

Year 5 and 6 Long Term Plan
Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Passport to the World		Footsteps through time		Great stories, Great Britain	
The Big Question	How do volcanoes affect the lives of people on Heimaey?		Why is the sun so important? Why did the ancient Maya change their way of life?		Was the story of the trojan horse a fact or myth?	Who are Britain's national parks for?
Texts	<ul style="list-style-type: none"> The firework maker's daughter – Phillip Pullman. 		<ul style="list-style-type: none"> Cosmic – Frank Cottrell Boyce 		<ul style="list-style-type: none"> Ancient Greek myths Mythos – Stephen Fry. 	
Visits/Visitors	Magna, Sheffield		Cadburys World		Greek Restaurant	Peak District Carsington
Significant Individuals	Margaret Godfrey		Neil Armstrong Brian Cox		Pythagoras Archimedes Hippocrates	David Hockney
KS2 Themed days	World day ('Passport' needed to move around school) – Each class/lesson focuses on a country with famous volcanoes.		Space day		Greek day Greek dancing	Outdoor learning day
Whole School Themed weeks	Anti-Bullying Week – November History week		Science Week		Art week Art/Music/Dance/Drama to be included in Ten Pieces Day	
Whole School events	Roald Dahl Day - September Children in Need - November Remembrance Day - November		Make your Dreams Come True Day - January Road Safety Week - February Internet Safety Day – February World Book Day - March Mother's Day - March		Ten Pieces Day Walk to School Week - May Father's Day - June World Chocolate Day - July World Environment Day - June	
Whole School Assemblies	St Andrew's Day - November Hanukah - December		Chinese New Year - January Internet Safety Week - February St David's Day - March St. Patrick's Day - March		Ramadan - April St George's Day - April	
Orchard Behaviour Key	Independence	Respect	Creativity	Curiosity	Resilience	Teamwork
Science Knowledge	<u>Changing States of Matter</u> Properties and changing of materials (Y5) <ul style="list-style-type: none"> 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 		<u>Earth and Space / Melting / Light</u> Earth and Space (Y5) <ul style="list-style-type: none"> 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 			<u>Life Cycles of Animals / Classification / Habitats</u> Living things and their habitats (Y5)

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	<ul style="list-style-type: none">• Know 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 decide how mixtures might be separated, including through filtering, sieving and evaporating• 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 action of acid on bicarbonate of soda.	<ul style="list-style-type: none">• 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. <p>Light (Y6)</p> <ul style="list-style-type: none">• 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.		<ul style="list-style-type: none">• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird• Describe the life process of reproduction in some plants and animals. <p>(Y6)</p> <ul style="list-style-type: none">• 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
Science Skills	<p>Questioning and enquiring</p> <p>Plan different types of scientific enquiry to answer questions including recognising and controlling variables where necessary.</p> <p>Explore and talk about ideas, ask their own questions about scientific phenomena, analysis functions, relationships and interactions more systematically.</p> <p>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p> <p>Select the most appropriate ways to answer scientific questions using different types of scientific enquiry. (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a range of secondary sources of information.</p> <p>Conclusions</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in result in oral and written forms, such as displays and presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas of arguments.</p> <p>Draw conclusions based on their data and observations, use evidence to justify their ideas and use scientific knowledge and understanding to explain their findings.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</p> <p>Use their results to identify when further tests and observations are needed.</p> <p>Separate opinion from fact.</p> <p>Draw conclusions and identify scientific evidence.</p> <p>Know which evidence proves a scientific point.</p>	<p>Observing, measuring and pattern seeking</p> <p>Take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Begin to identify patterns that might be found in the natural environment.</p> <p>Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Select equipment on my own.</p> <p>Can make a set of observations and say what the interval and range are.</p> <p>Take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/sec.</p> <p>Graphs – pie and line , bar.</p>	<p>Recording and reporting findings</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar / line graphs.</p> <p>Report and present findings from enquiries.</p> <p>Decide how to record data from a choice of familiar approaches.</p> <p>Choose how best to present data.</p>	

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Science Vocabulary	Properties, hardness, solubility, transparency, electrical conductor, thermal conductor, response to magnets, dissolve, solution, separate, separating, solids, liquids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, irreversible, new material, burning, rusting, magnetism, electricity, chemists, quantitative, measurements, conductivity, insulation, chemical.	Earth and Space Earth, Sun, Moon, planets, star, solar system, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, dwarf planet, movement, rotate, orbit, axis, celestial body, spherical, sphere, day, night, light, heat, eclipse, satellite, universe, solar, astronomer, shadow clock, sundial. Light Light, travels, straight, reflect, reflection, light source, object, shadows, mirrors, periscope, rainbow, filters.		Mammal, amphibian, insect, bird, life cycles, life process of reproduction, plants, animals, vegetable garden, flower border, naturalist, behaviourist, sexual, asexual, rainforest, oceans, desert, prehistoric, similarities, differences, micro-organisms, plants, animals, classification, reptiles, vertebrates, invertebrates.
History Knowledge		Footsteps through time <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Understand both the long arc of development and the complexity of specific aspects of the content. 	Great stories, Great Britain <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Understand both the long arc of development and the 	

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			complexity of specific aspects of the content.	
History Skills (ongoing throughout the year)				
Geography Knowledge	<p>Locational knowledge Name locate the world's countries, using maps to focus on Europe(including Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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 and night)</p> <p>Place knowledge 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</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, earthquakes and the water cycle</p> <p>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</p>			<p>Locational knowledge Name locate the world's countries, using maps to focus on Europe(including Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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 and night)</p> <p>Place knowledge 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</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, earthquakes and the water cycle</p> <p>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</p>

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				energy, food, minerals
	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 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.			
Geography Skills (ongoing throughout the year)				
DT Knowledge		Mayan Headdress Chocolate moulds Design <ul style="list-style-type: none"> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], 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 Evaluate <ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Cooking and nutrition <ul style="list-style-type: none"> Cook and apply the principles of nutrition and healthy eating. Instil a love of cooking. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. 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.	Hidden/stealth money box Pitta bread Design <ul style="list-style-type: none"> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], 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 Evaluate <ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and 	

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			<p>technology have helped shape the world</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Cook and apply the principles of nutrition and healthy eating. • Instil a love of cooking. • Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. • 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. 	
DT Skills (ongoing throughout the year)				
Art Knowledge (ongoing throughout the year)	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>			
Art Skills	<p>Painting</p> <ul style="list-style-type: none"> • Develop a painting from a drawing • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • Mix and match colours to create atmosphere and light effects • Be able to identify primary secondary, complementary and contrasting colours • Work with complementary colours 	<p>Textiles</p> <ul style="list-style-type: none"> • Use fabrics to create 3D structures • Use different grades of threads and needles • Experiment with batik techniques • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects <p>Drawing</p> <ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a sketchbook to collect and develop ideas. • Identify artists who have worked in a similar way to their own work. (Y6 ONLY) • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. 		<p>Painting</p> <ul style="list-style-type: none"> • Develop a painting from a drawing • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • Mix and match colours to create atmosphere and light effects • Be able to identify primary secondary, complementary and contrasting colours • Work with complementary colours

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		<ul style="list-style-type: none">• Use different techniques for different purposes i.e. shading, hatching within their own work.• Start to develop their own style using tonal contrast and mixed media.• Begin to use simple perspective in their work using a single focal point and horizon.• Have an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.• Show an awareness of how paintings are created <p>3D and sculpture</p> <ul style="list-style-type: none">• Shape, form, model and construct from observation or imagination• Use recycled, natural and man- made materials to create sculptures• Plan a sculpture through drawing and other preparatory work• Develop skills in using clay inc. slabs, coils, slips, etc• Produce intricate patterns and textures in a malleable media		<p>Printing</p> <ul style="list-style-type: none">• Create printing blocks by simplifying an initial sketch book idea• Use relief or impressed method• Create prints with three overlays• Work into prints with a range of media e.g. pens, colour pens and paints		
Music Knowledge	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.					
Music Skills (ongoing throughout the year)	<p>Play and Perform</p> <ul style="list-style-type: none">• To sing in unison with clear diction, controlled pitch and sense of phrase.• To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.• To maintain my own part and be aware how the different parts fit together. (Y5 ONLY)• To think about the audience when performing and how to create a specific effect. (Y6 ONLY)	<p>Create and Compose</p> <ul style="list-style-type: none">• To create increasingly complicated rhythmic and melodic phrases within given structures. (Y5)• To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. (Y6)	<p>Appraising</p> <ul style="list-style-type: none">• To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.• To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	<p>Listening and applying</p> <ul style="list-style-type: none">• To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.• To identify and explore the relationship between sounds and how music can reflect different meanings.• To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.• To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.		
Computing Knowledge (ongoing throughout the year)	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Computing Skills	<p>We are Game developers. Y5</p> <ul style="list-style-type: none">• Create original artwork and sound for a game.	<p>We are Cryptographers. Y5</p> <ul style="list-style-type: none">• Use logical reasoning to explain how some simple	<p>We are Artists. Y5</p>	<p>We are Web Developers. Y5</p> <ul style="list-style-type: none">• Understand some elements of how search	<p>We are Bloggers. Y5</p>	<p>We are Architects. Y5</p>

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	<ul style="list-style-type: none">Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.Detect and correct errors in their computer game.Use iterative development techniques (making and testing a series of small changes) to improve their game. <p>Y6</p> <ul style="list-style-type: none">Learn some of the syntax of a text-based programming language.Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list.Plan a text-based adventure with multiple 'rooms' and user interaction.Thoroughly debug the program.	<p>algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Y6</p> <ul style="list-style-type: none">Develop the ability to reason logically about algorithms.Use algorithmic approaches to problems in mathematics.Develop the ability to reason logically about algorithms.Use common algorithms for sorting and searching.	<ul style="list-style-type: none">Use the tools and techniques of a vector graphics package.Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. <p>Y6</p> <ul style="list-style-type: none">Develop a printed flyer or brochure incorporating text and images.Further develop knowledge, skills and understanding in relation to creating a website.- Further develop skills relating to shooting and editing video.	<p>engines select and rank results.</p> <ul style="list-style-type: none">Question the plausibility and quality of information. <p>Y6</p> <ul style="list-style-type: none">Develop an awareness of the capabilities of smartphones and tablets.Understand geolocation, including GPS.Pitch a proposal for a smartphone or tablet app.	<ul style="list-style-type: none">Become familiar with blogs as a medium and a genre of writing.Create a sequence of blog posts on a theme.Incorporate additional media.Comment on the posts of others.Develop a critical, reflective view of a range of media, including text. <p>Y6</p> <ul style="list-style-type: none">Research a location online using a range of resources appropriately.Understand the safe use of mobile technology, including GPS.Capture images, audio and video while on location.Showcase shared media content through a mapping layer.	<ul style="list-style-type: none">Understand the work of architects, designers and engineers working in 3D.Develop familiarity with a simple CAD (computer aided design) tool.Develop spatial awareness by exploring and experimenting with a 3D virtual environment.Develop greater aesthetic awareness. <p>Y6</p> <ul style="list-style-type: none">Manage or contribute to large collaborative projects, facilitated using online tools.Write and review content.Source digital media while demonstrating safe, respectful and responsible use.Design and produce a high-quality print document.
RE Knowledge	<p><u>Hinduism</u></p> <p>Constant – A1 – Make connections between different features of religions B3 – Show understanding of similarities and differences between different religions.</p> <p>A2 - Respond to a range of sources of wisdom, beliefs and teachings from different communities</p> <p>A3 - Explore and describe a range of beliefs, symbols and actions</p> <p>A3 - Understand different ways of life and ways of expressing meaning</p>	<p><u>Christianity</u></p> <p>Constant – A1 – Make connections between different features of religions B3 – Show understanding of similarities and differences between different religions.</p> <p>A2 – Describe and understand links between stories and aspects of communities.</p> <p>A3 – Explore and describe a range of beliefs, symbols and actions.</p> <p>A3 - Understand different ways of life and ways of expressing meaning.</p> <p>C1 - Express ideas and opinions about belonging, meaning and truth using words, music, art or poetry.</p>	<p><u>Buddhism</u></p> <p>Constant – A1 – Make connections between different features of religions B3 – Show understanding of similarities and differences between different religions.</p> <p>B1 - Explain meanings and significance of religions to individuals and communities</p>			
RE Skills	6 different areas that are continuous throughout the 3 separate religions					

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	<p>Beliefs, teachings, sources of wisdom and authority Y5 Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p> <p>Y6 Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language.</p>	<p>Experiences and ways of living Y5 Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</p> <p>Y6 Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p>	<p>Ways of expressing meaning Y5 Explain how some forms of religious expression are used differently by individuals and communities.</p> <p>Share their own opinion or express their own belief with respect and tolerance for others.</p> <p>Y6 Compare the different ways in which people of faith communities express their faith.</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p>	<p>Questions of identity, diversity and belonging Y5 Make informed responses to questions of identity and experience in the light of their learning.</p> <p>Recognise and explain diversity.</p> <p>Y6 Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Interpret religions and beliefs from different perspectives.</p>	<p>Questions and interpretation of meaning, purpose and truth Y5 Make informed responses to questions of meaning and purpose in the light of their learning.</p> <p>Recognise and express feelings about their identities and beliefs.</p> <p>Y6 Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Explain why their answers may be different from someone else's and respond sensitively.</p>	<p>Questions of values and commitments Y5 Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> <p>Explain why individuals and communities may have similar and differing values.</p> <p>Y6 Make informed responses to people's values and commitments (including religious ones) in the light of their learning, using different techniques to reflect deeply.</p> <p>Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.</p>
PSHE Knowledge	Rights and responsibilities	Valuing difference	Me and my relationships	Being my best	Keeping myself safe	Growing and changing
PSHE Skills	<p>Y5</p> <ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Identify the impact on individuals and the wider community if responsibilities are not carried out 	<p>Y5</p> <ul style="list-style-type: none"> Define some key qualities of friendship; Explain why friendships sometimes end. Rehearse active listening skills; Demonstrate respectfulness in responding to others; Develop an understanding of discrimination and its injustice, and describe this using examples; Consider how discriminatory behaviour can be challenged. Describe the benefits of living in a diverse society; 	<p>Y5</p> <ul style="list-style-type: none"> Explain what collaboration means; Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that 	<p>Y5</p> <ul style="list-style-type: none"> Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. Explain what being part of a school community means to them; Identify people who are responsible for helping them stay healthy and safe; 	<p>Y5</p> <ul style="list-style-type: none"> Explain what a habit is, giving examples Recognise that there are positive and negative risks Demonstrate strategies to deal with both face-to-face and online bullying; Explore and share their views about decision making when faced with a risky situation; Suggest ways of standing up to someone who gives a dare. Reflect on what information they share offline and online; Recognise that people aren't always who they say they are online; 	<p>Y5</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Explain strategies they can use to build resilience. Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Give examples of how individual/group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret;

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	<ul style="list-style-type: none"> Explain what we mean by the terms voluntary, community and pressure (action) group; State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. <p>Y6</p> <ul style="list-style-type: none"> Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Explain what is meant by <i>interest</i>. Recognise and explain that different jobs have different levels of pay and the factors that influence this; 	<ul style="list-style-type: none"> Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; <p>Y6</p> <ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Know that all people are unique but that we have far more in common with each other than what is different about us. Demonstrate ways of offering support to someone who has been bullied. Demonstrate ways of showing respect to others, using verbal and non-verbal communication Understand and explain the term prejudice; 	<p>they change according to circumstance;</p> <ul style="list-style-type: none"> Identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. <p>Y6</p> <ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Suggest positive strategies for negotiating and compromising within a collaborative task; Recognise some of the challenges that arise from friendships; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure Recognise basic emotional needs and understand that they change Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Describe ways in which people show their commitment to each other; Understand that everyone has the right to be free to 	<ul style="list-style-type: none"> Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; <p>Y6</p> <ul style="list-style-type: none"> Explain what the five ways to wellbeing are; Identify aspirational goals; Describe the actions needed to set and achieve these. Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Explain how a risk can be reduced Understand risks related to growing up and explain the need to be aware of these; 	<ul style="list-style-type: none"> Know how to protect personal information online. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. <p>Y6</p> <ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Identify strategies for keeping personal information safe online; Know that it is illegal to create and share sexual images of children under 18 years old; Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Explain how drugs can be categorised into different groups depending on their medical and legal context; Understand some of the basic laws in relation to drugs; Describe some of the effects and risks of drinking alcohol. Understand that all humans have basic emotional needs and 	<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty Identify some products that they may need during puberty and why; Know what menstruation is and why it happens Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty <p>Y6</p> <ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes
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Year 5 and 6 Long Term Plan
Cycle B

	<ul style="list-style-type: none"> • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; 	<ul style="list-style-type: none"> • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Describe qualities of a strong, positive friendship; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. 	<p>choose who and whether to marry</p> <ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal • Identify strategies for keeping personal information safe online; 		<p>explain some of the ways these needs can be met;</p> <ul style="list-style-type: none"> • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together. 	<ul style="list-style-type: none"> • Know where someone could get support if they were concerned about their own or another person's safety. • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means
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