



Feckenham Church of England Primary School

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

Year 5/6 – 2024/2025

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	<p>Drawing</p> <p><u>Power prints</u> Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing.</p>	<p>Painting and Mixed Media</p> <p><u>Light and Dark</u> Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect.</p>	<p>Drawing</p> <p><u>Power prints</u> Combine media for effect when developing a drawing into a print.</p>	<p>Painting and Mixed Media</p> <p><u>Light and Dark</u> Experimenting with composition and applying painting techniques to a personal still life piece.</p>	<p>Sculpture and 3D</p> <p><u>Interactive Installations</u> Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.</p>	<p>Crafts and Design</p> <p><u>Photo opportunity</u> Developing photography skills and techniques to design a range of creative photographic outcomes</p>
Design Technology	<p>Mechanical Systems</p> <p><u>Making a sling slot car</u> Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</p>	<p>Textiles</p> <p><u>Cross stitch and applique</u> Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion or Egyptian collar.</p>	<p>Structures</p> <p><u>Bridges</u> Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.</p>	<p>Electrical Systems</p> <p><u>Doodlers</u> Our Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>	<p>Cooking and Nutrition</p> <p><u>Adapting a Recipe</u> Children learn a basic biscuits recipe and adapt it to suit a target audience.</p>	<p>Digital World</p> <p><u>Wearable technology</u> A greater focus on evaluation of products, use of the virtual micro:bit and new video content.</p>
French	French Transport	In My House	Music in France	French Verbs in a Week	Visiting a Town in France	French Sport and the Olympics



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Geography	<p>Locational/Place Knowledge/ Human and Physical Geog/Fieldwork</p> <p><u>Who lives in Antarctica?</u></p> <p>Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shacklet</p>	<p>Locational/Place Knowledge/Human and Physical</p> <p><u>Why do oceans matter?</u></p> <p>Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment</p>	<p>Geographical Skills Locational/Place Knowledge</p> <p>Are all settlements the same?</p> <p>Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p> <p>What is a settlement? How is land used in my local area? Can I explain the location of features in my local area?</p>
	<p>Enrichment- Visit to local area/Use of Forest School site/children explore an issue in their local area.</p>		
History	<p>Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence</p> <p><u>What did the ancient Egyptians believe?</u></p> <p>Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence</p> <p><u>What did the Greeks ever do for us?</u></p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence</p> <p><u>What was the impact of World War 2 on the people of Britain?</u></p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p> <p>Local Study</p> <p>Why did Britain go to war in 1939? Who won the Battle of Britain?</p>
	<p>Chronological Awareness- Purposeful use the playground timeline to pinpoint times in history during topics.</p> <p>Enrichment: School trip/visit to local area</p>		



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IT	<p>Computing Systems and Networks</p> <p>Networks and the Internet</p> <p>Learning what a network and how devices communicate and share information.</p>	<p>Data Handling / Online Safety</p> <p><u>Comparison Cards</u></p> <p>Learning about records, fields and data and sorting and filtering data.</p>	<p>Computing Systems/ Programming/ /Online Safety</p> <p><u>Bletchley Park</u></p> <p>Discovering the history of Bletchley and learning about code breaking and password hacking. Demonstrating digital literacy skills by creating presentations.</p>	<p>Computer systems Online Safety</p> <p><u>Collaborative Learning</u></p> <p>Learning how to work collaboratively and exploring a range of collaborative tools</p>	<p>Computer Systems and Networks/Online Safety</p> <p><u>AI</u></p> <p>Exploring what AI is and how it generates text, images and code. Learning about creating and refining prompts to improve AI responses while also considering the ethical implications of AI and its potential to replace human roles</p>	<p>Computing System/Creating Media /Online Safety</p> <p>Skills Showcase</p> <p><u>HTML</u></p> <p>Learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website</p>
	<p>Online Safety- specific lessons plus continuous provision at the start of every lesson.</p>					
Music	<p>Performing, Listening, Composing, Inter-related dimensions of music</p> <p>South Africa</p> <p><u>(Instrumental lessons)</u></p> <p>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p>	<p>Performing, Listening, Composing, Inter-related dimensions of music</p> <p>Composition notation</p> <p>Ancient Egypt</p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p>	<p>Developing singing technique</p> <p><u>Ballads</u></p> <p>Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p>	<p>Theme and variations</p> <p><u>Pop Art</u></p> <p>Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments</p>	<p>Performing, Listening, Composing, Inter-related dimensions of music</p> <p>Rock and Roll</p> <p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class</p>	<p>Composing and performing.</p> <p><u>Composing and performing a Leavers' song</u></p> <p>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.</p>



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	<p>Musical Vocabulary – introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy.</p> <p>Enrichment: Take part in a Christmas and Easter productions performed in the local Church for families. Handbells and MAT Talent show</p>					
P.E.	<p>Motor Competence/ Healthy Participation</p> <p><u>Hockey</u></p>	<p>Motor Competence/ Healthy Participation</p> <p><u>Yoga</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Dance</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Gymnastics</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Athletics</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Swimming</u></p>
	<p>Enrichment- take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing</p>					
P.S.H.E	<p><u>Families and Relationships</u></p> <p>Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes. Cycle B</p>	<p><u>Health and Wellbeing</u></p> <p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals. Cycle B</p>	<p><u>Safety and the Changing Body</u></p> <p>Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive. Cycle B</p>	<p><u>Safety and the Changing Body</u></p> <p>Year 5: Puberty Year 6: Physical and emotional changes of puberty. Year 5: Menstruation Year 6: Conception Year 5: Emotional changes in puberty Year 6: Pregnancy and birth</p>	<p><u>Citizenship</u></p> <p>Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.</p>	<p><u>Economic Wellbeing</u></p> <p>Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.</p> <p>Y6 only: Identity Personal identity and body image</p> <p><u>Transition</u></p>
	<p>Citizenship – Throughout the year through our Values programme and events in school</p> <p>Economic Wellbeing- Utilise the class 'cash' from FOFS to use wisely/generate more income.</p> <p>Enrichment- Visitors into class/ Fund raising events</p>					



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R.E.	<p>Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p><u>What is it like for someone to follow God?</u></p>	<p>Judaism <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p><u>How and why do people mark the significant events in their life?</u></p>	<p>Hinduism <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p><u>What does it mean to be a Hindu in Britain today?</u></p>	<p>Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p><u>For Christians what is the impact of Pentecost?</u></p>	<p>Hinduism <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p><u>What does it mean to be a Hindu in Britain today?</u></p>	<p>Non-faith linked <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p><u>Creation and Science: Conflicting or Complementary?</u></p>
	<p>Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter</p>					
<p>Enrichment: Visit our local Church to explore the layout and artefacts/take part in a Christmas and Easter Service at Feckenham Church</p>						
Science	<p>Animals, including humans</p> <p><u>Digestion and Food</u></p> <p>Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth and investigate factors that impact our dental health. They compare human teeth to other animals' and take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition</p>	<p>Materials</p> <p><u>States of Matter</u></p> <p>By investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.</p>	<p>Energy</p> <p><u>Circuits, Batteries and Switches</u></p> <p>Revisiting electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and relate this to the effects on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.</p>	<p>Living Things and their Habitats</p> <p><u>Classifying and Changing Habitats</u></p> <p>Children explore different ways living things can be grouped and make classification keys. They study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings.</p>	<p>Living Things and their Habitats</p> <p><u>Evolution and Inheritance</u></p> <p>Studying patterns in humans and other species, children learn about characteristics that are inherited and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.</p>	<p>Forces and Space: Making Connections</p> <p><u>Does the size of an asteroid affect the diameter of its impact crater?</u></p> <p>Children explore the relationship between the size of model asteroids and the diameter of the impact crater they create through experiments, data analysis, and drawing conclusions. They apply their understanding of gravity, air resistance and the Earth</p>



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						and space to make predictions and plan and carry out an enquiry.
Maths	<p>Place Value Base Line Assessment</p> <ul style="list-style-type: none"> Roman numerals to 1,000. Numbers to 100,000. Numbers to 1,000,000. Read and write numbers to 1,000,000. Numbers to 10,000,000. Read and write numbers to 10,000,000. Powers of 10. Partition numbers to 10,000,000 Number line to 10,000,000 Compare and order any integers. Round within 100,000. Round any integer. Count through zero. Compare and order negative numbers. Negative numbers. 	<p>Multiplication and division A</p> <ul style="list-style-type: none"> Factors Common factors Rules of divisibility. Prime numbers Square and cube numbers Multiply by 10, 100 and 1,000 Divide by 10,100 and 1,000 <p>End of Block Assessment</p> <p>Area, Perimeter and volume Base Line Assessment</p> <ul style="list-style-type: none"> Perimeter of rectangles and rectilinear shapes. Area of rectangles. Area of compound shapes. Estimate area Area of triangles <p>Fractions Base Line Assessment</p>	<p>Fractions</p> <ul style="list-style-type: none"> Add fractions where one denominator is a multiple of the other. Add any two fractions. Add mixed numbers. Subtract fractions where one denominator is a multiple of the other. Subtract any two fractions. Subtract from a mixed number. Subtract from a mixed number – breaking the whole. Subtract two mixed numbers. Multi-step problems <p>End of Block Assessment</p> <p>Statistics</p>	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Order of operations Mental calculations and estimation Reason from known facts <p>End of Block Assessment</p> <p>Decimals B Base Line Assessment</p> <ul style="list-style-type: none"> Use known facts to add and subtract decimals within 1. Complements to 1. Add and subtract decimals across 1. Add decimals with the same number of d.p. Subtract decimals with the same number of d.p. Add decimals with different numbers of d.p. 	<p>Fractions, Decimals and percentages</p> <ul style="list-style-type: none"> Divide a fraction by an integer Divide any fraction by an integer Fraction of an amount Fraction of an amount- find the whole <p>End of Block of Assessment</p> <p>Area, perimeter and volume</p> <ul style="list-style-type: none"> Area of parallelograms. Volume- cubic centimetres. Volume of a cuboid. Compare volume Estimate volume and capacity. <p>End of Block Assessment</p> <p>Shape Base Line Assessment</p>	<p>Shape</p> <ul style="list-style-type: none"> Area of triangles Area of parallelograms Volume- cubic centimetres Volume of a cuboid Compare volume Estimate volume and capacity <p>End of Block Assessment</p> <p>Converting Units</p> <ul style="list-style-type: none"> Imperial measures Convert units of time. Calculate with timetables <p>End of Block Assessment</p> <p>Algebra</p> <ul style="list-style-type: none"> Solve equations Find pairs of values



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	<p>End of Block Assessment</p> <p><u>Converting units</u> Base Line Assessment</p> <ul style="list-style-type: none"> • Kilograms and kilometres. • Millimetres and millilitres • Convert metric units. • Miles and kilometres <p><u>Statistics</u> Base Line Assessment</p> <ul style="list-style-type: none"> • Draw line graphs. • Read and interpret line graphs. • Bar charts (to include dual bar charts). • Tables (to include two-way table). • Timetables <p><u>Adding and subtractions</u> Base Line Assessment</p> <ul style="list-style-type: none"> • Mental strategies. • Add integers. • Subtract integers. • Inverse operations and missing numbers. • Reason from known facts. 	<ul style="list-style-type: none"> • Recognise equivalent fractions. • Equivalent fractions and simplifying. • Equivalent fractions on a number line. • Convert improper fractions to mixed numbers. • Convert mixed numbers to improper fractions. • Compare fractions (denominator). • Compare fractions (numerator). • Order fractions • Add and subtract fractions with the same denominator. <p><u>Position and Direction</u> Base Line Assessment</p> <ul style="list-style-type: none"> • The first quadrant. • Four quadrants. • Solve problems with coordinates. • Translations. 	<ul style="list-style-type: none"> • Read and interpret pie charts. • Pie charts with percentages. • Draw pie charts. • The mean. <p>End of Block Assessment.</p> <p><u>Decimals A</u></p> <ul style="list-style-type: none"> • Order and compare decimals with up to 3 decimal places. • Round to the nearest whole number. • Round to 1 decimal place. • Round to 2 decimal places <p>End of Block Assessment</p> <p><u>Multiplication and Division B</u> Base Line Assessment</p> <ul style="list-style-type: none"> • Multiply a 2-digit number by a 2-digit number • Multiply up to a 4-digit number by a 2-digit number. 	<ul style="list-style-type: none"> • Subtract decimals with different numbers of d.p. • Efficient strategies • Decimal sequences. • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply decimals by integers • Divide decimals by integers • Multiply and divide decimals in contexts <p>End of Block Assessment</p> <p><u>Fractions B</u> Base Line Assessment</p> <ul style="list-style-type: none"> • Multiply a unit fraction by an integer • Multiply a non-unit fraction by an integer • Multiply a mixed number by an integer • Multiply fractions by fractions • Divide a fraction by an integer 	<ul style="list-style-type: none"> • Perimeter of rectangles and rectilinear shapes • Area of rectangles • Area of compound shapes • Estimate area <p><u>Algebra</u> Base Line Assessment</p> <ul style="list-style-type: none"> • Function machines • Form expressions • Substitution • Formulae • Form equations 	<ul style="list-style-type: none"> • Solve problems with two unknowns <p>End of Block Assessment</p> <p><u>Ratio</u> Base Line Assessment</p> <ul style="list-style-type: none"> • Add or multiply? • Use ratio language • Ratio and fractions • Use scale factors • Similar shapes • Ratio problems • Proportion problems <p>End of Block Assessment</p> <p><u>Retrieval Opportunities</u></p>
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	<p>End of Block Assessment</p> <p>Multiplication and Division A.</p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> • Multiples <p>Common multiples</p>	<ul style="list-style-type: none"> • Lines of symmetry. • Reflections. <p>End of Block Assessment.</p> <p>Decimals A</p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> • Decimals up to 2 decimal places. • Decimals up to 3 decimal places. • Place value- integers and decimals. <p>Order and compare decimals (same number of d.p.)</p>	<ul style="list-style-type: none"> • Solve problems with multiplication. • Short division. • Divide a 4-digit number by a 1-digit number. • Division using factors. • Introduction to long division. • Long division with remainders. • Solve problems with division. • Efficient division <p>Solve multi-step problems</p>	<ul style="list-style-type: none"> • Divide any fraction by an integer • Fraction of an amount • Fraction of an amount- find the whole <p>End of Block Assessment</p> <p>Fractions, Decimals and percentages</p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> • Multiply a unit fraction by an integer • Multiply a non-unit fraction by an integer • Multiply a mixed number by an integer • Multiply fractions by fractions 		
	<p>Continuous Provision</p> <p>Money: Year 5</p> <ul style="list-style-type: none"> • use all four operations to solve problems involving measure [for example, money]. <p>Time: Year 5</p> <ul style="list-style-type: none"> • solve problems involving converting between units of time. <p>Time Year 6</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. 					



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Kingfishers Y4/5/6	Autumn 1 7wks 4 days	Autumn 2 6wks 4 days	Spring 1 5wks 4 days	Spring 2 6wks 4 days	Summer 1 3wks 4 days	Summer 2 7wks
Reading	Continuous Word Reading and Comprehension to include VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise) Non-Fiction texts to link with curriculum subjects, explicitly teaching features.					
Core Text	FaRther Coming to England	Stone girl, Bone girl or... The mysterious traveller	Coming to England Why the Wales Came	Coming to England	Varjak Paw	The Midnight Fox
Poetry (including know by heart & Performance)	The Pobble Who had no Toes (Nonsense poem to compare) Harvest Performance	You are Old Father William (Nonsense poem to compare) Christmas performance	Being you!	Sky in the Pie Easter Performance?	If Being you!	Something Told the Wild Geese
Books for Spirituality/ school values	Black and British Worry Doll & Polita Puffin	I am not a label/ The name Jar	The Island	The Island	When Charley Met Emma	Being You!
Books for enjoyment & enrichment	Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres, and vocabulary. Modelled reading for pleasure in time taken at the end of each school day in every classroom.					
Writing Transcription	Continuous Handwriting, SPAG & Vocabulary Dictated sentences to regularly practise and apply.					



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<p>Writing Composition</p>	<p>Poetry</p> <p>Creative/ descriptive writing</p> <p>Newspaper report (and/or dramatize as live news report)</p> <p>Instructional Writing (DT)</p>	<p>Imaginative Writing</p> <p>Settings and Character in a narrative</p> <p>Recount</p> <p>Book review/ film review (comparison?)</p> <p>Explanation writing</p>	<p>Poetry</p> <p>Balanced argument/ discussion/ persuasion piece</p> <p>Interview writing</p> <p>Diary entry (as Homework?)</p>	<p>Diary Entry</p> <p>Descriptive/ creative writing</p> <p>Formal letter writing /Persuasive Letter writing</p>	<p>Narrative of experiences (own or others) /Diary Entry</p> <p>Newspaper report</p>	<p>Poetry</p> <p>Create plot, setting and character to develop own story.</p> <p>Play script</p>
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