

Year 5/6 Long Term Overview Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Vile Victorians	Frightful First World War.	Look Out in the Blackout!	Evacuate!	I Have A Dream!	Cold War
Link Question	What Did the Victorians Fear?	Why Did Land Equal Power?	Why were Children Packed Off?	What Would You Pack in Your BrownPaper Bag??	What is Your Dream for Humanity?	Why race to Space?
Enrichment	Black Country MuseumVictorians	Tommy – WW1 soldier to visit the children.		Residential visit to Whitby as part of being Evacuated to NEYorkshire. Evacuee for a day at Murton Park and visit Eden Camp sight, sounds and smells 1940s.	Alter Rock – resilience Tough Rider Martial Arts Avssp Five60 programme Healthy body healthy Mind	Tough Runner AVSSP
Genre	Fiction and Poetry: Novels by significant authors Concrete poetry Non-Fiction: newspaper recounts Instructional texts - explanatory	Fiction and Poetry: Novels by significant authors – historical fiction Play script to narrative Blitz Poetry structure biography	Fiction and Poetry: Traditional stories from a range of cultures Non-Fiction: Letters /recounts Persuasion – argument Leaflets Non-Fction: Non-chronological reports Explanatory	Fiction and Poetry:Historical Fiction Classic Poetry Non-Fiction: Debate Persuasio n: argument	Fiction and Poetry: Novels from avariety of traditions andcultures Poetry: choral poetry For performance Lady of Shalott Non-Fiction: balanced arguments	Novels that explore Sc-fi. Leaflet and adverts to persuade Non-Fiction: non-chronological reports Letters that raise issues
TakeOne Book	‘Street Child by Berlie Doherty Terry Deary Vile Victorians -Non-Fiction	‘Private Peaceful’ by Michal Morpurgo. The Christmas Truce	The Boy in the Striped PyjamasBy John Boyne Range of non-fictionPoetry		Kensuke’s Kingdom – Love, loss, forgiveness, hope and redemption	‘A Wrinkle in Time’ based on 1960’s science fiction theme.
Reading Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, bothto read aloud and to understand the meaning of new words that they meet					
Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook					
Reading Range of Reading	Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes. Maintain positive attitudes to reading and understanding of whatthey read by: making comparisons within and across books.					
Reading Familiarity With Texts	Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing.					
Reading Poetry and Performance	Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart. Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.					

Year 5/6 Long Term Overview Cycle A

Reading Understanding	<p>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context..</p> <p>Understand what they read by: asking questions to improve their understanding.</p> <p>Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Understand what they read by: predicting what might happen from details stated and implied.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Non-Fiction: Retrieve, record and present information from nonfiction.</p>
Writing Transcription Phonic and Whole Word Spelling Handwriting and Readership	<p>Spell some words with 'silent' letters: e.g. knight, psalm, solemn.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p>
Writing Composition	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.</p>

Year 5/6 Long Term Overview Cycle A

	<p>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Proof-read for spelling and punctuation errors.</p>					
Writing Vocabulary, Grammar and Punctuation	<p>Use a thesaurus.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely.</p> <p>Converting nouns or adjectives into verbs using suffixes: e.g.-ate; -ise; -fy.</p> <p>Verb prefixes: e.g. dis-, de-, mis-, over-, re.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility.</p>					
Speaking/ Listening	<p>Tell a story using notes designed to cue techniques, such as repetition, recap and humour.</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p> <p>Use and explore different question types.</p> <p>Participate in whole class debate using the conventions and language of debate, including Standard English.</p> <p>Identify different question types and evaluate impact on audience.</p> <p>Identify some aspects of talk which vary between formal and informal occasions.</p> <p>Analyse the use of persuasive language.</p> <p>Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p>					
Mathematics	Place Value Addition and Subtraction Multiplication and Division Fractions Statistics Measurement Graphs and Averages		Percentages Decimals Fractions Ratio/Algebra Geometry Position and Movement Number/Place Value Prime, Cube and Square Numbers Area, Perimeter Volume Time		Revisiting Key areas Number Place Value FDP Addition/Subtraction Multiplication / Division Geometry Algebra and Ratio Measurement	
Science	Let It Shine!	Electrifying!	Dinosaur Hunters Linked to NE Yorkshire residential	Classifying Critters	We're Evolving	Staying Alive!

Year 5/6 Long Term Overview Cycle A

Geography	Where Does Our Energy Come From?	Why Do Oceans Matter? Yorkshire. How is the power of the sea causing erosion? Weather, Climate and physical events.	Why Does Population Change? Can I Carry Out A Fieldwork Enquiry?
------------------	----------------------------------	--	---

Year 5/6 Long Term Overview Cycle A

History	Vile Victorians	Frightful First World War	Look Out in the Blackout – Modern Britain	Residential - Evacuation to NE Yorkshire Living as an evacuee	Martin Luther King Civil Rights Movement 1955	Cold War 1960s Music and the Arts
Religious Education	U2.1 Why Do Some People Believe in God and Some Not?	U2.2 Creation and Science: conflicting or complementary?	U2.5 Is it Better to Express Your Views in Art and Architecture or Charity and Generosity?	U2.5 What do Christians Believe Jesus did to 'Save' People?	U2.6 For Christians What Kind of King is Jesus ?	U2.3 What Do Religions Say to People When Life Gets Hard?
PSHE/RHE	How can we keep healthy as we grow? Healthy lifestyles (physical wellbeing) Families and close positive relationships Peer pressure	Managing hurtful behaviour and bullying. Mental health.	What will change as we become more independent? Good Touch Bad Touch.	Safe relationships Respecting self and others. Keeping safe!	How can the media influence people? Economic wellbeing: Money	How do friendships change as we grow? Ourselves, growing and changing.
Art and Design	Drawing Paining and Media William Morris Paul Nash John Singer		Sculpture Making Memories Seascapes- Natural materials for BeachArt		Drawing Make My Voice Heard 'I Have A Dream'	
Design Technology	Mechanisms Automato -Autumn 2		Developing A Recipe Cooking Healthy Eating		Textiles: waistcoats 1960s fashion	
Music	Derbyshire Music Partnership – instruments - composing Links to Music in Victorian times appraising.	Derbyshire Music Partnership – instruments - composing Performing -Singing focus WW1	Derbyshire Music Partnership – instruments – composing listening	Derbyshire Music Partnership – instruments Appraisal focus Songs That Won the War - morale	Derbyshire Music Partnership – instruments Appraisal composition	Derbyshire Music Partnership – instruments Music - Rock 'n' Roll the rise of the Teenager
Physical Education	Athletics	Gymnastics	Striking and Fielding Cricket (Swimming)	Net and Wall Games Tennis (Swimming)	Invasion Games	Dance (OAA)

Year 5/6 Long Term Overview Cycle A

Computing	Coding Drones	Unit 5.2 Online Safety Unit 5.3 Spreadsheets	5.4 Databases	5.5 Game Creator	5.6 3D Modelling	5.7 Concept Maps
MFL	French	French	Spanish	Spanish	German	Revisit