

BWJPS
Year 5 & 6 Rolling Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Science (1)</p> <p><i>In 2021/22 Year 6 in the Autumn term, completed Living things from (2) and scientists and inventors from (2). They then did the Spring and Summer from (1)</i></p> <p><i>In 2021/22 Year 5 completed the whole of (1).</i></p> <p><i>In 2022/2023 they need to complete the whole of (2) and it will move forward from there</i></p>	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can they explain how some materials dissolve in liquid to form a solution? Can they describe how to recover a substance from a solution? Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Do they recognise that environments can change, and this can sometimes pose a danger to living things? Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? Can they describe the life cycles of common plants? 	<p>Light</p> <ul style="list-style-type: none"> Can they recognise that light appears to travel in straight lines? Can they 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? Can they 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? Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? 	<p>Electricity</p> <ul style="list-style-type: none"> Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? Can they use recognised symbols when representing a simple circuit in a diagram? 	<p>Animals, including Humans</p> <ul style="list-style-type: none"> Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? Can they describe the ways in which nutrients and water are transported within animals, including humans? 	<p>Evolution & Inheritance</p> <ul style="list-style-type: none"> Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they give reasons why offspring are not identical to each other or to their parents? Can they explain the process of evolution and describe the evidence for this? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?

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	<ul style="list-style-type: none"> • Can they describe changes using scientific words? (evaporation, condensation) • Can they demonstrate that dissolving, mixing and changes of state are reversible changes? • Can they 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? • Can they use the terms 'reversible' and 'irreversible'? 					
<p>Planning</p> <ul style="list-style-type: none"> • Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? • Can they make a prediction with reasons? • Can they use test results to make predictions to set up comparative and fair tests? • Can they present a report of their findings through writing, display and presentation? <p>Obtaining and Presenting Evidence</p> <ul style="list-style-type: none"> • Can they take measurements using a range of scientific equipment with increasing accuracy and precision? • Can they take repeat readings when appropriate? 						

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	<ul style="list-style-type: none"> • Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? <p>Considering Evidence and Evaluating</p> <ul style="list-style-type: none"> • Can they report and present findings from enquiries through written explanations and conclusions? • Can they use a graph to answer scientific questions? 					
Science (2)	<p style="text-align: center;">Earth and Space</p>	<p style="text-align: center;">Scientists and Inventors</p>	<p style="text-align: center;">Living Things</p>	<p style="text-align: center;">Forces</p>	<p style="text-align: center;">Animals, including Humans</p>	<p style="text-align: center;">Scientists and Inventors</p>
	<ul style="list-style-type: none"> • Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system? • Can they explain how seasons and the associated weather is created? • Can they describe and explain the movement of the Moon relative to the Earth? • Can they describe the sun, earth and moon as approximately spherical bodies? • Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky? 	<ul style="list-style-type: none"> • Can they talk about the work of Stephen Hawking, Libbie Hyman, Charles Darwin, Mary Anning or Alfred Wallace? • Can they explore the work of medical pioneers for example, Alexander Fleming, William Harvey and Galen and recognise how much we have learnt about our bodies? 	<ul style="list-style-type: none"> • Can they 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? • Can they give reasons for classifying plants and animals based on specific characteristics? 	<ul style="list-style-type: none"> • Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? • Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? • Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? 	<ul style="list-style-type: none"> • Can they describe the changes as humans develop to old age? 	<ul style="list-style-type: none"> • Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)

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Additional practical objectives for MAB pupils and Y6 pupils:

Planning

- Can they explore different ways to test an idea, choose the best way, and give reasons?
- Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?
- Can they plan and carry out an investigation by controlling variables fairly and accurately?
- Can they make a prediction with reasons?
- Can they use information to help make a prediction?
- Can they use test results to make further predictions and set up further comparative tests?
- Can they explain in simple terms, a scientific idea and what evidence supports it?
- Can they present a report of their findings through writing, display and presentation?

Obtaining and presenting evidence

- Can they explain why they have chosen specific equipment? (incl ICT based equipment)
- Can they decide which units of measurement they need to use?
- Can they explain why a measurement needs to be repeated?
- Can they record their measurements in different ways? (incl bar charts, tables and line graphs)
- Can they take measurements using a range of scientific equipment with increasing accuracy and precision?

Considering evidence and evaluating

- Can they find a pattern from their data and explain what it shows?
- Can they use a graph to answer scientific questions?
- Can they link what they have found out to other science?
- Can they suggest how to improve their work and say why they think this?
- Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?
- Can they report findings from investigations through written explanations and conclusions?
- Can they identify scientific evidence that has been used to support to refute ideas or arguments?
- Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?

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<p>Computing (1)</p> <p>Continual reinforcement of e-safety</p> <p><i>In 2021/22 Year 6 completed the Autumn term from (2) then completed topics from (1)</i></p> <p><i>In 2021/22 Year 5 completed the whole of cycle (1)</i></p> <p><i>In 2022/2023 they need to complete the whole of (2) and it will move forward from there</i></p>	<p>Searching and sorting information</p> <ul style="list-style-type: none"> • Spreadsheets <ul style="list-style-type: none"> ➤ Can they create a formula in a spreadsheet and then check for accuracy and plausibility? ➤ Can they search databases for information using symbols such as =, > or <? ➤ Can they create databases planning the fields, rows and columns? ➤ Can they create graphs and tables to be copied and pasted into other documents? (*) 	<p>e-communication</p> <ul style="list-style-type: none"> • Internet Research & Webpage Design <ul style="list-style-type: none"> ➤ Can they use a search engine using keyword searches? ➤ Can they compare the results of different searches? ➤ Can they decide which sections are appropriate to copy and paste from at least two web pages? ➤ Can they save stored information following simple lines of enquiry? ➤ Can they download a documents and save it to the computer? ➤ Can they make a home page for a website that contains links to other pages? ➤ Can they capture sounds, images and video? 	<p>Understanding Instructions and making things happen</p> <ul style="list-style-type: none"> • Kodu Programming <ul style="list-style-type: none"> ➤ Can they explain how an algorithm works? ➤ Can they detect errors in a program and correct them? ➤ Can they use an ICT program to control a number of events for an external device? ➤ Can they use ICT to measure sound, light or temperature using sensors to interpret the data? ➤ Can they explore 'what if' questions by planning different scenarios for controlled devices? ➤ Can they use input from sensors to trigger events? ➤ Can they check and refine a series of instructions? 	<p>Sound in ICT</p> <ul style="list-style-type: none"> • Scratch: Animated Story <p>Can they create a sophisticated multimedia presentation?</p>	<p>Digital Photography</p> <ul style="list-style-type: none"> • Film Making <ul style="list-style-type: none"> ➤ Can they present a film for a specific audience and then adapt the same film for a different audience? 	<p>Text and Multimedia in ICT</p> <ul style="list-style-type: none"> • Newspaper <ul style="list-style-type: none"> ➤ Can they confidently choose the correct page set up option when creating a document? ➤ Can they confidently use text formatting tools, including heading and body text? ➤ Can they use the hanging indent tool to help format work where appropriate (e.g. a play-script?) ➤ Can they incorporate graphics where appropriate, using the most effective text wrapping formats? ➤ Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc...)? ➤ Can they add special effects to alter the appearance of a graphic? ➤ Can they make an information poster using their graphics skills to good effect?
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Computing (2)	e-communication / Using the Internet	Searching and sorting information	Sound in ICT	Understanding Instructions and making things happen	Digital Photography	Text and Multimedia in ICT
<p>Continual reinforcement of e-safety</p>	<ul style="list-style-type: none"> • blog ➤ Can they contribute to discussions online? ➤ Can they use a search engine using keyword searches? ➤ Can they use complex searches using such as '+', 'OR'? ➤ <u>Can they compare the information provided on two tabbed websites looking for bias and perspective?</u> ➤ Can they conduct a video chat with people in another country or organisation? ➤ <u>Can they conduct a video chat with more than one person at a time?</u> 	<ul style="list-style-type: none"> • Spreadsheets ➤ Can they collect live data using data logging equipment? ➤ Can they identify data error, patterns and sequences? ➤ Can they use the formulae bar to explore mathematical scenarios? ➤ Can they create their own database and present information from it? 	<ul style="list-style-type: none"> • Radio Station ➤ Can they listen to streaming audio such as online radio? ➤ Can they download and listen to podcasts? ➤ Can they produce and upload a podcast? ➤ Can they manipulate sounds using Audacity? ➤ Can they select music from open sources and incorporate it into multimedia presentations? 	<ul style="list-style-type: none"> • Scratch: Developing Games • Game Creator ➤ Can they combine sequences of instructions and procedures to turn devices on or off? ➤ Do they understand input and output? ➤ Can they use an ICT program to control an external device that is electrical and/or mechanical? ➤ Can they use ICT to measure sound or light or temperature using sensors? ➤ Can they explore 'What if' questions by playing adventure or quest games? ➤ Can they write programs that have sequences and repetitions? 	<ul style="list-style-type: none"> • Video • Communicating ➤ Can they use a range of presentation applications? ➤ Do they consider audience when editing a simple film? ➤ Do they know how to prepare and then present a simple film? ➤ Can they use ICT to record sounds and capture both still and video images? ➤ Can they work on simple film editing? ➤ Can they use instant messaging to communicate with class members? ➤ Can they conduct a video chat with someone elsewhere in the school or in another school? 	<ul style="list-style-type: none"> • Word processing and presentation skills ➤ Can they use a range of presentation applications? ➤ Can they capture sounds, images and video? ➤ Can they use the word count tool to check the length of a document? ➤ Can they use bullets and numbering tools? ➤ <u>Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate?</u> ➤ <u>Can they make an information poster using graphics skills to good effect?</u>

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History	Ancient Greece (1)	The Shang Dynasty (1)		Islamic Civilisation (1)
	World War 2 (2)	Ancient Sumer (2)	Leisure & Entertainment (with links to local L&E)	Crime and Punishment (2)
<p><i>In 2021/22 Year 6 completed the Autumn term from (2) then completed topics from (1)</i></p> <p><i>In 2021/22 Year 5 completed the whole of cycle (1)</i></p> <p><i>In 2022/2023 they need to complete the whole of (2) and it will move forward from there</i></p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? <p style="text-align: center;"><u>Additional practical objectives for MAB pupils and Y6 pupils:</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? 			

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	<ul style="list-style-type: none"> • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources? 		
Geography (1)	<u>Exploring Eastern Europe</u>	<u>Trading & Economic Activity</u>	<u>Mountains including a study of different mountain locations</u>
Geography (2)	<u>Marvellous Maps</u>	<u>Amazing Americas</u>	<u>Raging Rivers</u> <u>Enough for Everyone</u>
<p><i>In 2021/22 Year 6 completed the Autumn term from (2) then completed topics from (1)</i></p> <p><i>In 2021/22 Year 5 completed the whole of cycle (1)</i></p> <p><i>In 2022/2023 they need to complete the whole of (2) and it will</i></p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they find the same place on a globe and on an atlas? • Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? <p>Physical Geography</p> <ul style="list-style-type: none"> • Can they give extended descriptions of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4-figure grid reference? • Can they create sketch maps when carrying out a field study? <p>Human Geography</p> <ul style="list-style-type: none"> • Can they give an extended description of the human features of different places around the world? • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical features? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they name the areas of origin of the main ethnic groups in the UK & in their school? • Can they recognise key symbols used on Ordnance Survey maps? • Can they name the largest desert in the world? 		

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*move forward
from there*

- Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
- Can they explain how the time zones work?

Additional practical objectives for MAB pupils and Y6 pupils:

Geographical Enquiry

- Can they confidently explain scale and use maps with a range of scales?
- Can they choose the best way to collect information needed and decide the most appropriate units of measure?
- Can they make careful measurements and use the data?
- Can they use OS maps to answer questions?
- Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?

Physical Geography

- Can they give extended descriptions of the physical features of different places around the world?
- Can they describe how some places are similar and others are different in relation to their human features?
- Can they accurately use a 4 figure grid reference?
- Can they create sketch maps when carrying out a field study?

Human Geography

- Can they give an extended description of the human features of different places around the world?
- Can they map land use with their own criteria?
- Can they describe how some places are similar and others are different in relation to their physical features?

Geographical Knowledge

- Can they recognise key symbols used on Ordnance Survey maps?
- Can they name the largest desert in the world?
- Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
- Can they explain how the time zones work?

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<p>Art</p> <p><i>In 2021/22 Year 5 & 6 completed the whole of cycle 1</i></p> <p><i>In 2022/2023 they need to complete the whole of (2) and it will move forward from there</i></p>	<p>Wildlife (1) <i>Brancusi (Sculptor)</i> <i>Richard Sweeney (Designer)</i></p>		<p>The Seaside (1) <i>Alfred Wallis (Artist)</i> <i>Hokusai (Artist)</i></p>		<p>Mixed Media (1) <i>Hannah Hoch (Photomontage)</i> <i>Henri Matisse (Collage)</i></p>		
	<p>Plants and Flowers (2) <i>Henri Rousseau (Artist)</i> <i>Georgia O'Keefe (Artist)</i></p>		<p>North American Art (2) <i>John Singer Sargent (Artist)</i> <i>Ansel Adams (Photographer)</i> <i>Jean-Michel Basquiat (Artist)</i> <i>Mary Cassatt (Artist)</i></p>		<p>Contemporary Art (2) <i>Chris Ofili (Painting)</i></p>		
	<p>Drawing</p> <ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Sketchbooks demonstrate the artistic style of the user. • Draw for a sustained period of time working on one piece. • Demonstrate a secure understanding of line, shape, pattern, colour, tone and space. • Use different techniques for different purposes within their own work. • Have opportunities to explore simple perspective using a single focal point and horizon. • Develop an awareness of composition, scale and proportion. 		<p>Painting</p> <ul style="list-style-type: none"> • Plan and create different effects and textures with paint. • Test media and materials, and mix appropriate colours. • Control the types of marks made and the effects and textures produced. • Start to develop their own style using mixed media. • Experiment with a choice of paper and scale of work. • Demonstrate an understanding of colours including primary and secondary, warm and cold, complimentary and contrasting. • Develop a painting from an initial sketch. 		<p>3D Sculpture</p> <ul style="list-style-type: none"> • Work with a wide range of tools in a safe and organised way. • Plan a sculpture through drawing and other preparatory work. • Use a range of materials with careful consideration for joining techniques. • Secure work to continue at a later date. • Demonstrate a secure understanding of shape and form. • Creatively use pattern and texture in their work. • Understand the different ways of finishing work such as glaze, paint and polish. • Use accurate language appropriate to skill and technique. 		<p>Responding to art</p> <ul style="list-style-type: none"> • Describe what they think and feel about an existing piece of artwork and how this might influence their future designs. • Use appropriate language when comparing ideas, methods and approaches in their own and others' work. • Use their sketch books to evaluate and adapt their ideas. Make and develop annotations to show progression in their ideas. • Identify the strengths and weaknesses of their artwork, suggesting any areas for improvement. • Consider the effect different resources may have had.

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Design technology	Automata animals (1)	Global Food (1)	Felt Phone Cases (1)	
	Creating a room with lights (2)	Super Seasonal Cooking (2)	Marbulous Structures (2)	
<p><i>In 2021/22 Year 5 & 6 completed the cycle 1 with the omission of automata animals – these objectives will be planned for before the end of the year.</i></p> <p><i>In 2022/2023 they need to complete the whole of (2) and it will move forward from there</i></p>	Developing, planning and communicating ideas <ul style="list-style-type: none"> Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step- by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each? 		Working with tools, equipment, materials and components to make quality products <ul style="list-style-type: none"> Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked? 	Evaluating processes and products <ul style="list-style-type: none"> Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria?
	Cooking and nutrition <ul style="list-style-type: none"> Can they describe what they do to be both hygienic and safe? How have they presented their product well? 	Textiles <ul style="list-style-type: none"> Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they devise a template? Can they explain how to join things in a different way? Can they use a range of joining techniques? 	Electrical and mechanical components <ul style="list-style-type: none"> Can they incorporate a switch into their product? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics? 	Stiff and flexible sheet materials <ul style="list-style-type: none"> Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose?

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Additional practical objectives for MAB pupils and Y6 pupils:

Developing, planning and communicating ideas

- Can they use a range of information to inform their design?
- Can they use market research to inform plans?
- Can they work within constraints?
- Can they follow and refine their plan if necessary?
- Can they justify their plan to someone else?
- Do they consider culture and society in their designs?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if needed?

Evaluating processes and products

- How well do they test and evaluate their final product?
- Is it fit for purpose?
- What would improve it?
- Would different resources have improved their product?
- Would they need more or different information to make it even better?
- Does their product meet all design criteria?
- Did they consider the use of the product when selecting materials?

Breadth of Study

Cooking and nutrition

- Can they explain how their product should be stored with reasons?
- Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?

Textiles

- Have they thought about how their product could be sold?
- Have they given considered thought about what would improve their product even more?

Electrical and mechanical components

- Can they use different kinds of circuit in their product?
- Can they think of ways in which adding a circuit would improve their product?

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	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Can they justify why they selected specific materials? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product? <p>Mouldable materials</p> <ul style="list-style-type: none"> • Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience? 					
<p style="text-align: center;">PE (coach taught lessons)</p>	<ul style="list-style-type: none"> • Gymnastics 	<ul style="list-style-type: none"> • Invasion Games 	<ul style="list-style-type: none"> • Basketball 	<ul style="list-style-type: none"> • Tennis 	<ul style="list-style-type: none"> • Athletics 	<ul style="list-style-type: none"> • Dance • Tennis
	<p>Please refer to PE Progression of skills for specific objectives to be explored.</p>					
<p style="text-align: center;">Ivrit</p>	<p>Listening & Responding</p> <ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? • <i>Spoken at near normal speed with no interference. May need some items to be repeated.</i> <p>Speaking</p> <ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? • <i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i> <p>Reading and responding</p> <ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? <p>Writing</p> <ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt? • <i>They will draw largely on memorised language.</i> 					

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<p>Music (see Mr Marks' lesson plans)</p> <p><i>In 2021/22 Year 6 did not complete the Ukelele</i></p>	<p>Ukelele</p>	<p>Ukelele Chanukah concert</p>	<p>Music through the ages – focus World War Two music</p>	<p>Far East Musical Notation and Composition</p>	<p>Suspense Musical Notation and Composition</p>	<p>Blues Happy (Charanga) Performance & Composition</p>						
<p>Please refer to Music Progression of skills for specific objectives to be explored.</p>												
<p>PSHE, RSE & SMSC</p> <p><i>In 2021/22 Year 6 completed water safety & smoking units. Then worked on cycle 1 from autumn 2.</i></p> <p><i>In 2021/22 Year 5 completed the whole of cycle 1.</i></p> <p><i>In 2022/23 cycle 2 should begin.</i></p>	<p>(1)</p>											
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BWJPS
Year 5 & 6 Rolling Long Term Plan

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<p>Study of worldwide and local events will also take place, in the most part these will be child led and relevant to the season – these will vary depending on pupil interests and current affairs.</p>						