ORCHARD VALE COMMUNITY SCHOOL LONG TERM PLAN FOR YEAR 5 AND 6						
Term / Topic	**Autumn Term 1** **British History: War & Conflict**	**Spring Term 1** **Africa**	**Summer Term 1** **Ancient Greece**	**Autumn Term 2** **British History: The Second Elizabethans**	**Spring Term 2** **Local Study**	**Summer Term 2** **South America**
History	**a** study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – **War and conflict**	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; **Benin (West Africa) c. AD 900-1300.**	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Ancient Greece – a study of Greek life and achievements and their influence on the western world	To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses To understand the methods of historical enquiry A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – **Monarchy/Social history changes**	A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.
Geography	**European study** locate the world's countries, using maps to focus on **Europe (including the location of Russia)** and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**African continent** • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • describe and understand key aspects of physical geography, including: **climate zones, biomes and vegetation belts,** rivers, mountains, volcanoes and earthquakes, and the water cycle	**River risk field work** • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, **rivers**, mountains, volcanoes and earthquakes, and **the water cycle** • 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.	**Map reading, becoming explorers** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**Local study field work** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • 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.	**South America** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and **South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or **South America**
Science	**Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Light** • recognise that light appears to travel in straight lines • 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 • 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 why shadows have the same shape as the objects that cast them.	**Properties and changes of materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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.	**Evolution and Inheritance** • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • 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.	**Electricity** • 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 • use recognised symbols when representing a simple circuit in a diagram. **Animals including humans (Y6 content)** • 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.	**Living things and their habitats (Y5/Y6)** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • 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 • give reasons for classifying plants and animals based on specific characteristics.	**Animals including humans (Y5 content)** describe the changes as humans develop to old age. **Earth and space** • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Art	Great artists – Henry Moore (Shelter art, sketching and charcoal) • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	Silhouette, collage, painting To improve their mastery of art techniques	Greek clay sculpture pots • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials evaluate and analyse creative works using the language of art, craft and design	Painting and drawing – Tudor portraiture • to know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation • to be able to think critically and develop a more rigorous understanding of art and design	Local artists/landmarks (Painting/great artists)	Maya architecture - sculpture
DT	**Shelters** • use research and develop design criteria to inform the design of innovative, functional,	**Wire cars/Cam animals** • use research and develop design criteria to inform the design of innovative, functional,	**Weather machines** •generate, develop, model and communicate their ideas through discussion, annotated	**Textiles – Tudor money pouch** • use research and develop design criteria to inform the design of innovative, functional,	**Bridges** • use research and develop design criteria to inform the design of innovative, functional,	**Food technology – South American food** •select from and use a wider range of materials and components, including construction

	appealing products that are fit for purpose, aimed at particular individuals or groups •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design •select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work •understand how key events and individuals in design and technology have helped shape the world •apply their understanding of how to strengthen, stiffen and reinforce more complex structures	appealing products that are fit for purpose, aimed at particular individuals or groups •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design •understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design •select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately •investigate and analyse a range of existing products •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work •apply their understanding of computing to program, monitor and control their products	appealing products that are fit for purpose, aimed at particular individuals or groups •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design •select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	appealing products that are fit for purpose, aimed at particular individuals or groups •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design •select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately •select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work •understand how key events and individuals in design and technology have helped shape the world •apply their understanding of how to strengthen, stiffen and reinforce more complex structures •understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] •understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	materials, textiles and ingredients, according to their functional properties and aesthetic qualities •investigate and analyse a range of existing products •understand and apply the principles of a healthy and varied diet •prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques •understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Computing	**Computer science theory and eSafety** • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Programming** • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Filming software** • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Digital literacy and online citizenship** • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Webpage design** • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Audio software** •select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information •use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
RE	What does it mean if Christians believe God is holy and loving? Why do Christians believe Jesus was the Messiah?	How do Christians decide how to live? What do Christians believe Jesus did to 'save' people?	Creation and science: conflicting or complementary? For Christians, what kind of king is Jesus?	Why do Hindus try to be good? What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people? What matters most?	How does faith help people when life gets hard? Why do some people believe in God and some people not?
PSHE	1decision: Computer Safety	1decision: Keeping/Staying Safe	1decision: Being Responsible	1decision: A World Without Judgement	1decision: The Working World	1decision: Feelings and emotions
MfL	French	French	French	Spanish	Spanish	Spanish
Music	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Music and Me	Happy	Dancing in the street
Outdoor learning	Outdoor adventure – Wild Night Out Gymnastics Dance Invasion games Swimming	Exmoor challenge? Gymnastics Dance Net/wall games	Strike and field Athletics	Outdoor adventure – Wild Night Out Gymnastics Dance Invasion games Swimming	Exmoor challenge? Gymnastics Dance Net/wall games	Strike and field Athletics
Enrichment	Fleet Air Arm museum	Space Dome Cultural Diversity Day @ Pilton School David Squire: Team Kilimanjaro visit	Secondary school transition	Hampton Court Palace Trip Shakespeare performance Barnstaple Queen's Theatre visit	Local site visits	Local secondary school food technology links Secondary school transition
English links	Beowulf Write Like a Short Story Writer NC	African Lyrics, Poetry and Persuasion Write Like a Poet NC	Ancient Greece Write Like a Journalist NC	Shakespeare Write Like a Playwright NC	Locality Write Like a Poet NC	South America Speak Like a Politician NC
Maths Links	Place Value Four operations	Fractions Decimals Percentages	Geometry Statistics Y6 ratio & algebra	Place Value Four operations	Fractions Decimals Percentages	Geometry Statistics Y6 ratio & algebra