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| A diagram of a variety of circles  Description automatically generated with medium confidence**Torre C of E Academy Long Term Planner Year 5/6 Year A 2024-2025** | | | | | | | | | | | | | | | | |
| **Autumn 1 – Independence** | | | | **Autumn 2 – Creativity** | | | **Spring 1 - Collaboration** | | | **Spring 2 – Independence** | | **Summer 1 – Creativity** | | **Summer 2 - Collaboration** | | |
| **Citizenship-Drive** | | | | A yellow and white compass  Description automatically generated**Leadership-Determination** | | | **Exploration -Aspiration** | | | A book with butterflies flying out of it  Description automatically generated**Expression - Confidence** | | A group of icons with text  Description automatically generated with medium confidence**Flourishing - Responsibility** | | Hands holding a yellow circle with black people  Description automatically generated**Citizenship-Compassion** | | |
| **Year Group Key Knowledge and Skills** | | | | | | | | | | | | | | | | |
| **RSHE**  **(Yr 5)**  **2 weeks** | | **Geography (Yr 5)**  **3 weeks** | **D.T**  **(Yr 5)**  **1 Week** | **Science**  **(Yr 6)**  **2 weeks** | **History**  **(Yr 6)**  **3 weeks** | **Narrative**  **Writing**  **2 weeks** | **RSHE**  **(1 AM Only)** | **History**  **(Yr 6)**  **4 weeks** | **Science**  **(Yr 6)**  **3 weeks** | **Narrative Writing**  **3 weeks** | **Art**  **(Yr 5)**  **3 weeks** | **Geography**  **(Yr 6)**  **3 weeks** | **Science**  **(Yr 5)**  **3 weeks** | **Art**  **(Yr 5)**  **2 week** | **RSE**  **(Yr ⅚)**  **1 week** | **Music**  **(Yr 5)**  **3 weeks** |
| Friends and Family  (focus of friends) | | World Population, Settlement, Migration | Design | Evolution | Local Study  Changes over Time | Wonder | Money Matters | World War 2  **DT**  Cooking | Electricity and Light | Alma  **Music**  Annotation - Reading/Creating | Drawing and Painting | Global Challenges | Earth and Space  Forces | Textiles | Safety and SRE | Melody, Rhythm, Chords  Musical annotation: reading and creating |
| **Key Enquiry Question** | | | | | | | | | | | | | | | | |
| How can we be a school that challenges discrimination and supports others? | | Why would people across the world risk their lives to settle in the UK? | How can we design and create a machine that helps lift or move heavy objects? | How has science of the past advanced our knowledge of evolution and adaptation? | Why did Victorian holidaymakers flock to Torquay? | How can I write a first-person narrative that develops character? | How do our choices about money affect ourselves, others and the world around us? | How did the lives of evacuees change in WW2?  **DT** Cooking - carrot cookies | How can I design an investigation to test electricity and light? | How does a writer build suspense?  Music - What emotions can I utilise to create an aural environment for my cosy mystery writing? | How can create different sketches of Torre Abbey to produce a landscape painting? | What can I do to tackle global warming? | What effect do forces have on us, the Earth and our Solar System? | How can I create a Tapestry using a range of mediums? | What are the challenges of keeping ourselves safe online?  Y5 - How do bodies change during puberty?  Y6 - Why is it important to positive healthy relationships? | ? |
| **Writing Genre and Outcome** | | | | | | | | | | | | | | | | |
| Create a leaflet teaching others how to challenge discrimination and support others. | | Newspaper Report on people coming to the UK. | To create a  design-brief | Non-chronological report about Darwin and his discoveries. | I can write a diary entry of a Victorian holidaymaker visiting Torquay. | I can write a first-person narrative to entertain. | Written reflection. | Evacuee Letter | Design and write own science investigation | 3rd person narrative based on the story of Alma. | To produce a landscape painting of Torre Abbey | Persuasive letter | Non-chronological report | To produce a quilt containing the different fabric techniques | Present how to keep ourselves safe online. |  |
| Religious and Worldviews Education | | | | | | | | | | | | | | | | |
| GOD (UC)  What does it mean if God is Holy and loving? | | | | INCARNATION (UC)  Was Jesus the Messiah? | | | HINDUS  Why do Hindus want to be good? | | | SALVATION (UC)  What did Jesus do to save human beings? | | ANTI-RACIST RWE  What can be done to reduce racism? Can religion help? | | FAITH  How does faith help people when life gets hard? | | |
|  | **Teaching of Other Subjects**  **Religion and Worldviews** – a core subject taught weekly **Music-** Taught **MFL-**weekly lessons using the PLN French Programme  **PE/Games** including swimming in KS2 taught weekly **Computing** - Taught weekly | | | | | | | | | | | | | | | |

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| **Computing** | | |
| Autumn 2 - [Advanced Skills](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-sharing-information) [Part 2](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases) | Spring 2 - [Programs to Engage](https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games) | Summer 2 - Websites and Social Media (See Project Evolve) |
| How do you improve the functionality and quality of online work? | How do games work? | Why is it everyone's responsibility to stay safe online? |
| To edit and improve a piece of online work. | To create a fully functional coded game. | To provide a poster with how websites ensure we are safe online. |
| **French** | | |
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Art/DT Link - [Upper School - Art and Design Technology](https://docs.google.com/presentation/d/1UtwSEXp7D6dXbIdRJovF59hrn3MMJ7YicqBnCldphUk/edit?usp=sharing)[Art and Design Technology 2024-25](https://docs.google.com/presentation/d/1xDYTJGdalp4zztOyA3YeQUn1n7XqVwHZM61VrFy-Vxw/edit)

Music Link - [yr 5 6 music.](https://docs.google.com/document/d/1w_3_NXm8rFvAJK6wmM8RBBw6NeX3x_voFKDJrD9NZTY/edit?usp=sharing)

Spelling Coverage - [Spelling Coverage](https://docs.google.com/document/d/1Ggl57AFzidYSWP4JSrVTdHACPkpU-RCj7LXNDIiU5yc/edit?usp=sharing)

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| **Torre C of E Academy Long Term Planner Year 5/6 Year B 2025-2026**A diagram of a variety of circles  Description automatically generated with medium confidence | | | | | | | | | | | | | | |
| **Autumn 1 – Independence** | | | **Autumn 2 – Creativity** | | | **Spring 1 -Collaboration** | | **Spring 2 -Independence** | | **Summer 1 – Creativity** | | **Summer 2 - Collaboration** | | |
| **Citizenship - Compassion** | | | A yellow and white compass  Description automatically generated**Leadership - Integrity** | | | A magnifying glass with a person in it  Description automatically generated**Exploration -Resilience** | | A book with butterflies flying out of it  Description automatically generated**Expression - Honesty** | | A group of icons with text  Description automatically generated with medium confidence**Flourishing - Courage** | | Hands holding a yellow circle with black people  Description automatically generated**Citizenship - Drive** | | |
| **Year Group Key Knowledge and Skills** | | | | | | | | | | | | | | |
| **RSHE**  **(Yr 6)**  **2 weeks** | **Geography**  **(Yr 6)**  **3 weeks** | **DT**  **(Yr 6)**  **1 week** | **Science**  **(Yr 5)**  **3 weeks** | **Art**  **(Yr 6)**  **2 weeks** | **Music**  **(Yr 6)**  **2 weeks** | **History**  **(Yr 5)**  **4 weeks** | **Narrative Writing**  **2 weeks** | **Science**  **(Yr5)**  **(3 weeks)** | **Narrative Writing**  **3 weeks** | **Geography**  **(Yr 5)**  **3 weeks** | **Science**  **(Yr 6)**  **3 weeks** | **DT**  **(Yr 6)**  **2 weeks** | **RSE**  **(Yr 6)**  **1 week** | **History**  **(Yr 5)**  **4 weeks** |
| Friends and Family  (focus on family) | World Resources and Trade  Y5 Heatree week - **Music**  Rehearse, perform and appraise | Make a meal for others | States of Matter | Study (Choice of sculpture, textiles or printing) | Controlling performances and combining devices and effect | Greeks | Partly Cloudy | Living Things | Skellig | Continental  Challenges | Animals including Humans | Making | Safety and SRE | Early Civil Non- European (Mayans)  **Art**  Drawing and Painting  (Y6) |
| **Key Enquiry Question** | | | | | | | | | | | | | | |
| What makes a healthy and supportive relationship? | How is a country's wealth determined by its access to natural resources and free trade? | How can I make a healthy jacket potato suitable to sell in our cafe? | Why don’t all materials behave the same? | How can I use the natural beach environment to produce textured clay work? | How does manipulating various elements in music influence the audience’s emotions? | How was life different for Spartan and Athenian children? | How can I paint a picture in the reader’s mind? | How does the life cycle of a human differ from other living things? | How important is language to create imagery in fictional writing? | How does the geography of Bangladesh contribute to its vulnerability? | How can we ensure that our heart stays healthy? | How can I create an electric game for the summer fayre? | How can we develop responsible digital citizenship to safeguard our privacy and online identity?  Y5 - How do bodies change during puberty?  Y6 - Why is it important to positive healthy relationships? | How can I demonstrate my understanding of Mayan life and culture through art? |
| **Writing Genre and Outcome** | | | | | | | | | | | | | | |
| Create a mind map to show our learning | To write a non-chronological report on the different elements of global trade. | To produce a healthy meal for our school cafe | Write an experiment to demonstrate how materials behave. | To create a sea themed tile and coil pot | Create a section of music using both devices/programme and live voice | Balanced Argument to answer that Enquiry Question | To write a setting description of Partly Cloudy | Persuasion or explanation | A descriptive retelling of an event in Skellig | To write a newspaper report | To write a leaflet | To design and make a game for the summer fayre | Persuasive leaflet to encourage year 3 and 4 to protect their online identity. | Create a Mayan inspired mural in the style of Dan Fenelon |
| **Religious and Worldviews Education** | | | | | | | | | | | | | | |
| MUSLIMS  What does it mean to be a Muslim in Britain today? | | | JEWS  Why is the Torah so important to Jewish people? | | | CREATION/  FALL (UC)  Creation and Science: Conflicting or complementary? | | HUMANISM  What matters to most Humanists and Christians? | | GOSPEL (UC)  What would Jesus do? | | KINGDOM OF GOD (UC)  What kind of king is Jesus? | | |
| **Teaching of Other Subjects**  **Religion and Worldviews** – a core subject taught weekly **Music-** **MFL-**weekly lessons using the PLN French Programme  **PE/Games** including swimming in KS2 taught weekly **Computing** - Taught weekly | | | | | | | | | | | | | | |