



**Longford Primary Academy**  
**Curriculum planning – knowledge, skills & objectives**  
*Creative, Caring & Confident*

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 5/6</b>	Theme(s)	Blitz and Pieces 11 weeks	Jingle all the way 4 weeks	The Mayans: Murderous or Marvellous?	Friends of the Earth?	Man vs Food: Healthy body & Healthy mind	The Final Countdown
	Enrichment opportunities	Cannock Chase Museum Tea Dance Cooking with rations	Polar Express Experience	Cadburys world (the chase – ecosystems)	Tip/Mill Green Retail outlet Auction of planter Sell fruit & vegetables.	Asda Healthy Café for parents.	Y6 Shugborough residential.
	English links & texts	Letters from the Lighthouse – Emma Carroll. Wartime speeches Wartime & blackout poetry.	Polar Express Christmas Traditional Tales	Survivor – Katherine Rundell Non-chronological reports	The viewer Current TV adverts	Biographies Pig heart boy.	Kensuke's Kingdom
	Maths links	Measures & ratio Comparing population Bar charts- birth/death rates codebreaking	Weather graphs – temperature rainfall	Coordinate pictures 3D shape	Bar charts & tables	Line graphs – heart rate	Coordinates Angles
	Science	Light 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.	Electricity 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.	Evolution & Inheritance 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.	Classifying living things describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.	The human body 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.	Revision of Y6 topics
	History	•a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		•a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.			



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	Geography			<ul style="list-style-type: none"> <li>•understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>•physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>•use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>		<ul style="list-style-type: none"> <li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
	Art	<ul style="list-style-type: none"> <li>•to create sketch books to record their observations and use them to review and revisit ideas</li> <li>•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>•about great artists, architects and designers in history</li> <li>Look at art of Alan Moore</li> </ul>		<ul style="list-style-type: none"> <li>•to create sketch books to record their observations and use them to review and revisit ideas</li> <li>•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>•about great artists, architects and designers in history</li> </ul>			<ul style="list-style-type: none"> <li>•to create sketch books to record their observations and use them to review and revisit ideas</li> <li>•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>•about great artists, architects and designers in history</li> </ul>
	D&T		<ul style="list-style-type: none"> <li>•investigate and analyse a range of existing products</li> <li>•evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>•understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>		<ul style="list-style-type: none"> <li>•use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>•select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],</li> <li>•accurately 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</li> </ul>	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> <li>•understand and apply the principles of a healthy and varied diet</li> <li>•prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>•understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	



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	Music*		•appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians				•play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
	PE*	Dance Netball	Indoor athletics Football	Handball OAO	Gymnastics Kwik cricket	Athletics Dodgeball	Ultimate frisby Dance
	Languages*	French					
	PSHE*	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	relationships	Changing me
	Computing*	Young authors IT2 -Use search technologies effectively IT3 - 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 DL5 - Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Stocks and shares DL5 - Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Let's learn a language CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Appy Times Pt 1 CS4 -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts CS5 -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output IT3 - 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 DL4 -Be discerning in evaluating digital content	Heroes & Villains –Graphics CS4 – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. CS5 – Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. IT3 – 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.	Building Battle Bots CS4 – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. IT3 – 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. DL5 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



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	RE*	Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b  Commitment	Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b  Words of wisdom	Find out about the activities of a local religious community and make links with key religious teachings 2.4b  Taking part	Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d  Belief in action	Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a  The importance of hope	Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c  Justice: rich and poor
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\*stand alone unit – these skills will be taught independently of the topic/theme