







**Weston Mill Community Primary Academy**  
**Year 5-6 Long Term Curriculum Plan 2022-2023**

Unit/Theme		Dartmoor (6 weeks)	Port of Plymouth Tudors (7 weeks)	British Empire & Industrial Revolution Topic 3 (6 weeks)	Biomes of the world (6 weeks)	20 <sup>th</sup> Century Conflict (6+7 weeks)			
Destination		To create field study on Dartmoor including facts, diagrams and pictures	To create a verbal / visual performance of the Mayflower Journey	To sell cake / produce to improve school environment	To make a terrarium with succulents.	To share video documentary via teams with parents			
Big Question		What is the importance of Dartmoor to the local residents?	Why did the May Flower leave Plymouth?	Why was the British Empire so successful?	What is a biome?	What causes and what is the effect of conflict?			
STEM	STEM Skills	 Problem Solving	 Creativity	 Inquiry Skills	 Observation	 Flexibility	 Collaboration		
	Science	<u>Light</u> Recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye and explain why shadows have the same shape as the objects that cast them. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	<u>Working Scientifically</u> <u>Electricity</u> To investigate electricity - Brightness of lamps / volume of buzzer, voltage and cells To recognise and draw out symbols when representing a simple circuit in a diagram . <b>ELECTRICITY</b> <b>VOLTAGE</b> <b>CURRENT</b>	<u>Evolution and Inheritance</u> To recognise living things and that fossils provide information about living things that inhabited the world 1 million years ago To identify living things produce offspring of the same kind To identify how animals have adapted to their environment <b>FOSSILS</b> <b>INHABITED</b> <b>REPRODUCTION</b>	<u>Living things and habitats</u> To classify a variety of different things including, micro-organisms, plants and animals form across different biomes.  Living things and their habitats Classification <b>SCIENTIFIC</b> <b>TAXONOMIST</b> <b>CLASSIFICATION</b>  <b>BIOMES</b> <b>MICRO-ORGANISMS</b> <b>CLASSIFY</b>	<u>Animals including humans</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.  Relationships and Sex Education			
	Computing	Plan, Design for a virtual tour of the Dartmoor Environment using the Kodu programme <b>ENVIRONMENT</b> <b>DESIGN</b> <b>CODING</b>	Presentation Skills Keyboard skills Slides / translation <b>TRANSLATION</b> <b>PRESENTATION</b> <b>TRANSFORM</b>	To create and use spreadsheets to record cotton mill and work house information – e.g. workers / output. <b>SPREADSHEET</b> <b>CELLS</b> <b>FORMULA</b>	To use Tinkerkad to design a 3d biome. <b>DESIGN</b> <b>TINKER</b> <b>ORTHOGRAPHIC</b>	To create a documentary based on the life of a refugee (including an interview). To include video editing and cutting to put together a multiscene video. <b>VIDEO EDITING</b> <b>CUTTING</b> <b>SCRIPT</b>			
		NOS: Self Image and Identity <b>PRIVACY</b> <b>SECURITY</b> <b>PROTECT</b>	NOS: Online Relationships <b>MESSAGING</b> <b>INTERPRETATION</b> <b>SYMBOLISE</b>	NOS: Online Reputation/Online Bullying <b>REPUTATION</b> <b>SOCIAL MEDIA</b> <b>CONTRIBUTION</b> <b>CYBER BULLYING</b> <b>PERCEPTION</b> <b>TRUSTED ADULT</b>	NOS: Managing Online Information <b>FACT</b> <b>BELIEF</b> <b>OPINON</b>	NOS: Health, Wellbeing and Lifestyle <b>WELLBEING</b> <b>CONTENT</b> <b>DEVICE</b>	NOS: Privacy and Security/Copyright and Ownership <b>DANGER</b> <b>LINKED DEVICE</b> <b>CONTENT SHARING</b> <b>PLAGARISM</b> <b>CONTENT</b> <b>AUTHOR</b>		
	DT	Draw and design a 3D map of an area on Dartmoor <b>SPECIFICATION, ANNOTATED SKETCH, PURPOSE</b>	To create own printing using polyester prints – focus on Tudor style printing. <b>AESTHETIC, RELIEF, REPITION</b>	<u>Food</u> To create a range of different potato dishes using different cooking techniques including <b>PEELING / CUTTING / GRATING</b> – tasting – evaluation To make a Victoria sponge <b>CARBOHYDRATE, NUTRITION, GLUTON</b>			To create props and scenery for end of year production. <b>FRAME STRUCTURE, STRENGTHEN, STABILITY</b>		
	Maths	Measuring /Scale to size		Multiplication / Division Number Facts Fractions		Measuring of ingredients – Ratio		Fractions / Decimals / percentages Equations / Measures Algebra Shape / area / perimeter / volume Scaling	Maths Project
		Place Value / Addition / Subtraction		Fractions / Quadrants / Reflect / Translate / Rotate / Decimals					
English		Informational Text Myth / Legends Description of Dartmoor at night	Diary Entry Persuasive leaflet / advice for people to leave Plymouth Instructions for leaving Plymouth	Narrative Letter to employer for better working conditions Poetry	To write an <b>a non-chronological report</b> about biomes. (Compare Mediterranean and rainforest) To write an adventure story set in a biome.	To write a refugee narrative / personal 'recount' To write a narration script /Play. Descriptive Write			
(Reading Text)		Glass Heart – Katharine Orton War Horse – Michael Morpurgo Dartmoor Prison History Dartmoor Facts	Treason – Berlie Doherty My Friend Walter – Michael Morpurgo The Boy who Fell off the Mayflower	Street Child – Berlie Doherty Song of the Innocence & experience - William Blake Letter writing	Kensuke's Kingdom – Michael Morpurgo Fact sheets on Biomes	<b>The boy in the back of the Class – Onjali Q Rauf</b> The silence seeker – Ben Morley Welcome to nowhere – Elizabeth Laird			
History		History of Dartmoor and its importance Dartmoor prison and its impasto in the local area  <b>CRIME</b> <b>PUNISHMENT</b> <b>IMPACT</b>	To order significant events of the Plymouth Tudors on a timeline leading up to the Mayflower leaving Plymouth To identify what led up to the Mayflower leaving and compare across the time period  <b>CHRONOLOGICAL</b> <b>VOYAGE</b> <b>DEPARTURE</b>	To understand how and why Britain's Cotton Mills and workhouses were so successful. To follow the British Empire spread throughout India and the Caribbean To look at the significant industries and compare North / South.  <b>SLAVERY</b> <b>EMPIRE</b> <b>COLONY</b>		<b>Conflicts post 1950 – e.g. Vietnam, Falkland Islands, Iraq, Afghanistan, Israel/Palestine</b>  To create a timeline of post 1950 wars and plot them on a world map. To understand the reasons for wars starting. To look at propaganda and understand how the record of events differs based upon those who tell the story.  <b>CONFLICT</b> <b>POLITICAL</b> <b>DEMOCRACY</b>			
Geography		To use the 8 points of a compass Be able to use an ordnance survey map Use Grid references Complete field work Investigations on a local area <b>GRID REFERENCE</b> <b>SYMBOL</b> <b>ORDINANCE SURVEY</b>	<b>IMMIGRANT</b> <b>PORT</b> <b>MIGRATE</b>	<b>IMPORT</b> <b>EXPORT</b> <b>POLLUTION</b>	To map the biomes of the world – linking to climate of the world and vegetation. To compare and contrast differing biomes – both physical and human features. <b>SUBTERRANEAN</b> <b>CONSERVATION</b> <b>DEFORESTATION</b>	To understand the differing human and physical reasons as to why conflicts begin. To understand why people are forced to leave their countries in conflict. To explore how physical and human infrastructure affects aid given. <b>ASYLUM SEEKER</b> <b>REFUGEE</b> <b>NATURALISED</b>			

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Art	Observation Drawings of Dartmoor Pencil / tone COMPOSITION, HORIZON, VIEWPOINT	Henry VIII Portraits using pastel / collage techniques ABSTRACT, BLEND, REALISTIC	LS Lowry Art Charcoal / watercolours ACRYLIC, ARRANGEMENT, TINT	To sketch a variety of different scenes from biomes, including animals and plants, focusing on tone and texture. BIRDS-EYE VIEW, EXPRESSION, PANORAMA		To create props and scenery for end of year production. FRAME STRUCTURE, STRENGTHEN, STABILITY
Music	To find out about the history of folk music on Dartmoor To listen to / appreciate a variety of Folk music To compose a piece of Folk Music FOLK, IMPROVISE, HARMONICA	To appreciate and listen to Tudor music To create a piece of Tudor music which is recorded using music notation To sing a Tudor Song VIBRATO, MEZZO, TONE	To study the history of Victorian music and composers. To listen to and appreciate different Victorian composers – noting likes and dislikes with reasons. The Song of the Low – Ernest Jones LYRICAL, ADAGIO, ACAPELLA			End of year performance Drama and acting PROJECTION, INTONATION, VOLUME
RE	Why do some people do and do not believe in God? THEIST, ATHEIST, AGNOSTIC	Creation and science: conflicting or complementary? DARWINISM, CREATIONISM	Why do Hjnklus try to be good? KARMA, DARMA, SAMSARA	What do Christians believe Jesus did to ‘save’ people? SALVATION, RESURRECTION, CRUCIFIXTION	For Christians, what kind of King was Jesus? HOLY TRINITY, EVANGELICAL, PENTECOST	How does faith help people when life gets hard? GUIDANCE, SUPPORT, AFTER-LIFE
MFL	French / Spanish -Recap days of the weeks and seasons -Months of the year -Understand numbers in context e.g. the year MESES, MOIS	French / Spanish -Sports -Likes/dislikes and justifying opinions	French / Spanish -Food and drink - Understand and use transactional language e.g. in a café	French / Spanish - Use adjectives to add interest and detail to a description - Describing friends and family – appearance, likes, dislikes	French / Spanish - Identify tenses from a selection of sentences written in the present, past and future tense. -Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary	French / Spanish - Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.
PSHE	How can we keep healthy as we grow? NUTRITION, MENTAL HEALTH, PHYSICAL HEALTH, EXERCISE	How can we keep healthy as we grow?	How can the media influence people? DIGITAL RESILIENCE, BODY DYSMORPHIA, GENDER IDENTITY		What will change as we become more independent? RESPONSIBILITES, ECONMIC WELL-BEING, ASPIRATIONS	How do friendships change as we grow? SAFE RELATIONSHIPS, RESOLUTION, INFLUENCE
PE	Real PE SIMULTANEOUSLY, COMBINATION	Real Gym FLUENT, EXPRESSION	Games ANALYSE, DISGUISE	Real PE MOTIVATE, TEAMWORK	Real Gym AUDIENCE, EFFECTIVE	Games NEGOTIATE
SMSC & British Values	Social development – developing knowledge of local environments Spiritual development – awe and wonder British Values – Rule of Law (Dartmoor Prison)	British Value – Rule of Law (State Law/ Religious Law) Social development – social construct of a new community	Moral development – promoting fairness and equality Social development – technology changing the face of the community	Moral development – respecting life in different forms/impact of climate change. Spiritual development – awe and wonder	British Values – individual liberty/tolerance Moral development – supporting and managing others through times of conflict.	
Rich Experiences	Field Trip to Dartmoor Visitor – Dartmoor Prison Guard / Ranger	The Box Exhibition Virtual Tour of Tudor Plymouth (Possible walking tour)	Visit Morwellham Quay Virtual tour of a workhouse Victorian Dress up / experience day	Eden project? – Small groups using the minibus.	Guest speaker – asslym seeker – Plymouth centre for faiths and cultural diversity?	
Discovery List	Y6 Make a mud Pie/Potion (Moorland trip) Y6 Climb a tor Y5 Camp out	Y6 Sew on a button Y5 Stargaze				

House Days:

Date	Subject and Objectives	Outcome