



Nutley CE Primary School - Long Term Plan - Year B - 2022 / 2023 - Badger Class - Years Five and Six

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Name	Me and My World	Survival	Happily ever after	Animal magic	Rivers, coasts and mountains	All the world's a stage
Concepts	belonging identity, individuality change free will	friendship strength trust truth failure weakness	adversity poverty happiness class wealth	care reform value fairness love rights compassion	beauty spirituality influence choice, responsibility well-being	tradition transformation cohesion common good community
Learning Question	Who am I? Where am I?	What does it take to survive?	Does wealth bring happiness?	Do animals have rights? Raystede	What's so special about our 'green and pleasant land'?	Is entertainment important?
Global Citizenship / Courageous advocacy			Christian Aid	RSPCA, World Wildlife Fund	Protecting our green spaces	
Stunning Start / Trips / Wow days	Ashdown Forest Art Trip / Space Odyssey music				Trip to Cuckmere Haven	Trip to theatre
English: Key Texts	The Jamie Drake Equation by Christopher Edge; Aliens stole my underpants and other intergalactic poems by Brian Moses. Cosmic by Frank Cottrell-Boyce	Shackleton's Journey by William Grill; Tom Crean, Ice Man by Michael Smith; Arctic and Antarctic (Dorling Kindersley)	Traditional tale: Cinderella – rags to riches tales Spilled Water by Sally Grindley	The Tyger by William Blake Cinnamon by Neil Gaiman The Time Traveller and the Tiger by Tania Unsworth Zoo by Anthony Brown	Floodland by Marcus Sedgwick, The Wind in the Willows by Kenneth Grahame, Flotsam by David Wiesner, Song of The Dolphin Boy by Elizabeth Laird, The mysteries of Harris Burdick by Chris Van Allsburg; The Last Tree by Ingrid Chabbert & Guridi; non-fiction texts about rivers and mountains; A planet	Shakespeare plays; end of year production; 'The Nowhere Emporium' by Ross MacKenzie

					full of plastic by Neil Layton. One plastic bag by Miranda Paul: the story of Isatou Ceesay and the recycling women of the Gambia	
Maths	Number: place value and the four operations	Number: fractions	Number: fractions; ratio; decimals and percentages	Algebra; Measurement: converting units, perimeter, area and volume; Number: Statistics	Geometry: properties of shape, position and direction	Investigations and consolidation
Science	Earth and space (5): 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	Properties and changes of materials (5): Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; Use knowledge of solids, liquids and gases to	Properties and changes of materials (5): Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; Demonstrate that dissolving, mixing and changes of state are reversible changes; Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the	Living things and their habitats (5) - Describe the differences in the life cycles of a mammal (tiger), an amphibian (British frog/toad), an insect (e.g. Chinese silk moth) and a bird (e.g. farmed hen) Describe the life process of reproduction in some plants (apple tree) and animals.	Plastics Challenge STEM	Animals including humans (5) - Describe the changes as humans develop from birth to old age.

		decide how mixtures might be separated, including through filtering, sieving and evaporating;	action of acid on bicarbonate of soda.			
Religious Education	U2.2 Creation & Science – Conflicting or Complementary?	U2.7 Why do Hindus want to be good?		U2.5 What do Christians believe Jesus did to ‘save’ people? Easter	U2.1 What does it mean if Christians believe God is holy and loving?	U2.10 What matters most to Humanists and Christians?
Computing	Unit 6.1: Geotrails – pupils use digital mapping, navigation and location finding to create trails, routes or treasure hunts	Unit 6.2: Fundraising – pupils use digital technology to plan, organise and produce a fundraising event in school	Create a prototype of an interactive toy using Scratch / Unit 6.3: Adventure Game – pupils use computing skills to create an adventure game	Unit 6.4 Modelling Data: using spreadsheets to explore mathematical models	Unit 6.5: eSafety website – pupils use their knowledge of e-safety to produce material to promote e-safety around the school	Unit 6.6: Programme – pupils use their digital publishing skills to produce a programme for the end of year production
Art and Design	Drawing: Charcoal portraits; Chalk pastel landscapes of Ashdown Forest: local artist Juliet Murray. Exploring and developing ideas: Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.				Painting, sketchbooks, learn about JMW Turner’s seascapes and Georgia O’Keefe’s mountain paintings; Architect: Brunel’s bridges Exploring and developing ideas: Question and make thoughtful observations about starting points and select ideas and	Sculpture: chicken wire, papier mache and tissue paper; British sculptors - Henry Moore, Antony Gormley, Cornelia Parker and Andy Goldsworthy. Exploring and developing ideas: Explore the roles and purposes of artists, craftspeople and designers working in different

					processes to use in their work	times and cultures.
Design and Technology		ROAR Project Design, make and evaluate a thermal flask.	Design and evaluate an interactive toy (link to computing); apply their understanding of computing to program their products. Investigate and analyse a range of existing products.	Understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed – eggs – tomato, cheese and basil omelette. Apple crumble.		Kit car design and build (Year 6 only)
Geography	Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, and land-use patterns; and understand how some of these aspects have changed over time. Geographical skills	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	Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and	Locational knowledge: United Kingdom: physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and understand how some of these aspects have changed over time. Place knowledge: understand geographical	

	and fieldwork: 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; 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.	and night). Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		describe features studied	similarities and differences through the study of human and physical geography of a region of the United Kingdom: the Cuckmere Valley. Describe and understand the water cycle. Use fieldwork to observe, measure, record and present the human and physical features in the Cuckmere Haven area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
History	A local history study: a study of a site dating from a period beyond 1066 that is significant in the locality. E.g. church / school / Ashdown Forest		The Shang Dynasty of Ancient China:			A history of the theatre: the legacy of Greek culture on later periods in British history (e.g. The Tudor period: The Globe), including the present day
Languages: Spanish	Y5 Unit 18 Los Planetas	Y5 Unit 17 Las Estaciones		Y6 Unit 21 En el café	Y5 Unit 16 Las Pescadoras Valencianas	Y6 Unit 20 Raúl en Sutton House: una casa Tudor
Music	Spaced Out	The Spirit of Christmas	In your element	That's Life	Eco Warriors	A world of cracking inventions – link to theatre.
Physical Education	football / netball	football / gymnastics	tag rugby / dance	hockey / basketball	athletics / rounders	athletics / cricket

PSHE	Being me in my world	Celebrating difference (Disability – Billy Monger)	Dreams and goals	Healthy me	Relationships	Changing me
Education for a Connected World	Self-image and identity; online reputation	Online bullying	Privacy and security; copyright and ownership	Health, well-being and lifestyle	Online relationships	Managing online information
Forest School						