Recognising emotional needs | Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Keeping Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) | Rights and Respect Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy | Being My Best Aspirations and goal setting Managing risk Looking after my mental health | Growing and Changing Coping with changes Keeping safe Body Image Sex education Self-esteem |
| RE | Creation and science: conflicting or complementary? U2.2 Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary with a scientific account <i>Harvest Remembrance</i> | Why do some people believe in God and some people not? U2.11 Identify and explain what religious and on religious people believe about God, saying where they get their ideas from <i>Christmas</i> | What does it mean to be a Muslim in Britain today? U2.8 Identify and explain Muslims beliefs about God, the Prophecy and the Holy Qur'an <i>Lent</i> | How does faith help people when life gets hard? U2.12 Interpret a range of artistic expressions of afterlife, offering and explain different ways of understanding these. <i>Experience Easter</i> | What do Christians believe Jesus did to 'save' people? U2.5 Outline the big story of the Bible, explaining how Incarnation and Salvation fit within it | What matters most to Humanists and Christians? U2.10 Identify and explain beliefs about why people are good and bad <i>Pentecost and the Holy Trinity</i> |
| MFL | Phonics 3&4 The date | Do you have a pet? | My home | What is the weather? | At school | Me in the world |



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| PE | Personal Co-ordination: Ball Skills Agility: Reaction / Response | Social Dynamic Balance: On a line Counter Balance: With a partner | Cognitive Static Balance: Stance Co-ordination: Footwork | Creative Static Balance: Seated Static Balance: Floor work | Physical Dynamic Balance to Agility: Jumping and Landing Static Balance: One leg | Health and Fitness Co-ordination: Sending and receiving Agility: Ball chasing |
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