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

		Aut	umn	Spi	ring	Summer					
2025- 2026	Themes	Is there life beyond our planet?		Who was Archimedes and what did he in	ivent?	How did Ancient Greek life influence the western world?					
	FBV	Democracy	The rule of law	Individual liberty	Mutual respect	Tolerance of faiths and beliefs	Tolerance of faiths and beliefs				
	SEAL	New Beginnings	Getting on/falling out	Going for goals	Good to be me	Relationships	Changes				
	Experiences	Yorkshire Planetarium visitor		Local village walk		'Ancient Greek' visitor / Residential					
	Texts	Cosmic Frank / The Jamie Drake Equati	on	Why Water's Worth It / Journey to the R	tiver 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.	including their hardness, solubility, tran. thermal), and response to magnets. Know that some materials will dissolve i how to recover a substance from a solut. Use knowledge of solids, liquids and gass separated, including through filtering, so Give reasons, based on evidence from coparticular uses of everyday materials, in Demonstrate that dissolving, mixing and	naterials on the basis of their properties, sparency, conductivity (electrical and in liquid to form a solution, and describe ion. es to decide how mixtures might be ieving and evaporating. in many and evaporating and evaporating and evaporating in liquid in the cluding metals, wood and plastic. I changes of state are reversible changes. formation of new materials, and that this including changes sosociated with	Living things in their habitats (YS) 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 (V6) 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 ofspring 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 A	ge to the Iron Age			Ancient Greece - a study of Greek li influence on the western world	fe and achievements and their				
	Geography	Locational Knowledge Name and locate counties and cities of t regions and their identifying human an topographical features (including hills, use patterns; and understand how some time.	l physical characteristics, key mountains, coasts and rivers), and land-	Human and Physical Geography Describe and understand key aspects of: Human geography, including: economic distribution of natural resources includi. Human and Physical Geography Describe and understand key aspects of: Physical geography, including: volcanoe cycle, climate zones, biomes and vegetat	activity including trade links, and the ng energy, food, minerals and water. s and earthquakes, mountains, the water	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 observati ideas. Improve mastery of art and design tech sculpture with a range of materials (per Learn about great artists, architects an	niques, including drawing, painting and ncil, paint, print).			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 to water (Archimedes Screw) Design Generate, develop, model and communic annotated sketches, cross-sectional and pieces and computer-aided design. Make Select from and use a wider range of maconstruction materials, textiles and ingreproperties and aesthetic qualities. Evaluate	cate their ideas through discussion, exploded diagrams, prototypes, pattern terials and components, including						

							Evaluate the the views of Understand shape the ware Technical Apply their complex str	f others to improventh to the second to the	ducts against e their work. and individua how to stren	t their o	icts. own design criteria a sign and technology stiffen and reinforce products (gears, pul	have helped			
Computing	E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacce ptable 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 Lite Understand including the can provide such as the the opporte communica collaborati Use search effectively, results are and be disc	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 and presenting data and information.				E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacc eptable 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 their 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	Play and pe musical ins Use and un Appreciate	erform in solo struments with derstand staf and understa		contexts, using curacy, fluency sical notations ge of high-qual	their voices a v, control and e	le All pupils learn to play an instrument - i.e. guitar or ukulele es and playing Listen with attention to detail and recall sounds with increasing aural memory.					All pupils learn to play an instrument - i.e. guitar or ukulele Improvise and compose music for a range of purposes using the inter-relate dimensions of music. Use and understand staff and other musical notations.				
PE	Develop an understanding of the history of music. 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 ba. Training the for attacking to defending. Take part in outdoor and adventuand within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			pply basic acking and adventurous adividually ces with strate	Athletics Net and Wall Use running, jumpin catching in isolation combination. Develop flexibility, s technique, control a Play competitive ga where appropriate, principles suitable fi defending. Compare their perfic previous ones and d improvement to ach personal best.	trength, nd balance. mes, modified and apply basic or attacking and ormances with emonstrate iieve their	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 an defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.				
	Curriculum coverage may change depending on competitive events										Dance (link to May Day) Swimming and Water Safety Swim competently, confidently and proficiently over a distance of at least 2 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 (Year 6) See MHM Best Fit LTP	MHM: Meet Your Brain	MHM+ My Happy Body - Places	MHM+ My Happy World - Shared responsi bilities	MHM+ My Happy Relation ships - Showing respect and managin g hurtful behaviou	MHM: Celebrat e	MHM+ My Happy World - Communi ties	MHM: Appreci ate	MHM+ My Happy Body - First aid, drugs, alcohol and tobacco	MHM+ M Happy World - Media literacy ai digital resilience	nd	MHM: Relate	MHM+ My Happy Relation ships - Safe relations hips	MHM: Engage	MHM: Be Your Best	MHM: Transition Programme (sessions a week)
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 care for the Earth? Green religion	
	Numbers/Dates Weather Classroom objects					Parts of the body (unit 7) Revise Pets (unit 9) Revise months/dates (unit 8) Market/Vegetables (unit 10)					Music/Instruments (unit 11) Clothing (unit 12)				

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2026- 2027	Themes	How has technology advanced the gami	ng world?	What lives in our local area?		What was life like during World War 2?								
	FBV	Democracy	The rule of law	Individual liberty	Mutual respect	Tolerance of faiths and beliefs	Tolerance of faiths and beliefs							
	PSHE & C	Becoming an active citizen	Keeping myself safe	Me and my future	My healthy lifestyle	Me and my relationships	Staying safe and moving on							
	SEAL	New Beginnings	Getting on/falling out	Going for goals	Good to be me	Relationships	Changes							
	Experiences	'Mayan' visitor / Scientist visitor		Fountains Abbey (textiles)		Eden Camp								
	Texts	exts 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.								
	History	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. A non-European society that provides contrasts with British history - A local history study of an aspect of history or a site dating												
	Geography	Mayan civilization c. AD 900 Locational Knowledge		Place Knowledge		beyond 1066 that is significant in the locality (World War 2) Locational Knowledge								
	deography	Locate the world's countries, using map concentrating on their environmental r characteristics, countries and major cit Extend locational knowledge beyond Eu Geographical Skills and Fieldwork	egions, key physical and human es.	Understand geographical similarities an human and physical geography of a regi country and a region within North/Sout	ion of the UK, a region in a European	Recap – Locate the world's countries, using maps to focus on Europe (including location of Russia). Link to World War 2.								
		Understand and use a widening range o Observe, measure, record and present th	f geographical terms e.g. specific topic voc ne human and physical and features in the	abulary.	maps) when completing fieldwork and to bu es of increasingly complex information.	illd knowledge of the UK and the wider wo	orld.							
	Art and Design	,		Textiles project Create sketch books to record observation ideas. Improve mastery of art and design techn sculpture with a range of materials (pen Learn about great artists, architects and	ons and use them to review and revisit niques, including drawing, painting and icil, textiles).									
	Design and	Design, make and evaluate an electr	onic board game			Food linked to World War 2 (ration	ing)							
	Technology	Design Generate, develop, model and communicannotated sketches, cross-sectional and pieces and computer-aided design. Make Select from and use a wider range of maconstruction materials, textiles and ingreproperties and aesthetic qualities. Evaluate Investigate and analyse a range of exist	exploded diagrams, prototypes, pattern aterials and components, including redients, according to their functional			Cooking and Nutrition Understand and apply the principles of Prepare and cook a variety of predomin cooking techniques. Understand seasonality, and know when grown, reared, caught and processed.	nantly savoury dishes using a range of							
		Evaluate their ideas and products again												

Computing	products. E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacce	als in design their product the program echnology combine a variet services in and creat their that a tring, analys	ucts (series circuits n, monitor and control their ariety of software s) on a range of digital e a range of programs, ccomplish given goals, ing, evaluating and	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				E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unace eptable Algorithms and Programming (coding) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing the into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and					
	ptable behaviour; identify a range of ways to report concerns about content and contact.	presenting data	and inforn	ation.	communication an collaboration. Use search technol effectively, appreci results are selected and be discerning digital content.	ogies fo ate how U d and ranked, s	lse sequence, selection, or rograms; work with var orms of input and outpu lse logical reasoning to imple algorithms work o orrect errors in algorith	riables and various et. explain how some and to detect and	eptable behaviour; identify a range of ways to report concerns about content and contact.	output. Use logical rea algorithms wo	, , ,		
Music	musical instruments win Use and understand sta Appreciate and underst	contexts, usi curacy, fluer ical notatio e of high-qu	ng their voices and playing ncy, control and expression.	Listen with attenti Use and understan	on to detail and reco d staff and other mu		ng aural memory.	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.					
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PSHE & C (Year 5) See MHM Best Fit LTP	MHM: Meet Your Brai	n MHM+ M Happy B Places		MHM: Celebrate	MHM: Appreciate	MHM+ My Happy Body – Healthy lifestyles	MHM: Relate	MHM+ My Happy Relationships - Friendships, families and close positive	breaststroke). Perform safe self-res MHM: Engage	scue in different w	,		
						U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-reliaious				U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious			
RE	U2.6 What does it me Muslim in Britain tod Muslims		racism?	at can be done to reduce Can religion help? s, Muslims, non-religious	charity and gene	rosity?	liefs in arts and archit	tecture or in			vhen life gets hard	?	