



Nutley CE Primary School - Long Term Plan - Year A - Badger Class - Years Five and Six

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Name	Amazing South America	Benin and beyond – Black Lives Matter	World War 2: The Battle of Britain	The Vikings	Gadgets and Gizmos	Tomorrow's world: utopia and dystopia
Concepts	stewardship consequences sustainability conflict	freedom discrimination oppression power prejudice protest segregation	sacrifice duty resilience loyalty forgiveness service	belief faith fear integration	passion creativity pride virtue consent	peace wisdom democracy diversity dreams equality justice morality
Learning Question	Deforestation: what's the problem?	What were the consequences of imperialism in Africa?	What exactly is wartime spirit?	How can people successfully integrate?	Do new designs and technology always change the world for the better?	If you could create a new world, what would it be like?
Global Citizenship / Courageous advocacy	Protecting our rainforests, decreasing livestock farming (cows and sheep), climate change, global warming and the greenhouse effect.	Black Lives Matter	Charities for wounded soldiers, work of NATO	Unicef, ActionAid, help for refugees	Burning coal, oil and gas produce carbon dioxide and nitrous oxide, contributing to climate change – alternative energy sources? Reducing carbon footprints.	democracy
Stunning Start / Trips / Wow days			Trip to Newhaven Fort			
English: Key Texts	Journey to the river sea by Eva Ibbotson; The Explorer by Katherine Rundell Other supporting texts: Where the forest meets the sea by Jeannie Baker, The Great Kapok Tree by	Africa is not a country by Mark Melnicove, The Akimbo Adventures; traditional stories from Benin and African proverbs; The Windrush Generation; the story of Rosa Parks, The	Goodnight Mr Tom by Michelle Magorian / Letters from the lighthouse by Emma Carroll / Blitzed by Robert Swindells	Viking Boy by Tony Bradman/ Odd and The Frost Giants; The Dragon's Hoard: Stories from the Viking Sagas by Lari Don & Cate James Azzi Inbetween by Sarah Garland –	Stormbreaker by Alex Rider	Artemis Fowl by Eoin Colfer; end of year production Orphans of the Tide by Struan Murray

	Lynne Cherry, The Vanishing Rainforest Richard Platt & Rupert van Wyk	Long Road to Freedom; Henry's Freedom Box. See Hackney's Diverse Curriculum for activism		surviving war – refugees		
Maths	Number: place value and the four operations	Number: fractions	Number: decimals and percentages; algebra	Measurement: converting units, perimeter, area and volume; Number: ratio; Statistics	Geometry: properties of shape, position and direction	Investigations and consolidation
Science	Evolution and 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.	Living things and their habitats - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; Give reasons for classifying plants and animals based on specific characteristics.	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	Animals including humans - Identify and name the main parts of the human circulatory system, and explain 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.	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.	Forces - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; Identify the effects of air resistance, water resistance and friction, that act between moving surfaces; Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Religious Education	U2.6 For Christians, what kind of king is Jesus?	U2.3 Why do Christians believe Jesus was the Messiah? Christmas	U2.9 Why is the Torah so important to Jewish people?	U2.8 What does it mean to be a Muslim in Britain today?	U2B.7 What difference does the Resurrection make for Christians? U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.12 How does faith help people when life gets hard?
Computing	Unit 5.2: Coding – pupils learn about a more advanced programming language: Python.	Unit 5.5: Blogging – Pupils write and publish online through the learning platform	Unit 5.4: Advertising - pupils use their skills with digital media to produce advertising for a product or event. Skills: Researching. Graphic design. Video recording. Video editing.	Unit 5.1: Interactive Games – pupils use programming tools to design and create a more advanced interactive game.	Unit 5.3: Geometric Art – pupils use LOGO programming to create geometric art by passing parameters to procedural planning	Unit 5.6: Virtual Space – pupils use 3D modelling tools to create virtual worlds and objects
Art and Design	Observational drawings inspired by forest plants and animals (link to Forest School).	Sculpture (clay), use sketch books, learn about art from ancient Benin.		Painting inspired by the Vikings, use sketchbooks.		
Design and Technology			Rationing: One-pot meal from Ministry of Food leaflet no. 35 (sausage roll, potatoes, gravy, parsley, carrots) - understand and apply the principles of a healthy and varied diet; prepare and cook a variety of		Design, make and evaluate an electrical product. Technical knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	Design, make and evaluate automata: technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for

			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.		Understand how key events and individuals in design and technology have helped shape the world Famous inventors	example, gears, pulleys, cams, levers and linkages] Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Kit car design and build (Year 6 only) Dystopian Architecture
Geography	Locational knowledge: North and South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region within South America: The Amazon Rainforest. Geographical skills:	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Locational knowledge: Europe (including the location of Russia), concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country: Scandinavia – Denmark, Sweden and Norway. Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Describe and understand key aspects of: human geography, including: economic activity including the distribution of natural resources including energy.	

	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.					
History	The Mayan civilization c. AD 900	Benin (West Africa) c. AD 900-1300.	A significant turning point in British history: the Battle of Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice		
Languages: Spanish	Year 6 Unit 19 Geographical features	Y5 Unit 14 I am the Music man	Y6 Unit 22 Un periódico	Y5 Unit 13 The Hungry Caterpillar		Y5 Unit 15 Mi Ciudad
Music	The Maya – cities of stone	Location Location Location – call and response slave songs	Come join the celebration	When Henry met Victoria – compose a class rap about the Vikings	Walk like an Egyptian – swap with Y3/4	Abracadbra
Physical Education	football / netball	football / gymnastics	tag rugby / dance	hockey / basketball	athletics / rounders	athletics / cricket
PSHE	Being me in my world	Celebrating difference	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						

