



**Grateley Primary School**  
**Key Stage Two – Year 5 and 6**  
LTP – Cycle B  
2023-2024



By the end of this unit, children will have an understanding of the history of Space Travel and how this has influenced current space missions and future missions. The children will learn about the planets and the science behind day and night; this learning will further developed when the children learn about longitude and latitude and the position of countries on our Earth with the effects of daylight hours.

Children will explore historical timelines in depth comparing the Mayan timeline with the British timeline during the same period. They will learn about the history of the Mayan's and how their way of life lead to historical changes and impacted life as we live it today.

**Cultural Capital:** They will learn about the Apollo Space missions, Juno and about the International Space Station. They will learn about famous astronauts – Neil Armstrong, Buzz Aldrin and Yuri Gagarin.

## **Diversity**

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

## **Engaged**

We want children to be motivated learners, to develop their own learning and enquiring minds.

## **Community**

Develop children's knowledge understanding of the people living in Grateley and surrounding areas, where each member provides something of value.

Please refer to 2023-2024 English and Maths LTP for curriculum coverage.

	Autumn 1	Autumn 2
<b>Creative Title</b>	<b>Is there anybody out there?</b>	<b>Health and Healing</b>
<b>Enquiry Question</b>	<b>Will we go to space ourselves?</b>	<b>What did the Mayan's bring to our lives?</b>
<b>Science</b>	<p><b>Planning</b>            Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?            Can they make a prediction with reasons?            Can they use test results to make predictions to set up comparative and fair tests?            Can they present a report of their findings through writing, display and presentation?</p> <p><b>Challenging</b>            Can they explore different ways to test an idea, choose the best way and give reasons?            Can they vary one factor whilst keeping the others the same in an experiment?            Can they use information to help make a prediction?            Can they explain, in simple terms, a scientific idea and what evidence supports it?</p> <p><b>Obtaining and presenting evidence</b>            Can they take measurements using a range of scientific equipment with increasing accuracy and precision?            Can they take repeat readings when appropriate?            Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p><b>(Challenging)</b>            Can they decide which units of measurement they need to use?            Can they explain why a measurement needs to be repeated?</p> <p><b>Considering evidence and evaluating</b>            Can they report and present findings from enquiries through written explanations and conclusions?            Can they use a graph to answer scientific questions?</p> <p><b>(Challenging)</b>            Can they find a pattern from their data and explain what it shows?            Can they link what they have found out to other science?            Can they suggest how to improve their work and say why they think this?</p>	
	<p><b>Earth and Space (8)</b>            Can you identify and explain the movement of the Earth and other planets relative to the sun in the solar system?            Can you explain how seasons and the associated weather is created?            Can you describe and explain the movement of the Moon relative to the Earth?            Can you describe the sun, earth and moon as approximately spherical bodies?            Can you use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?</p>	<p><b>Animals, including humans (8)</b>            Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?            Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?            Can they describe the ways in which nutrients and water and transported within animals, including humans?</p> <p><b>Challenging</b></p>

	<p><b>Challenging</b></p> <p>Can you compare the time of day at different places on the earth?</p> <p>Can you create shadow clocks?</p> <p>Can you begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?</p> <p>Can you explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)</p>	<p>Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?</p> <p>Can they compare the organ systems of humans to other animals?</p> <p>Can they make a diagram of the human body and explain how different parts work and depend on one another?</p> <p>Can they name the major organs in the human body?</p> <p>Can they locate the major human organs?</p>
<b>History</b>	<p><b>History of Space</b></p> <p>Can you create a timeline of Space travel starting from 1942 to present day?</p> <p>Can you identify which animals went into space first and why?</p> <p>Can you explain who and when landed on the moon first?</p> <p>Can you identify current space missions that are happening now?</p> <p><b>Challenge</b></p> <p>Can you explain the purpose of present day missions?</p> <p>Can you predict what future space travel may involve using historical and scientific findings/missions to help predict?</p>	<p><b>Ancient Mayan Civilisation c. AD 900</b></p> <p>Can they say where a period of history fits on a timeline?</p> <p>Can they explain Mayan architecture?</p> <p>Can they explain what Mayans have brought forward to today?</p> <p>Can they explain how Mayan Gods influenced their lives?</p> <p><b>Challenging</b></p> <p>Can they explain Mayan culture and its impact to an alien?</p>
<b>Geography</b>		
<b>Computing</b>	<p><b>We are Game Developers</b></p> <p>See Computing LTP</p>	<p><b>We Are Cryptographers</b></p> <p>See Computing LTP</p>
<b>Design Technology</b>	<p><b>Overall – Design, Make, Evaluate, Technical Knowledge:</b></p> <p>Can they come up with a range of ideas after they have collected information?</p> <p>Do they take a user’s view into account when designing?</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p>Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience?</p> <p>Can they use a range of tools and equipment expertly?</p> <p>Do they persevere through different stages of the making process?</p> <p>Do they keep checking that their design is the best it can be?</p> <p>Do they check whether anything could be improved?</p> <p>Can they evaluate appearance and function against the original criteria?</p> <p><b>Paper Mache</b></p> <p>Can they design their planet?</p>	

	<p>Can they consider the size in relation to other planets using their knowledge from Science?  Can they decide how to make their planet stronger?  Can they decide ways to create surface texture?  Can they choose their colours?  <b>Challenge</b>  Can they explain the choices for their textures and colours?  Can they link in the concept of day and night to their planet design?</p>	
<b>Art</b>		<p><b>Sketch books</b>  Do their sketch books contain detailed notes, and quotes explaining about items?  Do they compare their methods to those of others and keep notes in their sketch books?  Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.  Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p><b>Drawing</b>  Can they explain why they have combined different tools to create their drawings?  Can they explain why they have chosen specific drawing techniques?  Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p>
<b>PDL</b>	<b>See PSHE LTP</b>	<b>See PSHE LTP</b>
<b>Religious Education</b>	<b>See RE LTP</b>	<b>See RE LTP</b>
<b>Music</b>	<b>See Music LTP</b>	<b>See Music LTP</b>
<b>Languages (French)</b>	<b>See French LTP</b>	<b>See French LTP</b>
<b>Sport/PE/Dance</b>	<p><b>Acquiring and developing skills</b>  Can they link skills, techniques and ideas and apply them accurately and appropriately?  Do they show good control in their movements?</p> <p><b>Evaluating and improving</b>  Can they compare and comment on skills, techniques and ideas that they and others have used?  Can they use their observations to improve their work?</p> <p><b>Health and fitness</b>  Can they explain some important safety principles when preparing for exercise?  Can they explain what effect exercise has on their body?  Can they explain why exercise is important?</p>	

**Gymnastics**

Can they make complex or extended sequences?

Can they combine action, balance and shape?

Can they perform consistently to different audiences?

Are their movements accurate, clear and consistent?

**Games**

Can they explain complicated rules?

Can they make a team plan and communicate it to others?

Can they lead others in a game situation?

By the end of this unit, children will have an understanding of longitude and latitude as well as a deeper understanding of where continents and countries are on Earth. They will link in their previous learning from the Autumn term about day and night to the daylight hours in different countries. The children will link in their Science, classifying animals and plants, to understand which animals live in the Polar Regions and which live more locally.

The children will learn about the United States of America and understand which countries are in South America. They will learn about the physical and human characteristics of places around the world and be able to compare the similarities and differences.

**Cultural Capital:** The children will learn about Carl Linnaeus and Christopher Columbus.

## **Diversity**

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

## **Engaged**

We want children to be motivated learners, to develop their own learning and enquiring minds.

## **Community**

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

	Spring 1	Spring 2
<b>Creative Title</b>	<b>The Polar Regions</b>	<b>A Journey of discovery</b>
<b>Enquiry Question</b>	<b>How are the polar regions suited to different animals?</b>	<b>Would you take the same route as Columbus and why?</b>
<b>Science</b>	<p><b>Planning</b>            Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?            Can they make a prediction with reasons?            Can they use test results to make predictions to set up comparative and fair tests?            Can they present a report of their findings through writing, display and presentation?</p> <p><b>Challenging</b>            Can they explore different ways to test an idea, choose the best way and give reasons?            Can they vary one factor whilst keeping the others the same in an experiment?            Can they use information to help make a prediction?            Can they explain, in simple terms, a scientific idea and what evidence supports it?</p> <p><b>Obtaining and presenting evidence</b>            Can they take measurements using a range of scientific equipment with increasing accuracy and precision?            Can they take repeat readings when appropriate?            Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p><b>(Challenging)</b>            Can they decide which units of measurement they need to use?            Can they explain why a measurement needs to be repeated?</p> <p><b>Considering evidence and evaluating</b>            Can they report and present findings from enquiries through written explanations and conclusions?            Can they use a graph to answer scientific questions?</p> <p><b>(Challenging)</b>            Can they find a pattern from their data and explain what it shows?            Can they link what they have found out to other science?            Can they suggest how to improve their work and say why they think this?</p>	
	<p><b>Living Things &amp; their habitats (8)</b>            Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?            Can they give reasons for classifying plants and animals based on specific characteristics?</p> <p><b>Challenging</b>            Can they explain why classification is important?            Can they readily group animals into reptiles, fish, amphibians, birds and mammals?            Can they sub divide their original groupings and explain their divisions?            Can they group animals into vertebrates and invertebrates?</p>	<p><b>Properties and Changes of materials</b>            Can they give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ?            Can they demonstrate that dissolving, mixing and changes of state are reversible changes?            Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?</p>

	Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?	
<b>History</b>		
<b>Geography</b>	<p><b>Geographical Knowledge</b>  Can they use maps, atlases, globes and digital computer mapping?  Can they identify the position and significance of longitude, latitude and the equator?  Can they locate the Tropic of Cancer and the Tropic of Capricorn?  Can they name a number of countries in the Northern and Southern Hemisphere?  Can they identify the Arctic and Antarctic Circle?  Can they explain the Prime/Greenwich Meridian and time zones (including day and night)?</p> <p><b>Challenging</b>  Can they explain how people's lives vary due to weather?  Can they explain the similarities and differences between the Arctic and Antarctic circle?</p>	<p><b>Track the Sailing route for Columbus</b></p> <p><b>Geographical Knowledge</b>  Can they locate the USA and Canada on a world map and atlas?  Can they locate and name the main countries in South America on a world map and atlas?</p> <p><b>Challenging</b>  Can they begin to recognise the climate of a given country according to its location on the map?</p> <p><b>Physical Geography</b>  Can they give extended description of the physical features of different places around the world?  Can they describe how some places are similar and others are different in relation to their human features?  Can they accurately use a 4 figure grid reference?</p> <p><b>Challenging</b>  Can they plan a journey to another part of the world which takes account of time zones?  Do they understand the term sustainable development? Can they use it in different contexts?</p> <p><b>Geographical Enquiry</b>  Can they confidently explain scale and use maps with a range of scales?  Can they choose the best way to collect information needed and decide the most appropriate units of measure?  Can they make careful measurements and use the data?  Can they use OS maps to answer questions?  Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p><b>Challenging</b>  Can they define geographical questions to guide their research?  Can they use a range of self-selected resources to answer questions?</p>
<b>Computing</b>	<p><b>We Are Artists</b>  See Computing LTP</p>	<p><b>We are Bloggers</b>  See Computing LTP</p>
<b>Design Technology</b>		<p><b>Overall – Design, Make, Evaluate, Technical Knowledge:</b>  Can they come up with a range of ideas after they have collected information?  Do they take a user's view into account when designing?  Can they produce a detailed step-by-step plan?</p>



		<p>Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p>Can they explain why their finished product is going to be of good quality?</p> <p>Can they explain how their product will appeal to the audience?</p> <p>Can they use a range of tools and equipment expertly?</p> <p>Do they persevere through different stages of the making process?</p> <p>Do they keep checking that their design is the best it can be?</p> <p>Do they check whether anything could be improved?</p> <p>Can they evaluate appearance and function against the original criteria?</p> <p><b>Stiff and flexible sheet materials</b></p> <p>Can they justify why they selected specific materials?</p> <p>How have they ensured that their work is precise and accurate?</p> <p>Can they hide joints so as to improve the look of their product?</p> <p><b>Mouldable materials</b></p> <p>Can they justify why the chosen material was the best for the task?</p> <p>Can they justify design in relation to the audience?</p>
<b>Art</b>	<p><b>Painting</b></p> <p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> <p><b>Use of IT</b></p> <p>Can they create a piece of art work which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text based on their research?</p> <p>Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p> <p>Can they create digital images with animation, video and sound to communicate their ideas?</p> <p>Do they use software packages to create pieces of digital art to design.</p> <p>Can they create a piece of art which can be used as part of a wider presentation?</p>	
<b>PDL</b>	<b>See PSHE LTP</b>	<b>See PSHE LTP</b>
<b>Religious Education</b>	<b>See RE LTP</b>	<b>See RE LTP</b>
<b>Music</b>	<b>See Music LTP</b>	<b>See Music LTP</b>
<b>Languages (French)</b>	<b>See French LTP</b>	<b>See French LTP</b>
<b>Sport/PE/Dance</b>	<p><b>Acquiring and developing skills</b></p> <p>Can they link skills, techniques and ideas and apply them accurately and appropriately?</p> <p>Do they show good control in their movements?</p> <p><b>Evaluating and improving</b></p>	

Can they compare and comment on skills, techniques and ideas that they and others have used?  
Can they use their observations to improve their work?

**Health and fitness**

Can they explain some important safety principles when preparing for exercise?  
Can they explain what effect exercise has on their body?  
Can they explain why exercise is important?

**Dance**

Can they compose their own dances in a creative and imaginative way?  
Can they perform to an accompaniment, expressively and sensitively?  
Are their movements controlled?  
Does their dance show clarity, fluency, accuracy and consistency?

**Games**

Can they gain possession by working as a team?  
Can they pass in different ways?  
Can they use forehand and backhand with a racquet?  
Can they field?  
Can they choose the best tactics for attacking and defending?  
Can they use a number of techniques to pass, dribble and shoot?

By the end of this unit, children will have a deeper understanding of British History and present day political issues. They will explore the impact of these across the world. With a heavy historical focus, children will learn key events in British culture and relate these to current social contexts.

In science, they will learn about evolution and scientific inheritance. They will at increasing knowledge levels, learn about DNA and its impact on species.

**Cultural Capital:** children's knowledge about people of significance will increase. The significant people that they will learn about are: Charles Darwin, Mary Anning, Alfred Wallace (Science), Churchill, Boris Johnson

## Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

## Engaged

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## Community

Develop children's knowledge understanding of the people living in Grateley and surrounding areas, where each member provides something of value.

	Summer 1	Summer 2
<b>Creative Title</b>	<b>Europe in Unity</b>	<b>On our Doorstep</b>
<b>Enquiry Question</b>	<b>Will Brexit have a negative impact on the UK?</b>	<b>Is Propaganda always wrong?</b>
<b>Science</b>	<p><b>Planning</b>            Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?            Can they make a prediction with reasons?            Can they use test results to make predictions to set up comparative and fair tests?            Can they present a report of their findings through writing, display and presentation?</p> <p><b>Challenging</b>            Can they explore different ways to test an idea, choose the best way and give reasons?            Can they vary one factor whilst keeping the others the same in an experiment?            Can they use information to help make a prediction?            Can they explain, in simple terms, a scientific idea and what evidence supports it?</p> <p><b>Obtaining and presenting evidence</b>            Can they take measurements using a range of scientific equipment with increasing accuracy and precision?            Can they take repeat readings when appropriate?            Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p><b>(Challenging)</b>            Can they decide which units of measurement they need to use?            Can they explain why a measurement needs to be repeated?</p> <p><b>Considering evidence and evaluating</b>            Can they report and present findings from enquiries through written explanations and conclusions?            Can they use a graph to answer scientific questions?</p> <p><b>(Challenging)</b>            Can they find a pattern from their data and explain what it shows?            Can they link what they have found out to other science?            Can they suggest how to improve their work and say why they think this?</p>	
	<p><b>Evolution and Inheritance (10)</b>            Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?            Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?            Can they give reasons why offspring are not identical to each other or to their parents?            Can they explain the process of evolution and describe the evidence for this?</p>	

	<p>Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</p> <p><b>(Challenging)</b></p> <p>Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace?</p> <p>Can they explain how some living things adapt to survive in extreme conditions?</p> <p>Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?</p> <p>Can they begin to understand what is meant by DNA?</p>	
<p style="text-align: center;"><b>History</b></p>	<p><b>History of the European Union – up to the present day including Brexit</b></p> <p>Can they say which countries are in Europe?</p> <p>Can they form a timeline from 1993 to present day?</p> <p>Can they explain the pro's and con's of being part of the European union?</p> <p>Can they explain the reason for England leaving the EU?</p> <p><b>Challenge</b></p> <p>Can they explain and justify reasons for and against Brexit?</p>	<p><b>Chronological understanding WW2</b></p> <p>Can they say where a period of history fits on a timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p><b>Knowledge and interpretation</b></p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p><b>(Challenging)</b></p> <p>Can they suggest relationships between causes in history?</p> <p>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p> <p>Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?</p> <p><b>Historical enquiry</b></p> <p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>Can they identify and explain their understanding of propaganda?</p>

		<p>Can they describe a key event from Britain's past using a range of evidence from different sources?</p> <p><b>(Challenging)</b></p> <p>Can they suggest why there may be different interpretations of events?</p> <p>Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>Can they pose and answer their own historical questions?</p>
<b>Geography</b>	<p><b>Geographical Knowledge</b></p> <p>Can they name and locate some well-known European countries?</p> <p>Can they name and locate the capital cities of neighbouring European countries?</p> <p>Are they aware of different weather in different parts of the world, especially Europe?</p> <p><b>Challenging</b></p> <p>Can they name the two largest seas around Europe?</p>	
<b>Computing</b>	<p><b>We are Project Managers</b></p> <p>See Computing LTP</p>	<p><b>We are Market Researchers</b></p> <p>See Computing LTP</p>
<b>Design Technology</b>	<p><b>Overall – Design, Make, Evaluate, Technical Knowledge:</b></p> <p>Can they come up with a range of ideas after they have collected information?</p> <p>Do they take a user's view into account when designing?</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p>Can they explain why their finished product is going to be of good quality?</p> <p>Can they explain how their product will appeal to the audience?</p> <p>Can they use a range of tools and equipment expertly?</p> <p>Do they persevere through different stages of the making process?</p> <p>Do they keep checking that their design is the best it can be?</p> <p>Do they check whether anything could be improved?</p> <p>Can they evaluate appearance and function against the original criteria?</p>	

	<p><b>Cooking and nutrition</b></p> <p>Can they describe what they do to be both hygienic and safe?</p> <p>How have they presented their product well?</p> <p>Can they explain how their product should be stored with reasons?</p> <p>Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</p>	
<b>Art</b>		<p><b>Sketch books</b></p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p><b>Printing</b></p> <p>Can they overprint using different colours?</p> <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>
<b>PDL</b>	See PSHE LTP	See PSHE LTP
<b>Religious Education</b>	See RE LTP	See RE LTP
<b>Music</b>	See Music LTP	See Music LTP
<b>Languages (French)</b>	See French LTP	See French LTP
<b>Sport/PE/Dance</b>	<p><b>Acquiring and developing skills</b></p> <p>Can they link skills, techniques and ideas and apply them accurately and appropriately?</p> <p>Do they show good control in their movements?</p> <p><b>Evaluating and improving</b></p> <p>Can they compare and comment on skills, techniques and ideas that they and others have used?</p> <p>Can they use their observations to improve their work?</p> <p><b>Health and fitness</b></p> <p>Can they explain some important safety principles when preparing for exercise?</p> <p>Can they explain what effect exercise has on their body?</p> <p>Can they explain why exercise is important?</p> <p><b>Outdoor/</b></p>	

	<p><b>adventurous</b></p> <p>Can they follow a map in an unknown location?</p> <p>Can they use clues and compass directions to navigate a route?</p> <p>Can they change their route if there is a problem?</p> <p>Can they change their plan if they get new information?</p> <p><b>Athletics</b></p> <p>Are they controlled when taking off and landing in a jump?</p> <p>Can they throw with accuracy?</p> <p>Can they combine running and jumping?</p> <p>Can they follow specific rules?</p>
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Refer to whole school Enrichment Calendar for external trips related to topics covered in the 2023/2024 curriculum cycle.