

Year 5/6 Long Term Overview Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Terrible Tudors	Slimy Stuarts/Clock work (Pullman)	Gorgeous Georgians	Pickford House/Joseph Wright Highwayman	Shang Dynasty	Mayans/ Aztecs
Link Question	Why did so many heads roll?	Why did Parliament fall out with the King?	What were Georgians famous for?	Why was a pineapple a sign of extreme wealth?	Why were bones used to connect Kings to their ancestors?	Who were the Mayans and why were they so important?
Enrichment	Visit to Haddon Hall – Tudor to Elizabethan Day.		What does it mean to be a Muslim in the UK? – Open Centre Workshop - Derby	Visit to Pickford House for Living Like A Georgian!		Enterprise – Chocolate Project
Genre	<p>Fiction and Poetry: Classic fiction – historical – extended writing</p> <p>Shakespeare play scenes</p> <p>Non-Fiction: Diary recounts, journal, letters</p>	<p>Fiction and Poetry: Traditional Tales – UK2 modern day interpretations-extended writing</p> <p>Poetry: nonsense verse</p> <p>Non-Fiction: Non-chronological reports</p>	<p>Fiction and Poetry:</p> <p>Longer, established stories (Wolves of Willoughby Chase)</p> <p> kennings, tanka, - linked to other cultures/ faiths</p> <p>Non-Fiction: Formal to informal writing letters</p>	<p>Fiction and Poetry:</p> <p>Historical Fiction</p> <p>Narrative Poetry – The Highwayman</p> <p>Non-fiction:</p> <p>Non-chronological reports</p>	<p>Fiction and Poetry:</p> <p>Comparison of work by the same author – cultural</p> <p>Poetry based on similar themes by a range of poets to compare.</p> <p>Non-Fiction: Balanced arguments</p>	<p>Fiction and poetry:</p> <p>Myths and Legends</p> <p>Choral Poetry for recital</p> <p>Non-Fiction:</p> <p>Debates – persuasion for arguments.</p> <p>Leaflets</p>
Take One Book	<p>‘Treason’ by Berlie Doherty</p> <p>Terry Deary Terrible Tudors -Non-Fiction</p>	<p>Clockwork – Philip Pulman gothic fiction</p> <p>Slimy Stuarts by Terry Deary</p>	The Wolves of Willoughby Chase – Joan Aiken	Highwayman – Narrative Poetry By Alfred Noyes	The Firemaker’s Daughter – Philip Pulman	Myths and Legends
Reading Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to 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	<p>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.</p> <p>Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books.</p>					
Reading Familiarity With Texts	<p>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.</p> <p>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.</p>					
Reading Poetry and Performance	<p>Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart.</p> <p>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.</p>					

Year 5/6 Long Term Overview Cycle B

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 B

	<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 Time	
Science	Out of This World	Material World	Let's Get Moving	Circle of Life	Growing Up and Growing Old	Brilliant Scientists
Geography	What's it like to live in the Alps?		Can I carry out Fieldwork Enquiry? Biomes.		Would You Like To Live in the Desert?	
History	Tudors	Stuarts	Georgians	Local Artist	Shang Dynasty	Mayan/ Aztecs
Religious Education	What Does it Mean if Christians Believe God is Holy and Loving?	Why Do Christians Believe Jesus Was the Messiah?	What Does it Mean to be a Muslim in Britain Today?	The Trinity- The Frieze	What Would Jesus Do?	What Matters Most to Humanists and Christians?

Year 5/6 Long Term Overview Cycle B

PSHE/RHE	What Makes Up A Person's Identity?	What Decisions Can People Make With Money?	How Can We Help In An Accident or Emergency?	How Can Friends Communicate Safely?	How Can Drugs Common To Everyday Life Affect Health?	What Jobs Would We Like To Do?
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Year 5/6 Long Term Overview Cycle B

Art and Design	Painting and Media Portraits with Holbein		Craft and Design Photo Opportunity		Architecture Craft and Design	
Design Technology	Electrical Systems -		Structures		Digital World	
Music	Derbyshire Music Partnership – instruments - composing Links to Music in Tudor times appraising.	Derbyshire Music Partnership – instruments - composing Performing -Singing focus	Derbyshire Music Partnership – instruments – composing listening	Derbyshire Music Partnership – instruments Appraisal focus	Derbyshire Music Partnership – instruments appraisal	Derbyshire Music Partnership – instruments Music in South America
Physical Education	Athletics	Gymnastics	Striking and Fielding Rounders (Swimming)	Net and Wall Games Badminton (Swimming)	Invasion Games Hockey	Dance (OAA)
Computing	Coding	6.3 - Spreadsheets	6.4 Blogging 6.2 On Line Safety	6.5 Text Adventures	6.6 Networks	6.7 Quizzing
MFL	French	French	Spanish	Spanish	German	Revisit