

Curriculum Document 1: Anston Greenlands Example Long Term Plan (Y5/6)

This document, combined with the equivalent documents for years 1-4, is a distribution of the entirety of the National Curriculum content, divided into six terms (a two-year cycle). Each objective appears once; this does not mean that each objective is only *taught* once – rather, it creates a guarantee that every child meets every objective *at least* once during their time at school. This ensures complete coverage of the National Curriculum. Class teachers use their experience and imagination to build projects around these objectives (see document 2). This means that, rather than becoming a limiting factor, the NC objectives are just one element of a bigger picture. Because of this, we have been able to build an engaging, exciting curriculum that we believe is truly innovative.

CYCLE YEAR 1		
AUTUMN	SPRING	SUMMER
<p>Computing:</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variable and various forms of input and output.</p> <p>Geography:</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 coasts), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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.</p> <p>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.</p> <p>Music:</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Science:</p> <p>Y5:</p>	<p>Computing:</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>DT:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</p> <p>MFL</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>RE:</p> <p>Explore what sacred texts and other sources say about God, the world and human life.</p> <p>Science:</p> <p>Y5</p> <p><i>Properties and Changes of Materials</i></p> <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; • Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood 	<p>History:</p> <p>Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>MFL</p> <p>present ideas and information orally to a range of audiences appreciate stories, songs, poems and rhymes in the language</p> <p>RE:</p> <p>Understand why some occasions are sacred to believers, and what people think about life after death.</p> <p>Science:</p> <p>Y5</p> <p><i>Earth and Space</i></p> <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; • 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>Y6</p> <p><i>Animals, including Humans</i></p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe 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

<p><i>Living Things and their Habitats</i></p> <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>Y5 <i>Animals, including Humans</i></p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age; <p>Y6: <i>Living Things and Their Habitats</i></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 micro-organisms, plants and animals; Give reasons for classifying plants and animals based on specific characteristics. <p><i>Evolution and Inheritance</i></p> <ul style="list-style-type: none"> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution; 	<p>and plastic;</p> <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; 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. <p>Y5 <i>Forces</i></p> <ul style="list-style-type: none"> 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; <p>Y6 <i>Light</i></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. <p>Y6 <i>Electricity</i></p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume 	<p>are transported within animals, including humans.</p>
---	--	--

	<p>of a buzzer with the number and voltage of cells used in the circuit;</p> <ul style="list-style-type: none"> • 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. 	
--	---	--

CYCLE YEAR 2		
AUTUMN	SPRING	SUMMER
<p>Geography: 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.</p> <p>Music: Use and understand staff and other musical notations.</p> <p>Art: About great artists, architects and designers in history.</p> <p>DT: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p> <p>RE: Understand how religious families and communities practise their faith, and the contributions this makes to local life.</p> <p>Science: Y5</p>	<p>Computing: 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.</p> <p>History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A local history study.</p> <p>Music: Develop an understanding of the history of music.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>MFL broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>RE: Explore how religions and beliefs respond to global issues of human rights, fairness, social justice and the</p>	<p>History: Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Geography: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</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>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>

<p><i>Properties and Changes of Materials</i></p> <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; • Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood and plastic; • 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; • 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. <p>Y5 <i>Forces</i></p> <ul style="list-style-type: none"> • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect; <p>Y6 <i>Electricity</i></p> <ul style="list-style-type: none"> • 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. <p>Y6 <i>Animals, including Humans</i></p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; • Recognise the impact of diet, exercise, drugs and 	<p>importance of the environment.</p> <p>Understand what is expected of a person in following a religion or belief.</p> <p>Science</p> <p>Y5 <i>Forces</i></p> <ul style="list-style-type: none"> • 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; <p>Y5 <i>Animals, including Humans</i></p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age; <p>Y6 <i>Light</i></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. 	<p>DT: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>MFL write phrases from memory, and adapt these to create new sentences, to express ideas clearly understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Science Y5: <i>Living Things and their Habitats</i></p> <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>Y5 <i>Earth and Space</i></p> <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; • 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>Y6: <i>Living Things and Their Habitats</i></p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable
--	--	--

<p>lifestyle on the way their bodies function;</p> <ul style="list-style-type: none">• Describe the ways in which nutrients and water are transported within animals, including humans.		<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals;</p> <ul style="list-style-type: none">• Give reasons for classifying plants and animals based on specific characteristics. <p><i>Evolution and Inheritance</i></p> <ul style="list-style-type: none">• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents;• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago;• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution;
---	--	--