



DOWN AMPNEY PRIMARY SCHOOL LONG TERM PLAN

Upper Key Stage 2 (Year 5 Year 6)

Year B

	Autumn Term		Spring Term		Summer Term	
Maths	Place Value  Mental and written methods: Addition & Subtraction  Primes, squares, cubes, factors, multiples	Decimals  Multiplication & division: Powers of ten  Geometry (nets and co-ordinates)	Multiplication & Division written methods  Geometry (translation & reflection)  4 Operations	Measurement (Length, mass, capacity)  Ratio  Fractions, decimals, percentages	Fractions (calculating)  Geometry (angles)	Measurement (converting units, time, area & volume)  Statistics (graphs)  Algebra  Yr 6: Securing learning: Moving on up
Writing Spine	<b>The Arrival:</b> Shaun Tan Extended narrative  <b>The Odyssey:</b> Gillian Cross Epic Story	<b>Can we save the tiger?:</b> Martin Jenkins Discussion Text  <b>The Hidden Forest:</b> Jeannie Baker Balanced discussion	<b>Hidden Figures:</b> Margot Lee Shetterly Biography  <b>Suffragette, The battle for equality:</b> David Roberts Persuasive campaign	<b>Robot Girl:</b> Malorie Blackman Science fiction narrative  <b>Boy in the Tower:</b> Polly Ho-Yen Own version narrative	<b>The Lost Happy Endings:</b> Carol Ann Duffy Alternative perspective prequel  <b>Romeo &amp; Juliet:</b> William Shakespeare Playscript	<b>Kaspar:</b> Michael Morpurgo Newspaper article  <b>Some places more than others:</b> Renee Watson The suitcase project Diary
Reading Spine	<b>Fly me home:</b> Polly Ho-Yen  <b>On the Move:</b> Poems about Migration Michael Rosen	<b>Beetle Boy:</b> M.G Leonard  <b>The Tiger Rising:</b> Kate DiCamillo  <b>Darwin's Voyage of Discovery:</b> Jake Williams	<b>Hidden Figures:</b> Margot Lee Shetterly  <b>Malala:</b> Malala Yousafazi  <b>The Invention of Hugo Cabret:</b> Brian Selznick	<b>Caged Bird:</b> Maya Angelou  <b>The Wolves of Willoughby Chase:</b> Joan Aiken	<b>The Listeners:</b> Walter de la Mare  <b>Cogheart:</b> Peter Bunzl  <b>Poetry for kids:</b> William Shakespeare	<b>Incredible journeys:</b> Levison Wood  <b>Poetry for Young people:</b> Langston Hughes, Benny Andrews  <b>The Story of Titanic for children:</b> Joe Fullman
Science	<b>Properties and changes of materials</b> Explore how to separate materials based on their properties.	<b>Animals including humans</b> Understanding the human circulatory system	<b>Animals including humans</b> Explore how the human body changes with age.	<b>Earth and Space</b> The Earth and wider solar system.	<b>Living things and their habitats</b> Classify microorganisms and understand their place in the world.	<b>Forces</b> Identify the effects of air resistance, water resistance and friction



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		and how exercise impacts health.				that act between moving surfaces.
History	<b>Invaders &amp; Settlers: Anglo Saxons</b> Explore why the Angles, Saxons, Jutes and Scots settled in Britain.		<b>Invaders &amp; Settlers: Vikings</b> Question the accuracy of calling the Vikings, vicious raiders.			<b>British History Post 1066: Canals &amp; Railways (local study)</b> Explore how the canals and railways impacted local areas.
Geography		<b>Mountains</b> Understand how the physical Earth has changes over time.		<b>Volcanoes &amp; Earthquakes</b> Understand how and why people in the world live in areas of risk.		
Computing	<b>Networks and Systems:</b> How search engines work, how results are ranked, online communication	<b>Creating Media:</b> Video production	<b>Programming:</b> Selection in quizzes	<b>Data:</b> Spreadsheets	<b>Creating Media:</b> Webpage creation	<b>Programming:</b> Variables in games
Art	<b>2D Drawing / 3D Making</b> Explore how 2D drawings can be transformed to 3D objects.		<b>Activism</b> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.		<b>Brave Colour</b> Exploring the work of installation artists who use light, form and colour to create immersive environments.	
DT		<b>Food</b> Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)		<b>Electrical Systems</b> More complex switches and circuits (including programming, monitoring and control)		<b>Textiles</b> Combining different fabric shapes (including computer-aided design)
Music	<b>What shall we do with the drunken sailor?</b> Compose body percussion patterns to accompany a sea	<b>Why we sing</b> Listen to a selection of gospel music, identifying key elements that give the music its unique	<b>Madina tun nabi</b> Use major chords to create a drone accompaniment and	<b>Building a groove</b> Compose groove-based pieces, understanding how drum grooves and bass lines fit together to	<b>Baloo baleerie</b> Compose a melody in 3/4 time, use notes from a pentatonic scale and	<b>Kis nay banaayaa</b> Create a soundscape for some of the creatures in the world.



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	shanty. Write these out using rhythm grids.	sound and talk about it using music vocabulary.  <b>Introduction to songwriting</b> 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook	improvise freely over a drone.	create memorable and catchy riffs.	question-and- answer phrasing.	
PSHE	<b>Me and My Relationships</b> Assertiveness Cooperation Safe/unsafe touches Positive relationships Recognising emotional needs	<b>Valuing Difference</b> Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	<b>Keeping Safe</b> Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	<b>Rights and Respect</b> Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	<b>Being My Best</b> Aspirations and goal setting Managing risk Looking after my mental health	<b>Growing and Changing</b> Coping with changes Keeping safe Body Image Sex education Self-esteem
RE	<b>Creation and science: conflicting or complementary?</b> U2.2 Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary with a scientific account  <i>Harvest Remembrance</i>	<b>Why do some people believe in God and some people not?</b> U2.11 Identify and explain what religious and on religious people believe about God, saying where they get their ideas from  <i>Christmas</i>	<b>What does it mean to be a Muslim in Britain today?</b> U2.8 Identify and explain Muslims beliefs about God, the Prophecy and the Holy Qur'an  <i>Lent</i>	<b>How does faith help people when life gets hard?</b> U2.12 Interpret a range of artistic expressions of afterlife, offering and explain different ways of understanding these.  <i>Experience Easter</i>	<b>What do Christians believe Jesus did to 'save' people?</b> U2.5 Outline the big story of the Bible, explaining how Incarnation and Salvation fit within it	<b>What matters most to Humanists and Christians?</b> U2.10 Identify and explain beliefs about why people are good and bad  <i>Pentecost and the Holy Trinity</i>
MFL	<b>Phonics 3&amp;4</b>  <b>The date</b>	<b>Do you have a pet?</b>	<b>My home</b>	<b>What is the weather?</b>	<b>At school</b>	<b>Me in the world</b>



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PE	<b>Personal</b> Co-ordination: Ball Skills Agility: Reaction / Response	<b>Social</b> Dynamic Balance: On a line Counter Balance: With a partner	<b>Cognitive</b> Static Balance: Stance Co-ordination: Footwork	<b>Creative</b> Static Balance: Seated Static Balance: Floor work	<b>Physical</b> Dynamic Balance to Agility: Jumping and Landing Static Balance: One leg	<b>Health and Fitness</b> Co-ordination: Sending and receiving Agility: Ball chasing
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