



Feckenham Church of England Primary School

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Long Term Overview: Foundation subjects plus Maths/Science/IT/R.E.

Year 5/6

Links between subjects as opportunities to develop schema are linked by **colour**.

Previous learning for retrieval opportunities are **highlighted**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Drawing I need space Developing Ideas/purpose of drawings/Combine collage and printmaking.	Paint and mixed media Portraits Investigate range of artists/developing unique self-portrait in mixed media.	Sculpture and 3D Making Memories Hand-sculptured forms/symbolic and personal meaning.	Drawing I need space Developing Ideas/purpose of drawings/Combine collage and printmaking.	Paint and mixed media Portraits Investigate range of artists/developing unique self-portrait in mixed media.	Sculpture and 3D Making Memories Hand-sculptured forms/symbolic and personal meaning.
	Craft and Design Architecture Investigate built environment through drawing and printmaking. Create building design/present research creatively/ explore ideas behind symbolism of design. Enrichment- Visits local monuments.					
Design Technology	Mechanical Systems making a pop-up book Designing a pop-up book which uses a mixture of structures and mechanisms.	Textiles Waistcoats Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme.	Structures Playgrounds Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.	Electrical Systems Steady hand game Designing a steady hand game, identifying and naming the components required.	Cooking and Nutrition Come dine with me Writing, follow, adapt and evaluate a recipe, explaining the key steps, method and ingredients.	Digital World Monitoring devices Researching (books, internet) for a particular animal's needs. Developing/designing criteria. Understanding what a virtual model is and the pros and cons of traditional and CAD modelling.



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	Enrichment Opportunities Cooking and Nutrition Community café – Come Dine with me Mechanical Systems Making a Pop-up book for younger pupils in school.					
French	Portraits (Adjectives for physical appearance/simple sentences)	Meet my French Family (Family and relations vocabulary/possessive adjective)	Clothes (Getting dressed/vocabulary for items of clothing)	French Weather (Describe weather and vocabulary for compass points. Deliver a weather forecast)	Exploring French speaking world (Discovering French speaking countries)	Planning a French Holiday (Holiday related vocabulary/packing a suitcase)
Geography	Locational/Place Knowledge/ Human and Physical Geog/Fieldwork <u>What is life like in the Alps?</u> Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.		Locational/Place Knowledge/Human and Physical <u>Would you like to live in the desert?</u> Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.		Geographical Skills Locational/Place Knowledge <u>Where does our energy come from?</u> Describe the significance of energy, giving examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Consider and justify the location of energy sources. Design and use interview questions.	
	Enrichment- Visit to local area/Use of Forest School site/children explore an issue in their local area.					
History	Chronological awareness/Change and Continuity/Sources of evidence British history 4: Were the Vikings raiders, traders or settlers?		Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations. <u>What was lifelike in Tudor England?</u> Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy.		Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences <u>Unheard histories: Who should feature on the £10.00 banknote?</u> Investigating why historical figures are on banknotes, children learn about the criteria for	



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			They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.		historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note	
	Chronological Awareness- Purposeful use the playground timeline to pinpoint times in history during topics. Enrichment: School trip – Forge Mill Museum? Monastery site.					
IT	Programming Music Programming using Sonic Pi Building-on programming and music skills to create different sounds, beats and melodies which are put to the test with a Battle of the Bands performance!	Creating Media Stop Motion Studio Creating animations, storyboard ideas and decomposing a story into small parts before putting together to create the illusion of a moving image.	Computing Systems and Networks Search Engines Learning about how page rank works and how to identify inaccurate information.	Data Handling Big Data Identifying how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID.	Programming Intro to Python Using the programming language 'Python' to create designs and art. Learning how to create loops and nested loops to make their code more efficient.	Data Handling Big Data Further developing understanding of how networks and the Internet are able to share information. Learning how big data can be used to design smart buildings
	Online Safety- specific lessons plus continuous provision at the start of every lesson.					
Music	Looping and Remixing Looping and remixing Learning how dance music is created, focusing on loops /	Blues Blues Identifying the key features and mood of Blues music and its importance and	Dynamics, pitch and Tempo Fingal's Cave by Mendelssohn Appraising the work of Mendelssohn and	Compositions for the festival of colour Composition to represent the festival of colour (Theme: Holi festival)	South and West Africa South and West Africa Learning ‘Shosholoza’, a traditional South African song, playing the accompanying	Composing and performing. Composing and performing a Leavers' song



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	create their own versions	purpose. 12-bar Blues/Blues scale. creating an improvised piece with a familiar, repetitive backing.	further developing the skills of improvisation and composition.	Exploring the associations between music, sounds and colour, composing /class performance.	chords using tuned percussion and learning to play the djembe and some dance moves.	Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing track and composing melodies.
	Musical Vocabulary – introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy.					
	Enrichment: Take part in a Christmas and Easter productions performed in the local Church for families					
P.E.	Motor Competence/ Healthy Participation <u>Gymnastics</u>	Motor Competence/ Healthy Participation <u>Dance</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Team Games</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Athletics</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Team Games</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Athletics</u>
	Enrichment- take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing					
P.S.H.E	Families and Relationships <u>Families and Relationships</u> Form respectful relationships with	Health and Wellbeing <u>Health and Wellbeing</u> Looking after their mental and physical health, including: healthy eating,	Safety and the Changing Body <u>Safety and changes to the Body</u> Administer first aid in a variety of situations and	Safety and the Changing Body <u>Safety and changes to the Body</u> Administer first aid in a variety of situations and	Citizenship <u>Citizenship</u> Human rights and the rights of the child, democracy, diversity	Economic Wellbeing <u>Economic wellbeing</u> Making decisions when it comes to spending, budgeting and saving



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	others, deal with conflict and bullying and the importance of challenging stereotypes.	relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	safety around medicines, online and road safety and the changes which occur during puberty.	safety around medicines, online and road safety and the changes which occur during puberty	and community and protecting the environment. Economic Wellbeing	money and exploring different career choices. Y6 only: Identity Identity Personal identity and body image Transition Transition
	Citizenship – Throughout the year through our Values programme and events in school Economic Wellbeing- Utilise the class ‘cash’ from FOFS to use wisely/generate more income. Enrichment- Visitors into class/ Fund raising events					
R.E.	Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i>	Non-faith linked <i>Making sense of beliefs/Making connections /Understanding impact</i>	Judaism <i>Making sense of beliefs/Making connections /Understanding impact</i>	Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i>	Judaism <i>Making sense of beliefs/Making connections /Understanding impact</i>	Non-faith linked <i>Making sense of beliefs/Making connections /Understanding impact</i>
	Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter					
	Enrichment: Visit our local Church to explore the layout and artefacts/take part in a Christmas and Easter Service at Feckenham Church					
Science	Cycle one					
	Investigating Materials. Materials: Mixtures and separation - All - Compare and group everyday material. Investigate solutions.	Understanding Light and Seeing. Energy: Light and reflection	Investigating Materials Materials: Properties and changes Y5 - Reversible and irreversible actions	Understand Movement Forces Forces and space: Earth and space - All – Gravity, air resistance and friction.	Understanding Animals and Humans Animals: Circulation and exercise All - Circulatory system Diet, exercise, drugs and lifestyle	Investigate Living Things Living things: Classifying big and small All – Classification Life Cycles.



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	<p>Separate materials. Some substances dissolve in a liquid to form a solution. The factors that affect the time taken to dissolve, including temperature and stirring. Some liquids and solids can be separated using sieving, filtering and evaporation; describe these processes.</p>			Gears, pulleys and springs		<p>Organism is a term used to refer to an individual living thing. Micro-organisms are incredibly small and cannot usually be seen by the naked eye. Know the characteristics of the different groups of vertebrates and commonly found invertebrates.</p> <p>Making Connections Making connections -</p>
	Cycle two					
	<p>Understanding Humans and Animals Animals: Human timeline / Making connections - All – Changes as Humans develop to old age.</p>	<p>Understanding the Earth's movement in Space Forces and space: Imbalanced forces -</p>	<p>Understanding Electrical circuits Energy: Circuits, batteries and switches</p>	<p>Understand Evolution and Inheritance Living things: Evolution and inheritance -</p>	<p>Investigating Materials Materials: Properties and changes Y5 - Reversible and irreversible actions</p>	<p>Investigate Living Things Living things: Life cycles and reproduction - All – Reproduction and lifecycles</p> <p>Making Connections Making connections -</p>



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<p>Maths</p>	<p>Maths resources for teachers White Rose Maths (whiteroseeducation.co m)</p> <p>Place Value</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Roman Numerals • Numbers 10,000 • Numbers to 100,00 • Numbers to one million • Numbers to ten million • Compare and order to 100,000. • Compare and order to 1,000,000, • Compare and order. • Round to 10, 100 and 1,000. • Round withing 100,000 • Round within one million. <p>Converting units</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Kilograms and kilometres • Milligrams and millimetres 	<p>Maths resources for teachers White Rose Maths (whiteroseeducation.co m)</p> <p>Place Value</p> <ul style="list-style-type: none"> • Round withing 10 million • Counting in powers of 10 • Negative numbers • Negative numbers. <p>Base line assessment B</p> <p>Four Operations</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Add more than 4-digits. • Subtract more than 4-digits. • Inverse operations. • Multi-step problems. • Add and subtract integers. • Multiples • Common multiples • Multiply by 10, 100 and 1,000. • Divide by 10, 100 and 1,000. 	<p>Maths resources for teachers White Rose Maths (whiteroseeducation.co m)</p> <p>Fractions</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Equivalent fractions. • Simplify fractions. • Fractions on a number line. • Improper fractions. • Mixed numbers to improper. • Number sequences. • Compare and order less than. • Compare and order more than. • Compare and order (denominator). • Compare and order (numerator). • Add and subtract fractions. • Add fractions within 1. • Add 3 or more fractions. • Add fractions. • Add mixed numbers. 	<p>Maths resources for teachers White Rose Maths (whiteroseeducation.co m)</p> <p>Ratio</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Using ratio language. • Ratio and fractions. • Introducing the ratio symbol. • Calculating ratio. • Use scale factors. • Ratio and proportion problems. <p>Base Line Assessment B</p> <p>Decimals</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Decimals up to 2dp • Decimals as fractions • Understanding thousandths • Thousandths as decimals • Three decimal places • Decimals as fractions 	<p>Maths resources for teachers White Rose Maths (whiteroseeducation.co m)</p> <p>Algebra</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Adding decimals within 1 • subtracting decimals within 1 • Complements to 1 • Adding – crossing the whole • Adding – same decimal places • Subtracting – same decimal places <p>Properties of Shape</p> <ul style="list-style-type: none"> • Vertically opposite angles. • Lengths and angles in shapes. • Angles in triangles. <p>Position and Direction</p> <p>Base Line Assessment A</p>	<p>Maths resources for teachers White Rose Maths (whiteroseeducation.co m)</p> <p>Algebra</p> <ul style="list-style-type: none"> • Adding – different decimal places • Subtracting – different decimal places • Whole and decimals • Decimal sequences • Find a rule – one step. • Find a rule – two step. • Forming expressions. • Substitution. • Formulae. • Forming expressions. • One step equation • two step equation • Find pairs of values. <p>Base Line Assessment B</p> <p>Properties of Shape</p> <ul style="list-style-type: none"> • Angles in triangles.
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	<ul style="list-style-type: none"> • Metric units • Metric measures. <p>Statistics</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Read and interpret graphs. • Draw a line graph. • Problems with line graphs. 	<ul style="list-style-type: none"> • Multiples of 4-digits by 1 digit. • Multiply 2-digits (part 1 and part 2) • Multiple 2-digits by 2-digits. • Multiple 3-digits by 2-digits. • Multiple 4-digits by 2-digits. • Factors. • Common factors. <p>Base Line Assessment B</p> <p>Converting units</p> <ul style="list-style-type: none"> • Converting metric measures. • Calculate metric measures. • Miles and kilometres • Imperial units • Imperial measures • Converting units of time <p>Base Line Assessment A</p> <p>Statistics</p> <ul style="list-style-type: none"> • Read and interpret line graphs. • Draw line graphs. 	<ul style="list-style-type: none"> • Subtract fractions. • Subtract mixed numbers. • Subtract 2 mixed numbers. • Mixed addition and subtraction. • Multiply by an integer. • Multiply fractions by integers. • Multiply fractions by fractions. <p>Base Line Assessment B</p> <p>Statistics</p> <ul style="list-style-type: none"> • Read and interpret tables. • Two-way tables • Timetables <p>Perimeter, Area and Volume</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Measure perimeter • Calculate perimeter. • Area and Perimeter. • Area of rectangle. • Area of compound shapes. 	<ul style="list-style-type: none"> • Rounding decimals • Order and compare decimals. • Multiply by 10, 100 and 1,000. • Divide by 10, 100 and 1,000. • Multiply decimals by integers. • Divide decimals by integers. • Division to solve problems. • Fractions to decimals • Understand percentages. • Percentages as fractions and decimals. • Equivalent FDP • Fractions to percentages. <p>Base Line Assessment B</p> <p>Properties of Shape</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> • Measure angles in degrees 	<ul style="list-style-type: none"> • Position in the first quadrant. • The first quadrant • Four quadrants • Reflection • Reflection with coordinates • Reflections • Reflection with coordinates • Translation • Translation with coordinates <p>Base Line Assessment B</p> <p>Perimeter, Area and Volume</p> <ul style="list-style-type: none"> • Shapes – same area. • Area of a triangle • Area of a parallelogram. • What is volume? • Compare volume. 	<ul style="list-style-type: none"> • Angles in quadrilaterals. • Regular and irregular polygons. • Drawing accurately. • Drawing shapes accurately • Reasoning about 3D shapes • Nets of 3D shapes. <p>Base Line Assessment B</p> <p>Perimeter, Area and Volume</p> <ul style="list-style-type: none"> • Estimate Volume • Volume – counting cubes. • Volume of a cuboid • Estimate capacity. <p>Base Line Assessment B</p>
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		<ul style="list-style-type: none">Line graph problems	<ul style="list-style-type: none">Area of irregular shapes.	<ul style="list-style-type: none">Measuring with a protractorAngles on a straight lineAngles around a point.Calculate angles. <p>Statistics</p> <ul style="list-style-type: none">Circles.Read and interpret pie charts. <p>Base Line Assessment B</p>		
	<p>Continuous Provision</p> <p><u>Money: Year 5</u></p> <ul style="list-style-type: none">use all four operations to solve problems involving measure [for example, money]. <p><u>Time: Year 5</u></p> <ul style="list-style-type: none">solve problems involving converting between units of time. <p><u>Time Year 6</u></p> <ul style="list-style-type: none">Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa.					