

Year 5/6 and Year 6 (Kelso, Ramsey, Phoenix, Hyde) Long Term Plan year B 2026-27

	Autumn1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Ramsey/Kelso/Hyde	Resources and the Environment-	Volcanoes & Earthquakes-	Crime & Punishment (moral debate) Balanced argument Design, Create and evaluate a guillotine	Parliament & Power-		Ancient Greeks-	
Themes	natural resources, energy production, wood and steel manufacturing, impact and overexploitation (Geography)	structure of the earth, volcano structure, location, impact on humans, tectonic plates, earthquakes, latitude and longitude (Geography)		the changing power of monarchs from Magna Carta, Simon De Montfort, the Civil War, Gunpowder Plot and Suffragism to democracy today (History)		geographical location, the city states, use of artefacts, myths and legends, Alexander the Great, impact of Ancient Greece (History)	
Enquiry Questions	Year 5 Q1 What natural resources can be found in Britain and how are they used? Q2 How are natural resources used to produce energy? Q3 How is electricity produced? Q4 Where in the world is wood produced? Q5 How is steel produced? Q6 How are glass and concrete made? Q7 What is the impact on the environment of overexploitation of natural resources. Year 6 Q1 What do we mean by abundant natural resources and where can they be found in Britain? Q2 How do we use fossil fuels to produce electricity and what alternatives are there? Q3 why and from where are wood products imported, what do we mean by sustainable? Q4 What environmental impact does iron ore production have on the landscape? Q5 What are the principal natural resources for glass and concrete and what is the	Year 5 Q1 What is the structure of the earth? Q2 What is the structure of the volcano? Q3 Where are volcanoes located? Q4 What are the dangerous features of volcanoes? Q5 What impact doe volcanoes have on people? Q6 How are volcanoes and earthquakes linked? Q7 What are the dangerous features of earthquakes? Q8 How can we locate epicentres on a map? Year 6 Q1 What are the key layers of the earths structure called and what role do they play? Q2 What are the key features of a volcano and how do they occur? Q3 Where are active and dormant volcanoes found and what causes the difference? Q4 What are the physical and human characteristics of living in a volcano area. Q5 What features cause earthquakes and how are these linked to volcanoes. Q6 How can we use latitude and longitude to track earthquakes?		Year 5 Q1 How was England ruled in 1215 and what changes occurred? Q2 What part did Simon De Montfort play in changing parliament? Q3 What was the impact of the Gunpowder Plot on parliament Q4 Why did the Civil War occur and what was the local impact? Q5 Who were the suffragettes and why were they protesting? Q6 What have we learnt about the development of democracy? Year 6 Q 1 Why did King John sign the Magna Carta Q 2 Was Simon De Montfort a traitor or a saviour? Q3 What does the Gunpowder Plot show us about intolerance and discrimination? Q4 Was the Civil War a rebellion or a popular uprising? Q 5 Would the Suffragettes have been more successful with less severe methods of protest? Q 6 Is breaking the law justifiable?	Year 5 Q 1 Who were the Ancient Greeks? Question 2 What can we tell about Ancient Greece from the artefacts left behind? Question 3 How can archaeologists add to our understanding of Ancient Greece? Question 4 Can we learn anything from Greek myths and legends? Question 5 What can we find out about the importance of Alexander the Great Question 6 Which sources would we use in a museum about Ancient Greece? Question 7 What have the Ancient Greeks ever done for us?? Year 6 Q1 Where, both geographically and historically, do we find Ancient Greece? Q2 What were the key differences between the city states (Athens and Sparta) Q3 What can artefacts tell us about Ancient Greek life (religion, war and everyday life?) Q4 What evidence do we have to prove the factual basis of some myths/legends? Q5 Was Alexander the Great genuinely great? Q6 How can we compare different sources when learning about ancient cultures? Q7 What has been the impact of Greek life on how we live today?		

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	environmental impact of extraction? Q6 What happens to the human and physical aspects of geography due to overexploitation of resources?						
Text based writing/ whole class text/cross curricular linked text	The Call of the Wild Mining Brightstorm Where does Lightening come from?	When the Mountains Roared Kensuke's Kingdom Dear God, I have a question		The Highwayman- The Accidental Prime Minister Winston Churchill Illustrated Biography Inkheart Planetarium	Percy Jackson and the Lightening Thief Greek Myths and Legends The Merchant of Venice Who let the Gods out? Can you get rainbows in Space?		
Genres	Newspaper Non chronological report Explanation	Description Narrative		Poetry Narrative Biography	Biography Letter Speech	Balanced argument Debate	Poetry Narrative Playscript
Science	Electricity Yr. 6- children construct simple series circuits, introduce different components and use recognised symbols to represent circuits	Living Things and Habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect & a bird. -Describe the life process of reproduction in some plants & animals		Earth and Space Yr. 5(plus evolution and inheritance themed day)- changes in our understanding of the solar system, impact on Earth	Living Things and Habitats- different classification systems and their applied use	Light Yr. 6- how light behaves, reflections and shadows, phenomena of light	Properties and changes of materials Yr. 5- developing a systematic understanding of materials and reversible and irreversible changes
Enquiry Questions	Year 5 Q 1 How can we represent a circuit? Q 2 How was electricity first discovered? Q 3 How does changing the voltage affect a circuit? Q 4 What do the symbols in a diagram represent? Q5 Why were Tesla and Edison important? Year 6 Q1 What are current and voltage? Q2 How is electricity produced in a cell? Q3 What are the key components of electrical	Year 5 Q1 What types of reproduction can you name? Q2 What is metamorphosis? Q3 which animals lay eggs in water? Q4 Can all bees reproduce? Q5 How do flowers reproduce> Year 6 Q1 how can we group animals by reproduction type? Q2 which animals metamorphosise in their reproductive cycle? Q3 how do aquatic animals reproduce? Q4 How do eusocial animals control reproduction>		Year 5 Q 1 How does the moon travel? Q 2 What did the earliest astronomers believe? Q 3 Why have views changed? Q 4 How was the solar system created? Q 5 How are day and night created? Year 6 Q1 What is the difference between a geocentric and heliocentric model of the solar system?	Year 5 Q 1 What do we mean by classification? Q2 Who was Carl Linnaeus? Q3 What is evolutionary taxonomy? Q4 What groups can we classify animals into Q5 What groups can we classify trees into? Year 6 Q1 What is dichotomous classification?	Year 5 Question 1 How does light travel? Question 2 How do we see objects? Question 3 Does light always travel directly to our eyes? Question 4 How are shadows created? Question 5 Why are shadows the same shape as the objects that create them? Year 6 Q1 How can we use the properties of light to see round corners?	Year 5 Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties? Year 6 Q1 Can we group and classify materials using a range of properties

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	circuits (switches, bells, buzzers, bulbs) Q3 How are these represented in circuits? Q4 How can we use electricity in the classroom for a purpose? Q5 Why do some circuits not work and how can we correct this? Q6 What were some of the key points in the domestic use of electricity?	Q% which parts of the plant aid reproduction?		Q2 How do we classify planets? Q3 How was the moon formed and how does it move relative to the Earth? Q4 What effect does the lunar cycle have on the appearance of the moon and its impact on earth? Q5 How can we use the movement of the sun to tell the time?	Q2 How did Linnaeus use binomial classification? Q3 How does evolutionary taxonomy improve on Linnaeus's system? Q4 How do we classify vertebrates and arthropods. Q5 How do we use a classification key to identify arthropods in their habitat?	Q2 How do we use the properties of light to see behind us? Q3 What are the key components of the eye? (cornea, iris, pupil, lens, retina, optic nerve) Q4 What is the relationship between distance and width of shadows Q5 Is light white?	(e.g., electrical and thermal conductors, magnetism etc) Q2 Can solutes be filtered out? Q3 What are the 6 different ways of separating solutions? Q4 How do we classify materials by their hardness? Q5 How are new materials invented?
RE Kelso/Phoenix	Does creativity matter in religious worldviews? Music	Does creativity matter in religious worldviews? Art		Do people always put their beliefs into action? Christian worldviews	Do people always put their beliefs into action? Muslim worldviews	Are all people equal? Sikh worldviews	Are all people equal? Christian and non-religious worldviews
	1)What do we mean by human? 2)What texts are important to give us a world view? 3)How does context impact on how a view is expressed 4)How do Muslims, Christians and Sikhs use music to express their views	1)what is creative expression? 2)How do Christians represent Jesus? 3) Who was Chagall? 4)How can Muslims and Hindus express themselves artistically? 5)How do non-religious people express their beliefs? 6) Does creativity matter?		1)What is justice? 2)How do Christians respond to injustice? 3) What does the bible tell us about injustice? 4)How have Christian views on justice changed? 5) what evidence do I have for my views?	1)What is a refugee? 2)How does Mohammed Ali express his ideas? 3)What are different Muslim concepts of community and justice? 4) Who was Omar ibn Sahid? 5)How did Saaida Faruqi fight injustice? 6)What evidence do we have for our own views of injustice?	1)What are Waheguru and Gurmukh? 2)what is the difference between equality and equity? 3)How does the Mool Mantar help Sikhs? 4)How did Sikh gurus help promote equality? 5)How does someone's context help understand how Sewa is performed? 6)what are the experiences of Sikh women when looking at equality?	1)How does context affect living out a worldview? 2)What does Article 18 say about religion? 3)How do laws and rights affect lived experiences? 4)Can non-religious people be spiritual? 5)How do our own beliefs affect equality for others?

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Ramsey/Hyde UKS2B	Do religious views change over time? Part1	Do religious views change over time? Part2		Is technology a good thing for religious worldviews? (Part 1)	Is technology a good thing for religious worldviews? (Part 2)	What is my view of the world? Case Study	Does Religion Matter?
	1) how can we understand how religious worldviews have changed over time? 2) how people live out their worldviews? 3) how can texts and sources of authority help us better understand their worldviews? 4) who were women of power in Christianity? 4)what did Anne Askew and Thomas Kyme mean by true and false faith?	1)How do methodist women live out their lives? 2) How does this compare to the life of Quaker women? 3)what do Christians feel about the power and authority of women in the Church of England? 4)What evidence do we have for our views?		1)How have Christians and Muslims spread the word of God and Allah? 2)What was the Great Commission? 3)How did technology change access to the Bible? 4) How can technology have positive and negative consequences?	1)What does Islamic Relief focus on? 2)How do Christian missionaries spread the word of God? 3)How does the Mormon church utilise social media? 4)How does technology help Jewish people celebrate shabbat? 5) how do Sikhs respond to AI technology? 6) How do we justify our own views of the use of technology?	1)How does context affect how we live out our worldview? 2)How did context affect Ashoka's worldview? 3)What does the Dhammapada help us understand? 4)what are koans? 5) How does your worldview affect my worldview?	1)How does context affect a view of religion? 2)what helps us consider the changing face of religion in the UK? 3)How does culture affect worldview? 4)How can sport and social action affect worldview? 5) Does religion matter to you?
Art/DT	ART Painting- Agate slice watercolours	ART Drawing- People in action		DT Electrical components- Design, create and evaluate a model lightbox with illuminated sign including electrical components for lights and switches. (2020-21-Morse Code Machine)		ART Islamic Art- printmaking and calligraphy	Textiles – collage Greek theatre masks
Enquiry Questions	Q1 What is agate? Q2 What are the characteristics of water colours? Q3 How do you create shades? Q4 What are concentric rings? Q5 How do you add texture?	Q1. What do we mean by action? Q2. How can we show an emotion? Q3. How can we create the illusion of movement? Q5how do Muybridge, Boccioni and Delauney show movement		Q1 What are illuminated signs used for? Q2 Why are LEDs better than traditional bulbs? Q3 How can you construct a circuit using LEDs Q4 How can you cause a light to blink? Q5 How can you use algorithms to make lights turn on and off to a pattern?		Q1 what is meant by tessellating art? Q2Can I carve soap into an arabesque design? Q3 is calligraphy art? Q4what are the key features of Islamic architecture? Q5what does a stained glass window look like in Islamic buildings?	Q1 Why is Theatre important? Q2 What are the two types of Theatre? Q3 What will the masks used for? Q4 What would the design features of a Greek mask? Q5 How do we create the base? Q6 How do you add features with modroc?
Music (music express)	6.1 World Unite (Step dance performance)	6.2 Journeys (Song cycle performance)		6.3 Growth (Street dance performance)	6.4 Roots (Mini musical performance)	6.5 Class awards (Awards show performance) Play and	6.6 Moving On (Leavers' assembly performance) Play and

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	Improvise and compose music for a range of purposes using the interrelated dimensions of music.	Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.		Develop an understanding of the history of music	Improvise and compose music for a range of purposes using the interrelated dimensions of music.	perform in solo and ensemble contexts	perform in solo and ensemble contexts
Enquiry Questions	Q1. What is the beat and syncopation? Q2. Can you show understanding of rhythm skills and co-ordination? Q3. Can you develop your knowledge on pitch shape and relate it to movement? Q4. Can you show your understanding of pitch through movement and notation? Q5 Can you show understanding of a performance by arranging different sections? Q6. Can you show understanding of rhythm by combining different rhythms? Q7. Can you explore ways of combining and structuring rhythms through dance?	Q1 What is a three- part harmony? Q2. What is expressive singing? Q3. What do you know about performing for audiences? Q4. What are song cycles? Q5. What is a backing harmony? Q6. What are major and minor note patterns? Q7. What are song structures? Q8. How can you incorporate mixed media in a song cycle performance?		Q1. Can you show an understanding of a three-beat pulse and rhythmic ostinato by feeling and moving to it? Q2. Can you perform and improvise rhythmic and melodic ostinato? Q3. What are chords? Q4. What are flash mobs? Q5. Can you compare flash mob performances? Q6. Can you show an understanding of the process of a musical performance?	Q1. What are rhythmical actions to music? Q2. Can you learn a traditional Ghanaian song? Q3. Can you identify a game song from another country? Q4. What are rhythm cycles? Q5. What is a descriptive composition? Q6. Can you show your knowledge of structure to plan pieces of music?	Q1 How can you compose music from a visual stimulus? Q2 Can you write a new verse for a rap? Q3 Can you collaborate with others to develop a song performance? Q4 What makes a good performance? Q5 Can you choreograph exam performance? Q6 Who is the target audience? Q7 How can you perform together within awareness of the audience?	Q1 How can we sing with expression? Q2 What is the two-part harmony? Q3 What are sustained notes and how can you sing them? Q4 What is the rhythm in this song? Q5 What is the structure in this song? Q6 Can you share the meaning of modulation in a musical bridge? Q7 Can you hear it? Q8 What do you need to do to perform your songs?
Computing Kelso/Phoenix	6.1 computing systems and networks, communication and collaboration	5.2 creating media, video production		6.3 programming a. variables in games	5.4 data and information, flat file databases	6.5 creating media, 3D modelling	5.6 programming b. a selection in quizzes
	Q1 How do we use a search engine? Q2 How do search engines select results? Q3 How are search results ranked? Q4 why is the order of results important, and to whom? Q5 How do we communicate using technology? Q6 Which are the best methods of online communication?	Q1 What is a video? Q2 How do you record video? Q3 What makes a good video? Q4 How do I make mine better?		Q1 What time variables? Q2 How are variables used in a programme? Q3 Can you identify programme variables as a placeholder in memory for a single value? Q4 Can the value of a variable be changed? Q5 Can you use your knowledge of variables in a scratch project?	Q1 How can I record information? Q2 Which is better, paper or a computer? Q3 How does grouping and sorting data allow us to answer questions? Q4 How do I select specific data? Q5 How can I present data visually?	Q1 How do I create a manipulate 3 dimensional digital objects on a computer? Q2 What are the differences between working digitally with 2D and 3D graphics? Q3 How do I construct digital 3D model of a physical object?	Q1 What is selection? Q2 What is a conditional statement? Q3 How does selection direct the flow of a programme? Q4 Can I design and create a programme which uses selection? Q5 Can I improve

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				<p>Q6 How can variables be used to enhance an existing game in scratch?</p> <p>Q7 What's the algorithms?</p> <p>Q8 What is the importance of naming a variable</p>		<p>Q4 How do I create a collection with 3D shapes?</p> <p>Q5 How do I design a digital model by combining 3D objects?</p> <p>Q6 How do I improve it?</p>	
Ramsey/Hyde	6.1 computing systems on networks, communication and collaboration	6.2 creating media, web page creation		6.3 programming a. variables in games	6.4 Data and information, introduction to spreadsheets	6.5 creating media, 3D modelling	6.6 programming B, sensing movement
Enquiry Questions	<p>Q1 How do we use a search engine?</p> <p>Q2 How do search engines select results?</p> <p>Q3 How are search results ranked?</p> <p>Q4 why is the order of results important, and to whom?</p> <p>Q5 How do we communicate using technology?</p> <p>Q6 Which are the best methods of online communication?</p>	<p>Q1 What makes a good website?</p> <p>Q2 Do all web pages use the same layout?</p> <p>Q3 What is copyright?</p> <p>Q4 What is the term fair use?</p> <p>Q5 Can you plan and create your own web pages?</p> <p>Q6 How can it be improved?</p> <p>Q7 What is a navigation path?</p> <p>Q8 Can you use hyperlinks to link multiple web pages?</p>		<p>Q1 What time variables?</p> <p>Q2 How are variables used in a programme?</p> <p>Q3 Can you identify programme variables as a placeholder in memory for a single value?</p> <p>Q4 Can the value of a variable be changed?</p> <p>Q5 Can you use your knowledge of variables in a scratch project?</p> <p>Q6 How can variables be used to enhance an existing game in scratch?</p> <p>Q7 What's the algorithms?</p> <p>Q8 What is the importance of naming</p>	<p>Q1 What is the spreadsheet?</p> <p>Q2 What is the relevance of data headings?</p> <p>Q3 What is a data set?</p> <p>Q4 What is an item of data?</p> <p>Q5 Can you apply appropriate number format to a cell?</p> <p>Q6 How can formulas be used to produce calculated data?</p> <p>Q7 What is the relevance of a cells data type?</p> <p>Q8 Can data be calculated using different operations?</p> <p>Q9 Can a spreadsheet please to answer questions?</p> <p>Q10 How can you present data in Google Sheets?</p>	<p>Q1 How do I create a manipulate 3 dimensional digital objects on a computer?</p> <p>Q2 What are the differences between working digitally with 2D and 3D graphics?</p> <p>Q3 How do I construct digital 3D model of a physical object?</p> <p>Q4 How do I create a collection with 3D shapes?</p> <p>Q5 How do I design a digital model by combining 3D objects?</p> <p>Q6 How do I improve it?</p>	<p>Q1 What is a microbit?</p> <p>Q2 How is your microbit used as an input, process and output device?</p> <p>Q3 Can you use your knowledge programming and apply it to a new device?</p> <p>Q4 Can you test your programme on an emulator?</p> <p>Q5 Can you transfer your programme to a controllable device?</p> <p>Q6 Can you identify if, then, L statements in real world situations?</p> <p>Q7 Can you create programmes in make code?</p> <p>Q8 How can you determine the flow of a programme using selection?</p> <p>Q9 Can you update a variable with the user input?</p> <p>Q10 Can you modify a programme to achieve a different outcome?</p>

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MFL	6.1 Le weekend- what we like and don't like to do	6.2 Les vetements- what do we wear?		6.3 Ma Journee- my day and my meals	6.4 Les transports- journeys in different vehicles	6.5 Le sport- different sports and activities	6.6 on va faire le fete Lots of things to do!
Enquiry Questions	Q1 What did you do during the week? Q2 What did you do at the weekend? Q3 What don't you do? Q4 Do you like.....?	Q1 what do you want to buy? Q2 what is it like? Q3 What colour do you want? Q4 How much does it cost?		Q1 What do you do during the day? Q2 What time do you have breakfast? Q3 What are you having for tea?	Q1 What different types of vehicle are there? Q2 Where are you going? Q3 How will you get there? Q4 Can you buy a ticket?	Q1 What sports do you like? Q2 Why do you like them? Q3 When does the match start?	Q1 What would you order in a cafe? Q2 Where are you going? Q3 How will you get there?
PE	netball and tag rugby- competitive games	Dance- different techniques		Gymnastics- leaps and rolls	adventurous activity orienteering using a compass	cricket and badminton- competitive games	Athletics- performance and progression
Enquiry Questions	Q1 Why do we need to warm up and cool down? Q2 How do we pass the ball accurately? Q3 How do we move with the ball? Q4 How do I find space in the game? Q5 How do I defend my goal?	Q1 How can I respond to stimuli? Q2 What dance techniques can I use? Q3 How can I work in a group? Q4 Can I represent objects and actions through dance? Q5 How do I put a range of movements together? Q6 How do I make it better than before?		Q1 What different leaps do I know? Q2 What different leaps can I perform? Q3 How do I straddle vault? Q4 How can I link movements together?	Q1 Why do I need agility and endurance? Q2 How do I use a compass? Q3 What are the eight directions on a compass?	Q1 How do I throw underarm and over arm? Q2 What hand position do I use to catch effectively? Q3 Where do I position myself on the pitch to be effective? Q4 How do I hit a shuttlecock with a badminton racket? Q5 How do I hit a shuttlecock in a particular direction? Q6 Where is the ready position on a court? Q7 How do I serve and perform attacking and defending shots? Q8 How do we score in badminton?	Q1 How do I cover ground at an appropriate pace for distance? Q2 How do I combine running and jumping in a hurdle race? Q3 How do I work as part of a team in a relay? Q4 How do I throw over increasingly longer distances?
PSHE/RSE	Well-being-emotional - Looking after ourselves; growing up; becoming independent; taking more Responsibility	Health and Well-being - What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes		Health and prevention Drugs, alcohol and tobacco; healthy habits	E-Safety-Media literacy and digital resilience	Economic well being- enterprise-Basic understanding of finance and enterprise	Growing and changing- key facts about puberty and the changing adolescent body

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	<p>Q1. Can you devise a class charter?</p> <p>Q2. How can you contribute to the life of the school?</p> <p>Q3. What makes an effective school councillor/Mini Police/Eco Champion etc?</p> <p>Q4. Can you plan a healthy meal?</p> <p>Q5 How do you stay physically healthy?</p> <p>Q6. Can you change/break unhealthy behaviours/habits?</p>	<p>Q1. How are we different and the same?</p> <p>Q2. What factors contribute to a person's identity?</p> <p>Q3. Can personal qualities change someone's identity?</p> <p>Q4. Do stereotypes inform us of a person's identity?</p> <p>Q5. How can you challenge negative stereotypes?</p>		<p>Q1. What is a drug?</p> <p>Q2. How can drugs common to everyday life affect health?</p> <p>Q3. What might happen to a person using a drug?</p>	<p>Q1. How can the media influence people?</p> <p>Q2. Why is it important to balance online and offline activities?</p> <p>Q3. Why do you think there are age restrictions for social media?</p>	<p>Q1. How can people make decisions about spending and saving money?</p> <p>Q2. How can people keep track of money, so people know how much they have to spend or save?</p> <p>Q3. How can you pay for things?</p> <p>Q4. How can you generate profit/loss?</p>	<p>Q1. Do think friendships may change and how can you manage this?</p> <p>Q2. Who would you ask for support or where could you seek further information and advice regarding growing up and changing?</p> <p>Q3. Explain the growing and developmental changes for a baby to a toddler/toddler to someone starting school/reception to year 3?</p>
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