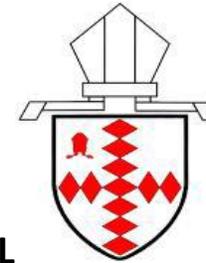




St PAUL'S (C OF E) PRIMARY SCHOOL



Years 5 & 6 Long Term Cross Curricular Plan Year A 2018-2019

Respect, Trust, Compassion

Topic →	The World of Wonder		Exploring the East		Ideas and Intuition	
Subject						
↓ English (Books and main outcomes, for plans see Literacy Tree Plans)	The Man who walked between the towers 2+ weeks (12 sessions) Information writing (Wikipedia page), letters of advice (formal) persuasive speeches The Tempest 3+ weeks (17 sessions) Diaries, letters, narratives, playscripts, character descriptions, balanced argument	The Unforgotten Coat 3 weeks Narrative (issues and dilemmas), journals (recounts), diary entries, explanations (science experiment), dialogue, non-chronological reports The Hidden Forest 3 weeks Non-chronological report in the form of a letter to a character and	Can we save the Tiger? 3 weeks Letter, explanation, persuasive poster, persuasive speech, balanced argument The Lost Thing 3+ weeks (16 sessions) Character and setting descriptions, non-chronological reports, narrative (fantasy)	The Boy in the Tower 3 weeks Journalistic Writing, Formal Letters, Longer narrative in present and past tense Firebird 2 weeks Letters, retellings, own versions	The Templeton Twins have an idea 3 weeks An adventure story that has: a problem and resolution; paragraphs and/or chapters with adverbials to signal time, sequence or place; description of typical setting and characters; written dialogue that moves the plot on	The Lost Happy Endings 3 weeks Newspaper report, an extended response to a text, prequel The Three Little Pigs Project 2+ weeks (11 sessions) Discussion, debate, persuasion

		balanced discursive piece			Sleeper and the Spindle 17 sessions Fairytale reworking (prequel or sequel), warning poster, diary entry, dialogue, estate agent's description, character description, missing narrative.	
Reading Texts	Cosmic	The Unforgotten Coat The Highwayman	Fly me home	The Boy in the Tower The Listeners	The Templeton Twins have an idea	
Maths (Key objectives, from White Rose Plans)	<p>Year 5</p> <p>Number - Place Value (3 weeks) Number – Addition and Subtraction (2 weeks) Statistics (2 weeks) Number – Multiplication and Division (2 weeks) Measurement - Perimeter and Area (2 weeks) Consolidation (1 week)</p>		<p>Year 5</p> <p>Number – Multiplication and Division (3 weeks) Number – Fractions (6 weeks) Number – Decimals & Percentages (2 weeks) Consolidation (1 week)</p>		<p>Year 5</p> <p>Number – Decimals (3 weeks) Geometry – Properties of shape (3 weeks) Geometry – Position and Direction (2 weeks) Measurement – Converting Units (2 weeks) Measures Volume (1 week) Consolidation (1 week)</p>	
	<p>Year 6</p> <p>Number - Place Value (2 weeks) Number – Addition, Subtraction, Multiplication and Division (4weeks) Fractions (4 weeks) Geometry – Position and Direction (1 week) Consolidation (1 week)</p>		<p>Year 6</p> <p>Number – Decimals (2 weeks) Number – Percentages (2 weeks) Number – Algebra – (2 weeks) Measurement – Converting Units (1 week) Measurement – Perimeter, Area and Volume (2 weeks) Number – Ratio (2 weeks) Consolidation (1 week)</p>		<p>Year 6</p> <p>Geometry – Properties of shape (2 weeks) Problem Solving (3 weeks) Statistics (2 weeks) Investigations (4 weeks) Consolidation (1 week)</p>	

<p>RE Topics and key objectives taken from SDBE – Southwark Diocesan Board of Education: Syllabus for Religious Education</p>	<p>How has the Christian message survived? (6) Ascension, Pentecost, How confirmation and The Holy Spirit contribute to the spreading of the Christian message.</p>	<p>Remembrance (2) How remembering helps the cause of peace Is peace the most important message of Christmas? (4) Express their ideas about peace with reference to The Bible.</p>	<p>How and Why Do Muslims Uphold Their Faith By Giving Commitment To Allah? (6) The importance of the 5 pillars of Islam for Muslims and their commitment to Allah.</p>	<p>What happens in churches during Lent and Easter? (4) Key days within Lent and Holy week. Understanding of how the living out of ritual in church at Easter inspires and influences Christians;</p>	<p>What do Sikhs believe? (6) Introduction to the basic beliefs and practices of the Sikh faith. Develop understanding of what they believe about belonging and making commitments.</p>	<p>What does it mean to be a Sikh? (6) What it means to belong to a community; The key teachings of Sikhism; The Gurdwara & Guru Granth Sahib</p>
<p>Science</p>	<p>Living things & their habitats To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals.</p>	<p>Living things & their habitats To 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 To give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Evolution and inheritance To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>Electricity To associate the brightness representing a simple circuit in a diagram. of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To compare and give reasons for variation in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>Earth and space To describe the movement of the Earth, and other planets, relative to the Sun in the solar system To describe the movement of the Moon relative to the Earth To describe the Sun, Earth and Moon as approximately spherical bodies To use the idea of the Earth's rotation to explain day and night and the apparent</p>	<p>Scientists and inventors linked to topics covered this year Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>

			<p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>To use recognised symbols when</p>	<p>movement of the sun across the sky.</p>	
<p>History</p>		<p>Ancient Sumer The achievements of the earliest civilizations. Where in the world Ancient Sumer was, key features of this early civilisation, artefacts that have been discovered.</p>	<p>Early Islamic Civilisation A study of a non-European society that provides contrasts with British history. Know some key facts about Baghdad and give some reasons to explain how it became a major world power. Describe some other important discoveries and inventions that came from the early Islamic civilisation.</p>		<p>Maya Civilisation</p> <p>Demonstrate an understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions</p>	
<p>Geography</p>	<p>Major cities and rivers around the world To locate the world's countries, and major cities using maps. Identify physical and human characteristics.</p>			<p>Exploring Eastern Europe – study of a European country To understand geographical similarities and differences through the study of human and physical geography of a region in a European country,</p>	<p>Study of a country in North / South America To understand geographical similarities and differences through the study of human and physical geography of a region in South America</p>	

Computing	Basic skills & Online Safety Magazine Publisher	Coding – Making Music Scratch	History of Animation	Creating a web page J2e5	Coding – Animation Scratch	Making a year book / presentation / film Variety
	Games: Football Problem Solving Benchball		Games: Basketball Dodgeball		Games: Cricket, Netball Rounders, Hockey	
PE	Swimming: Elm		Swimming: Oak		Swimming: Willow	
	Investigating structures Explore existing free standing structures and explain what gives them strength, reinforcement and stability. Design and create a marble run.				Designing and creating a product for the boy in the tower To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Global food Explain nutritional similarities between different types of food eaten around the world and say why this is important. Accurately follow a recipe. Use a variety of basic food skills such as peeling, juicing and dicing.
DT		Making 3d models (Brancusi birds) Use resources to create a 3d model. Name some of Brancusi's sculptures. Describe facts about Brancusi's life and work.	Islamic Art Identify styles used in Islamic art. Use a variety of materials to create own pieces.		South American Art Name and identify work by famous South America Artists including Frida Kahlo, Joaquin Torres Garcia, create work in their style	
	Art					

<p>PSHE</p>	<p>Self confidence – valuing others Citizenship & British values – financial capability, rights and responsibilities</p> <ul style="list-style-type: none"> • <i>about taking on more personal responsibility</i> • be able to demonstrate how their actions affect others <p>Conflict resolution - Emotional Health</p> <ul style="list-style-type: none"> • about how to deal with conflicts as they arise <p>Children should:</p> <ul style="list-style-type: none"> • be able to suggest strategies for handling conflict • be able to recognise and manage ‘dares’ • be able to recognise how “peer acceptance” may be influential in their actions and behaviours 	<p>Stereotypes and changing – Emotional Health that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>*about images and stereotypes</p> <p>Strong Emotions</p> <p>what is appropriate and inappropriate</p> <ul style="list-style-type: none"> • recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • be able to express what it means to be in charge 	<p>Sex and relationship education – what do we mean by love?</p> <p>Healthy and safe & Emotional Health</p> <ul style="list-style-type: none"> • that there is nothing that they should be afraid to ask about • that there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM) • be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ e.g. use of mobile phones; internet etc – in reference possibly to ‘grooming’; cyber bullying; gang culture and possibly sexting • have a range of coping strategies
<p>Music</p>	<p>To Identify Rhythm, Pulse, Pitch and Melody</p> <p>Chn to demonstrate their knowledge of the above music terms through numerous music theory exercises.</p> <p>Chn to express their understanding of the above terms through practical activities.</p> <p>Chn to use their bodies as a way of exhibiting pitch, melody, dynamics, rhythm, bars, tempo, intro, outro, middle 8 etc.</p> <p>To identify the structure of music pieces. Chn to listen to a variety of song genres, whilst trying to outline the structure of each musical piece: INTRO, A/B/A/B/C</p> <p>https://www.youtube.com/watch?v=Eo mgoWIC7wE</p>	<p>Exploring The East</p> <p>To identify Instruments from Far Eastern countries.</p> <p>Chn to establish where Far Eastern countries are located on the globe. Chn to learn the names of the instruments linked to specific countries in the Far Eastern.</p> <p>Exploring The East</p> <p>To understand the purpose of the pentatonic scale.</p> <p>Chn to compare the pentatonic scale to the major scale. Chn to establish what mood is evoked when listening to music from the Far East that use the pentatonic scale.</p> <p>Exploring The East</p>	<p>Mayan</p> <p>Chn to research instruments that are reflective of this historical era. Children to learn and perform songs associated with this historical period of time.</p> <p>Children to play instruments synonymous with this point in time.</p> <p>To Consolidate Music Knowledge</p> <p>Chn to reflect upon what they’ve learned throughout the year. Putting in practice key skills and demonstrating the securing of their knowledge through music, song and instrumentation.</p>

	<p>https://www.bbc.com/bitesize/topics/zc_bkci6</p> <p>http://www.bbc.co.uk/guides/z3x6msg</p> <p>Black History</p> <p>To identify instruments associated with the Windrush countries</p> <p>Chn to listen to songs from synonymous with this point in time. Chn to identify instruments from Caribbean islands that made their way to the UK during the Windrush era.</p> <p>Chn To identify the stylistic traits of music from Windrush countries</p> <p>Chn to establish specific features found within music from the Windrush era. Chn to recognise the pronunciation of certain words/phrase used by different countries.</p> <p>Chn to apply these features when performing.</p>	<p>To sing a Far Eastern song accurately.</p> <p>Chn to listen to music from the Philippines to establish how to pronounce key words from the song. Chn to take it in turns to perform in small groups of 3-4.</p> <p>Exploring The East</p> <p>To play a tuned percussive instrument.</p> <p>Chn to apply all of the knowledge acquired thus far, to play a traditional Gamelan song. Chn to work together in small groups of 3-4.</p> <p>https://www.youtube.com/watch?v=jpvfSOP2slk</p> <p>https://www.youtube.com/watch?v=ne6tB2KiZuk</p> <p>https://www.youtube.com/watch?v=bZhgtNRa1LY</p> <p>https://www.youtube.com/watch?v=jpvfSOP2slk</p>	
<p>French</p>	<p>Days of the week, Months of the year, giving directions, asking where things are.</p> <p>Christmas theme.</p>	<p>Sports and hobbies, foods and meals throughout the day, weather.</p>	<p>Basic prepositions of place, common adjectives.</p>