Appleton Wiske Community Primary School
Year 5/6 Wider Curriculum Long Term Plan

		Autumn		Spring		Summer	
2023-2024	**Themes**	Is there life beyond our planet?		Who was Archimedes and what did he invent?		How did Ancient Greek life influence the western world?	
	FBV **SEAL**	Democracy New Beginnings	The rule of law Getting on/falling out	Individual liberty Going for goals	Mutual respect Good to be me	Tolerance of faiths and beliefs Relationships	Tolerance of faiths and beliefs Changes
	Experiences	Yorkshire Planetarium visitor		Local village walk		'Ancient Greek' visitor / Residential	
	Texts	Cosmic Frank / The Jamie Drake Equation		Why Water's Worth It / Journey to the River Sea		Who Let the Gods Out / A Visitor's Guide to Ancient Greece	
	NC Objectives						
	Science	**Animals including humans (Y6)** 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.	**Earth and Space (Y5)** 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.	**Properties and changes of materials (Y5)** 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.	**Living things in their habitats (Y5)** 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.	**Evolution and inheritance (Y6)** 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.
		Working scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.					
	History	**Changes in Britain from the Stone Age to the Iron Age**				**Ancient Greece – a study of Greek life and achievements and their influence on the western world**	
	Geography	**Locational Knowledge** 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 and Physical Geography** Describe and understand key aspects of: Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Human and Physical Geography** Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes, mountains, the water cycle, climate zones, biomes and vegetation belts.		**Locational Knowledge** 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).	
		Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, compass bearings, six figure grid references, symbols and key (including Ordnance Survey maps) when completing fieldwork and to build knowledge of the UK and the wider world. Understand and use a widening range of geographical terms e.g. specific topic vocabulary. Observe, measure, record and present the human and physical and features in the local area using a range of methods. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.					
	Art and Design	**Cave drawings/paintings** Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, paint, print). Learn about great artists, architects and designers in history.				**Greek pottery** Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, clay, paint). Learn about great artists, architects and designers in history.	
	Design and Technology			**Design, make and evaluate a device for transferring or transporting water (Archimedes Screw)** **Design** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** 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 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. Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages).		
	Computing	**E-Safety** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Information Technology** 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.	**Digital Literacy** 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.	**Information Technology** 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.	**E-Safety** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Algorithms and Programming (coding)** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
	Music	**All pupils learn to play an instrument – i.e. guitar or ukulele** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.		**All pupils learn to play an instrument – i.e. guitar or ukulele** Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.		**All pupils learn to play an instrument – i.e. guitar or ukulele** Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.	
		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.					
	PE	**Invasion Games** **Stamina/Multi-skills** Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Dance** **Stamina/Multi-skills** Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Gymnastics** **Stamina/Multi-skills** Develop flexibility, strength, technique, control and balance. Use running and jumping in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Invasion Games** **Stamina/Multi-skills** Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Athletics** **Net and Wall** Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance (link to May Day)	**Athletics** **Striking and Fielding** Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
		Curriculum coverage may change depending on competitive events				**Swimming and Water Safety** Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	
	PSHE & C	**Meet Your Brain:** Healthy lifestyles (physical wellbeing); exercise (physical and mental wellbeing); importance of sleep; managing time online; mental health; healthy relationships; topical issues.	**Celebrate:** Healthy lifestyles (physical wellbeing); personal identity, growing and changing; identifying personal strengths; self-respect; thoughts and feelings.	**Appreciate:** Healthy lifestyles (physical wellbeing); healthy relationships – family, commitment, care, times of difficulty; friendships; compassion and responsibilities.	**Relate:** Families and close positive relationships; positive healthy friendships, seeking support; inclusion; ups and downs; self-respect and respecting others; respecting similarities and differences; respecting a range of people (diversity); compassion.	**Engage:** Healthy lifestyles (physical wellbeing); managing setbacks/perceived failures; economic wellbeing – aspirations, work, career.	**Relationships Education:** Online safety; friendships on and offline; Peer pressure; friendships and secrets; discrimination and the law; identity and respect.
	RE	**U2.1 Why do some people think God exists?** Christians, non-religious people	**U2.6 What does it mean to be a Muslim in Britain today? (Part 1)** Muslims	**U2.7 What matters most to Christians and Humanists?** Christians and non-religious	**U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?)** Christians	**U2.4 If God is everywhere, why go to a place of worship?** Christians, Hindus, Jews, Muslims	**U2.10 How and why should religious communities do more to care for the Earth?** Green religion
	Languages	**Numbers/Dates** **Classroom objects**	**Weather**	**Parts of the body (unit 7)** **Revise months/dates (unit 8)**	**Revise Pets (unit 9)** **Market/Vegetables (unit 10)**	**Music/Instruments (unit 11)**	**Clothing (unit 12)**
		Throughout the year, pupils will revisit and review basic French vocabulary and phrases					

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2024-2025							
Themes	How has technology advanced the gaming world?		What lives in our local area?		What was life like during World War 2?	
FBV PSHE & C SEAL	Democracy Becoming an active citizen New Beginnings	The rule of law Keeping myself safe Getting on/falling out	Individual liberty Me and my future Going for goals	Mutual respect My healthy lifestyle Good to be me	Tolerance of faiths and beliefs Me and my relationships Relationships	Tolerance of faiths and beliefs Staying safe and moving on Changes
Experiences	'Mayan' visitor / Scientist visitor		Fountains Abbey (textiles)		Eden Camp	
Texts	100 Things to Know About Numbers, Computers and Coding / Ant Clancy: Games Detective		The Owl Tree / Bloom		When Hitler Stole Pink Rabbit / Letters from the Lighthouse	
NC Objectives						
Science	**Electricity (Y6)** 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 (Y5)** Describe the changes as humans develop to old age. Link to Relationships and Sex Education.	**Living things in their habitats (Y6)** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	**Light (Y6)** 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.	**Forces (Y5)** 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.	
	Working scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.					
History	**A non-European society that provides contrasts with British history – Mayan civilization c. AD 900**				**A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (World War 2)**	
Geography	**Locational Knowledge** Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Extend locational knowledge beyond Europe and the Americas.		**Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North/South America.		**Locational Knowledge** Recap – Locate the world's countries, using maps to focus on Europe (including location of Russia). Link to World War 2.	
	Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, compass bearings, six figure grid references, symbols and key (including Ordnance Survey maps) when completing fieldwork and to build knowledge of the UK and the wider world. Understand and use a widening range of geographical terms e.g. specific topic vocabulary. Observe, measure, record and present the human and physical and features in the local area using a range of methods. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.					
Art and Design			**Textiles project** Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, textiles). Learn about great artists, architects and designers in history.			
Design and Technology	**Design, make and evaluate an electronic board game** **Design** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** 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** 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.				**Food linked to World War 2 (rationing)** **Cooking and Nutrition** 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.	

		Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge** Understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors). Apply their understanding of computing to program, monitor and control their products.							
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	RE	**U2.6 What does it mean to be a Muslim in Britain today? (Part 2)** Muslims	**U2.9 What can be done to reduce racism? Can religion help?** Christians, Muslims, non-religious	**U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?** Christians, Muslims and non-religious		**U2.3 What do religions say to us when life gets hard?** Christians, Hindus and non-religious			
	Languages	**My family (unit 13)**	**Let's celebrate (unit 14)**	**The zoo (unit 15)**	**Breakfast (unit 16)**	**Free time/hobbies (unit 17)**	**At the beach (unit 18)**		
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