**Long Term Map B Yr5/6**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Humanities** | **Continents, countries, climate zones and biomes** Describe and understand key aspects of physical geography and locations | **Early Islamic civilization** Study of a non European society that provides contrasts with British historyVisit to mosque | **Stone Age to Iron Age**Changes in Britain from the Stone Age to the Iron, late neo lithic hunter gatherers, Bronze Age religion, technology and travel and Iron age hill forts | **Stone Age to Iron Age**Changes in Britain from the Stone Age to the Iron, late neo lithic hunter gatherers, Bronze Age religion, technology and travel and Iron age hill forts | **A locality outside of the UK**Understand Geographical similarities and differences though the study of human and physical Geography of a region compared with UK | **Our locality**Understand more of local area through development of geographical skills and field - OS maps, grid refs, physical and human features of our locality*class walk**Trip - Parliament* |
| **Science** | **Year 5****Properties and changes in materials**Compare properties of every day materials, explore dissolving, mixing and changing of states as well as reversible and irreversible changes**Year 6****The circulatory system**Identify and name basic parts and organs of the human circulatory system, and explain functions of the heart, blood vessels and blood.Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. | **Year 5****Forces**Explain gravity, identify the effects of air resistance, water resistance and friction, recognize that some mechanisms allow a smaller force to have a greater effect | **Year 5****Earth and Space** **Describe the** movement of the Earth and planets relative to the sun, the movement of the moon relative to the Earth. Explain day and night**Year 6****Evolution and Inheritance**Recognize that living things have changes over time, that fossils provide information from millions of years ago, explore factors associated with inheritance and identify how plants and animals adapt to their environment | **Year 6****All Living Things** Describe how living things are classified and give reasons for specific characteristics | **Year 5****Living things and their habitats**Describe the differences in lifecycle of mammal, amphibian, insect and bird, describe life processes of reproduction in some plants and animals**Year 6****Electricity**Investigate circuits including buzzers, bulbs and switches. Use symbols to represent components in a diagram | **Science 5****Animals including humans**Growth and development of humans from birth to old age**Science 6****Light**Recognize that light appears to travel in straight lines, explain how light travels from a light source to our eyes and explore shadows  |
| **DT** | **Food technology** understand principles of a healthy and varied diet, prepare and cook using a range of techniques, understand seasonality(breads) | **Christmas Card** design, make and evaluate using techniques of textiles, cross stitch or sewing |  |  | **Woodwork- bird boxes or tree houses**Design, make and evaluate a product from using appropriate tools and a range of mechanisms |  |
| **Computing**  | **Digital literacy** Understand aspects of on line computer safety and how to report concerns | **Programming** Use sequence selection and repetition in programmes, design, write and debug programmes | **Digital literacy** Understand aspects of on line computer safety and how to report concerns | **Internet**Understand computer networks including the World Wide Web and use search technologies effectively | **IT** data/excel/word processing/PowerPoint/presentations |  |
| **Music** | **Woodwind/brass**Learn to compose, play and perform, understand musical notation  | **Singing and performing** | **Composition/performance**Learn to compose, play and perform, understand musical notation | **Flute**Learn to compose, play and perform, understand musical notation | **Ukulele** Learn to compose, play and perform with increasing accuracy, fluency, control and expression; understand musical notation | **Y6 show** Sing, play and perform. |
| **Art** | **Islamic art** Develop techniques using a range of materials; understand the historical and cultural development of different art forms |  | **Modern artist study – pop art and graffiti**Increase awareness of different kinds of ArtStudy of individual great artists in history |  | **Life sketches and portraits**Create sketch books to record observations and use to review and re visit ideasArtists study – changing portraits in history |  |
| **Modern languages** | **5 – les vetements****6\_en ville**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **5 La nourriture****6 – l’ecole**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **Year 5 la famille****Year 6 ma journee**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **5 chez moi****6 Mes passe-temps**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **5 mes amis et moi****6 La France!**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures |  |
| **RE** | **5 stories from the New Testament****6 – Old Testament** | **5 Hinduism and Divali/Christmas****6 – OT/Christmas**  | **5 – Hindu and Christian creation stories****6 – siege of Masada** | **5 – Hindi rituals of death/Easter****6- Haulocaust/Easter** | **5 – religious symbols****6 - synagogue and Torah** | **6 – Hindu and Christian places of worship****6 – Bar Mitzvah and baptism** |
| **PE** | **Cross country/football** | **Netball** | **Indoor Athletics/Tag rugby** | **Hockey** | **Athletics(Track and field)****Cricket** | **Athletics(Track and field)****Rounders** |
| **PSHE** | **Rules and responsibilities** | **Friendships****Feelings** | **Keeping safe** | **Medicine and drugs** | **Healthy lifestyles** | **Economic Wellbeing/Growing and changing**  |