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|  | **Forest Academy Long-Term Plan 2020-21** | | | | | | |
| **Year 5 and Year 6 (UPKS2) Cycle B** | | | | | | |
| Term | Autumn 1st | Autumn 2nd | Spring 1st and 2nd | | | Summer 1st and 2nd | |
| **Topic** | **Poles Apart** | **WWI** | **Out of this World**  **C:\Users\Helen\AppData\Local\Microsoft\Windows\INetCache\IE\IS15273T\imagination[1].jpg** | | | **Africa** | |
| **English Reading Y5** |  |  |  | | Shakespeare  Week  C:\Users\Helen\AppData\Local\Microsoft\Windows\INetCache\IE\31FRR8PV\Teatro.svg[1].png |  | |
| **English Reading Y6** |  |  |  | |  | |
| **Poetry** |  | **War Poetry: In Flanders Fields, etc and Wilfred Owen Poems** | **Doors to the World of Possibility**  **Pie Corbett Unit** | | | **African Poems & African Poets** | |
| **English Writing** | National Curriculum objectives to be covered progressively using Jonathan Bond’s ‘English Planning Toolkit’ – termly objectives cover speaking and listening, reading and writing.  Progression of text types, with a clear purpose for writing (IPEELL), to be covered over the two-year cycle:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Text types** | **Writing to entertain** | **Writing to inform** | **Writing to persuade** | **Writing to discuss** | | * Narrative * Descriptions * Poetry *(see Pie Corbett poetry spine)* * Characters/settings | * Report * Recount * Biography * Newspaper article * Essay | * Advertising * Letter * Speech * Campaign | * Balanced argument * Newspaper article * Review | | | | | | | |
| **Maths** | **White Rose Maths LTPs** | **White Rose Maths LTPs** | **White Rose Maths LTPs** | | | **White Rose Maths LTPs** | |
| **Science**  **(PLAN)** | **Forces (B.1)** | **Light (B.2)** | **Earth and Space (B.3)** | **Properties and Changes of Materials:**  **Reversible and Irreversible changes (B.4)** | | **Evolution and inheritance:**  **Adaptation. (B.5)** | **Properties and Changes of Materials:**  **Solutions and mixtures, dissolving and evaporation. (B.6)** |
| **Science Week** | |
| **Computing**  **Y5** | **Unit 5.1 Coding** | **Unit 5.3 Spreadsheets** | **Unit 5.4 Databases**  **Unit 5.2 Online Safety** | **Unit 5.5 Game Creator** | | **Unit 5.6 3D Modelling** | **Unit 5.7 Concept Maps** |
| **Computing**  **Y6** | **Unit 6.1 Coding** | **Unit 6.3 Spreadsheets** | **Unit 6.6**  **Networks**  **Unit 5.2 Online Safety** | **Unit 6.4 Blogging** | | **Unit 6.5**  **Text Adventures** | **Unit 6.7**  **Quizzing** |
| **PE Skills**  **Real PE** | **Real PE: Unit 1 Cognitive Skills** | **Real PE: Unit 2 Creative Skills** | **Real PE: Unit 3 Social Skills in Sport** | **Real PE: Unit 4**  **Physical skills** | | **Real PE: Unit 5**  **Health and Fitness.** | **Real PE: Unit 6**  **Gymnastics** |
| **PE Themes Y5** | **Swimming** | **Dance** | **Basketball** | **Orienteering** | | **Ultimate Frisbee** | **Athletics** |
| **PE Themes Y6** | **Hockey** | **Gymnastics** | **Tag Rugby** | **Netball** | | **Kwik Cricket** | **Swimming** |
| **History** | **Significant event after 1066:**  Race to the Pole – Jan 1912  Titanic sinking - April 1912 | **WW1 1914-1918**  Including Local History Study | **Significant event after 1066:**  1969 Moon landings | | | **Significant event after 1066:**  Nelson Mandela as President of South Africa  1994-1999 | |
| **Geography** | **Location and Place Knowledge**  Polar Regions topography, climate, global warming, weather, physical features and compass skills. | **Fieldwork: Locality of Brandon**  Study pictures of historic elements of a site (Brandon) and compare and contrast. | **Location and Place Knowledge and Physical Geography**  Map Skills – World Maps, Equator, Lines of Latitude and Longitude,  Earthquakes and Volcanoes – tectonic plates | | | **Location and Place Knowledge and Human and Physical Geography**  Settlement patterns, Rivers (Nile and Zambezi) and African agriculture and trade – diamonds. | |
| **Fieldwork Day:** River Study. | |
| **Art and Design** |  | **Sculpture:** Clay Poppies (Tower of London Poppy installation – ‘Blood Swept Lands and Seas of Red’ by Paul Cummings)  **Painting:** Using techniques to create effects:  **Artist Study:** Paul Nash WW1 Paintings |  |  | | **Drawing:**  Using techniques to create effects: Sketching techniques: Lions/Giraffes. | **Collage**  African animal & animal prints |
| **Amazing Artists** | **Picasso:**  **1881-1973** | **Cezanne:**  **1839-1906** | **Lichtenstein:**  **1923-1997** | **Constable:**  **1776 – 1837** | | **Georgia O’Keeffe:**  **1887-1986** | **Banksy:**  **1974 -** |
| **Design and Technology** | **Food**  What shape should your pastry be?  Polar Pasty Parcel |  | **Electrical Systems**  How fast should your buggy be?  Space-themed buggy. | **Textiles.**  Will your hat be funny or fantastic?  Designing a Harry Potter House themed sorting Hat. | |  |  |
| **French** | **Rigolo 2: Unit 7:**  **Le Week-end** | **Rigolo 2: Unit 8:**  **Les Vetements** | **Rigolo 2: Unit 9: Ma Journee** | **Rigolo 2: Unit 10: Les Transports** | | **Rigolo 2: Unit 11: Les Sports** | **Rigolo 2: Unit 12: On va faire la fete** |
| **Music**  **Charanga Y5** | **Livin’ on a prayer** | **Classroom Jazz 1** | **Make you feel my love** | **The Fresh Prince of Bel Air** | | **Dancing in the Street** | **Reflect, Rewind, Replay.** |
| **Music**  **Charanga Y6** | **Happy** | **Classroom Jazz 2** | **A New year Carol** | **Music and Me** | | **You’ve got a friend in Me** | **Reflect, Rewind, Replay.** |
| **PSHE Y5**  **(Cambridgeshire Scheme)** | **Beginning and Belonging**  **My Emotions** | **Working Together** | **Diversity and Communities** | **Managing Safety and Risk** | | **Digital Lifestyles** | **Relationships and Sex Education**  **Healthy Lifestyles** |
| **PSHE Y6**  **(Cambridgeshire Scheme)** | **Rights Rules and Responsibilities**  **Family and Friends** | **Anti-bullying** | **Financial Capability** | **Drug Education** | | **Personal Safety** | **Relationships and Sex Education**  **Managing Change** |
| **RE** | **Humanism:**  Why do Humanists say happiness is the goal of life? | **Christianity:**  Why is the Gospel such good news for Christians?  **Christmas** | **Hinduism:**  What spiritual pathways to moksha are written about in Hindu scriptures?  **Pongal Festival (Jan)** | **Christianity:**  What is the great significance of the ‘Eucharist’ to Christians?  **Easter** | | **Buddhism:**  How does the Triple Refuge help Buddhists in their journey through life?  **Buddha Day (May)** | **Islam:**  What does the Qur’an reveal to Muslims about Allah and his guidance?  **Hajj (July)** |
| **Forest School/Outdoor Learning** | **Forest School/Outdoor Learning** | | | | | | |
| **SMSC Days** | **Social Day** |  | **Spiritual Day** |  | | **Cultural Day** | **Moral Day** |
| **Enrichment Opportunities** | World Mental Health Day  National Poetry Day  ICT/Science @ Adastral Park  G+T Thetford Academy Spelling and Maths Bee  Sports competitions | Christmas Fayre Enterprise  Children in Need Day  School Pantomime Visit  Sports competitions | Young Voices Choir 02 London  Safer Internet Day  World Book Day+ Author Visit  Sports Competitions. | | | Eaton Vale Residential for Year 6  Summer Fayre  Year 6 Leavers assembly  Careers Fayre  Sports Competitions, Sports Day, Bikeability | |
| **Visit**  **Opportunities** | Production of The Lion, The Witch and the Wardrobe! | British History Museum London  Brandon Heritage Centre  Production of War Horse – if showing | National Space Centre  Harry Potter Studio Tour | | | The Lion King  Crucial Crew PHSE Year 6 | |