# Slingsby County Primary School - LONG TERM PLANNING
## Cycle B – Class Four (Year 5/6) 2025-2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| History (Kapow Primary) | **Year 5/6 Cycle B – What can the census tell us about local areas?**<br>-Identify the type of information the census gives about people.<br>-Use the census to make inferences about people from the past.<br>-Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.<br>-Identify and describe the changes between periods of time using the census.<br>-Use other primary and secondary sources to verify the data in a census.<br>-Use a range of sources, including the census, to build an understanding of a period.<br>-Describe the changes in the 1921 census.<br>-Plan a local history enquiry using the census.<br><br>-Lesson 1: What is the census?<br>-Lesson 2: What can we learn about Victorian children from the census?<br>-Lesson 3: What does the census suggest about the jobs available in the 1800s?<br>-Lesson 4: Why did some women refuse to fill out the census in 1911?<br>-Lesson 5: What changed in the 1921 census?<br>-Lesson 6: Who lived in our local area in the past? | | **Year 5/6 Cycle B – What is the legacy of the ancient Greek civilisation?**<br>-Describe the features of Ancient Greece.<br>-Identify the key periods in the ancient Greek civilisation.<br>-Make inferences about Greek gods.<br>-Research a Greek god.<br>-Compare Athens and Sparta.<br>-Understand the different types of democracy.<br>-Explain how Athenian democracy worked.<br>-Explain what philosophy is.<br>-Identify the achievements of the ancient Greek philosophers.<br>-Identify the ancient Greeks' legacies and their impact.<br><br>-Lesson 1: Who were the ancient Greeks and when did they live?<br>-Lesson 2: Who lived on Mount Olympus?<br>-Lesson 3: How was Ancient Greece governed?<br>-Lesson 4: Did the ancient Greeks give us democracy?<br>-Lesson 5: How do the ancient Greek philosophers influence us today?<br>-Lesson 6: What is the legacy of the ancient Greeks? | | **Year 5/6 Cycle B – What was the Sikh Empire?**<br>-Explain terms such as unification and absolute power.<br>-Identify the skills and behaviours of leaders that contributed to achieving a goal.<br>-Describe and assess the impact of beliefs on change.<br>-Identify the significance of a place.<br>-Make deductions and inferences from sources.<br>-Apply criteria to decide and explain historical significance.<br>-Describe how and why interpretations are different.<br>-Make observations and explain historical achievements.<br><br>-Lesson 1: How did the Sikh Empire begin?<br>-Lesson 2: How do Sikh beliefs impact society?<br>-Lesson 3: What made Lahore important to the Sikh Empire?<br>-Lesson 4: Why is Ranjit Singh historically significant?<br>-Lesson 5: How do different interpretations shape our understanding of the Sikh Empire?<br>-Lesson 6: How do the achievements of Sophia Duleep Singh compare to Ranjit Singh? | |

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| Geography (Kapow Primary) | **Year 5/6 Cycle B – Why does population change?**<br>-Identify the most densely and sparsely populated areas.<br>-Describe the increase in global population over time.<br>-Begin to describe what might influence the environments people live in.<br>-Define birth and death rates, suggesting what may influence them.<br>-Define migration, discussing push and pull factors.<br>-Explain why some people have no choice but to leave their homes.<br>-Describe the causes of climate change, explaining its impact on the global population.<br>-Suggest an action they can take to fight climate change.<br>-Calculate the length of a route to scale.<br>-Follow a selected route on an OS map.<br>-Use a variety of data collection methods, including using a Likert scale.<br>-Collect information from a member of the public.<br>-Create a digital map to plot and compare data collected from two locations.<br>-Suggest an idea to improve the environment.<br><br>-Lesson 1: How is the global population changing?<br>-Lesson 2: What are birth and death rates?<br>-Lesson 3: Why do people migrate?<br>-Lesson 4: How is climate change impacting the population?<br>-Lesson 5: How is population impacting our environment? (Data collection)<br>-Lesson 6: How is population impacting our environment? (Findings) | | **Year 5/6 Cycle B – Why do oceans matter?**<br>-Describe the water cycle.<br>-Describe how the ocean is used for human activity.<br>-Explain how the ocean helps to regulate the Earth's climate and temperature.<br>-Identify the Great Barrier Reef as part of Australia.<br>-Describe the benefits of the Great Barrier reef.<br>-Describe how humans impact the oceans and the consequences of this.<br>-Explain some actions that can be taken to help support healthy oceans.<br>-Explain which data collection method would be best for marine fieldwork and why.<br>-Collect data using a tally chart, photographs and a sketch map.<br>-Safely navigate the fieldwork environment.<br>-Make suggestions for how to improve a marine environment.<br>-Present data using a tally chart and pie chart.<br><br>-Lesson 1: How do we use our oceans?<br>-Lesson 2: What is the Great Barrier Reef?<br>-Lesson 3: Why are our oceans suffering?<br>-Lesson 4: What can we do to help our oceans?<br>-Lesson 5: How littered is our marine environment? (Data collection)<br>-Lesson 6: How littered is out marine environment? (Findings) | | **Year 5/6 Cycle B – Can I carry out an independent fieldwork enquiry?**<br>-Give examples of issues in the local area.<br>-Identify questions to be asked to find the relevant data.<br>-Justify which data collection method is most suitable.<br>-Design an accurate data collection template.<br>-Identify areas along a route that are best for data collection.<br>-Discuss how to mediate potential risks.<br>-Collect data at points located on an OS map.<br>-Manage risks during a fieldwork trip.<br>-Identify any outcomes from data collected.<br>-Map data digitally.<br>-Describe the enquiry process.<br><br>-Lesson 1: Developing an enquiry question.<br>-Lesson 2: Creating data collection methods.<br>-Lesson 3: Mapping a route.<br>-Lesson 4: Collecting the data.<br>-Lesson 5: Analysing the data.<br>-Lesson 6: Presenting the data. | |

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| English<br>(Literacy tree) | Weeks 1-3 – The Three Little Pigs Project by The Guardian (Discussion texts)<br><br>Weeks 3-6 – The Man Who Walked Between the Towers by Mordicai Gerstein (Biographies)<br><br>Weeks 6-8 – The Promise by Nicola Davies (Narrative Poem sequels) | Weeks 1-3 – Rain Player by David Wisniewski (Analytical essays about The Maya – instructions, diaries, newspapers)<br><br>Weeks 4-7 – The Tempest by William Shakespeare (playscripts) | | Weeks 1-3 – The Lost Thing by Shaun Tan (Own version narratives)<br><br>Weeks 4-6 – Freedom Bird by Jerdine Nolen (Biographies) | Weeks 1-3 – Beowulf by Michael Morpurgo (Own version legends)<br><br>Weeks 4-5 – Firebird Saviour by Pirotta and Catherine Hyde (Fairytale narratives) | | Weeks 1 – 3 – Children of the Benin Kingdom by Dina Orji (Non-chronological reports)<br><br>SATS week – Monday 11th May – Thursday 14th May 2026<br><br>Weeks 4-6 – Anne Frank by Josephine Poole (Newspaper articles) | Week 1 – 3 – The Strange Case of Origami Yoda by Tom Angleberger (Discussion texts)<br><br>Week 4-6 – The Whale by Ethan and Vita Murrow (Film pitches) |
| Maths<br>(White Rose) | **White Rose Mastery**<br>**Year 5**<br>-Place value (week 1-3)<br>-Addition and subtraction (week 4-5)<br>-Multiplication and division A (week 6-8)<br>**Year 6**<br>-Place value (week 1-2)<br>-Four operations (week 3-7)<br>-Fractions A (week 7-9) | **White Rose Mastery**<br>**Year 5**<br>Fractions A (Week 9-12)<br>**Year 6**<br>-Fractions B (Week 9-11)<br>-Measurement: converting units (Week 12) | | **White Rose Mastery**<br>**Year 5**<br>-Multiplication and division B (Week 1-3)<br>-Fractions B (Week 4-5)<br>-Decimals and percentages (Week 6-8)<br><br>**Year 6**<br>-Ratio (Week 1-2)<br>-Algebra (Week 3-4)<br>-Decimals (Week 5-6) | **White Rose Mastery**<br>**Year 5**<br>-Decimals and percentages (Week 6-8)<br>-Perimeter and area (Week 9-10)<br>-Statistics (Week 11-12)<br><br>**Year 6**<br>-Fractions, decimals and percentages (Week 7-8)<br>-Area, perimeter and volume (Week 9-10) | | **White Rose Mastery**<br>**Year 5**<br>-Shape (Week 1-3)<br>-Position and direction (Week 4-5)<br><br>**Year 6**<br>-Shape (Week 1-3)<br>-SATs:<br>Monday 11th May 2026<br>Tuesday 12th May 2026<br>Wednesday 13th May 2026 | **White Rose Mastery**<br>**Year 5**<br>-Decimals (Week 6-8)<br>-Negative numbers (Week 9)<br>-Converting units (Week 10-11)<br>-Volume (Week 12)<br><br>**Year 6**<br>**-**Themed projects, consolidation and problem solving based on work across the year<br>-Preparation work ready for Year 7 | |

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| | School test week: September TBC | | School test week: February TBC | -Statistics (Week 11-12) | | Thursday 14th May 2026<br><br>-Position and direction (Week 4)<br><br>School test week: June TBC | | |
| Science<br><br>(Kapow Primary) | **Year 5: Forces and space: Earth and space**<br>-Describe the geocentric and heliocentric models.<br>-Name and describe the shape of celestial bodies.<br>-Describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits.<br>-Describe the orbit of the Moon around the Earth and its phases.<br>-Explain how day and night occur.<br>-Explain how the seasons occur.<br>-Explain how a sundial works.<br>-List some of the uses of satellites and explain why space junk poses a problem to them.<br><br>**Working scientifically**<br>-Pose and identify testable questions about the movement of the celestial bodies in our Solar System. | **Year 6: Energy: Light and reflection**<br>-Compare sources of light and explain how the eye is protected from light.<br>-Describe how light travels and how we see luminous and non-luminous objects.<br>-Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.<br>-Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that was cast.<br>-Recall what happens to light when it reaches a smooth mirror surface.<br>-Identify the incoming and reflected rays and describe the | | **Year 6: Animals, including humans: Circulation and health**<br>-Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health.<br>-Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system.<br>-Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body.<br>-Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body.<br>-Recall what is meant by heart rate and research | **Year 5: Animals: Human timeline**<br>-Order the stages in growth and development from birth to old age.<br>-Describe physical and developmental changes from a baby through to old age.<br>-Describe changes that occur in males and females during puberty.<br>-Suggest ways to manage the changes that occur during puberty.<br>-Recall what is meant by a gestation period.<br>-Describe how gestation varies across animals and compare this to humans.<br><br>**Working scientifically**<br>-Use data to describe growth from baby to adult.<br>-Identify where on the graph the rate of growth changes. | | **Year 6: Energy: Circuits, batteries and switches**<br>-Describe the function of key electrical components and explain how the models used in the lesson represent these.<br>-Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components.<br>-Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.<br>-Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred.<br>-Identify that batteries are a voltage source; they come in different voltages, | **Year 6: Living things: Evolution and inheritance**<br>-Define and identify variation in organisms and recall that it is caused by inherited and environmental factors<br>-Recall that living things produce offspring of the same kind but are not normally identical to their parents<br>-Describe patterns of inheritance from parent to offspring in a given example or family tree<br>-Describe what an adaptation is; it cannot be chosen and is usually inherited<br>-Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive<br>-Explain how variation may affect survival within a population and recall what natural selection means<br>-Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species<br>-Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy<br><br>**Working scientifically**<br>-Sort variation as environmental, inherited or a mixture of both<br>-Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control<br>-Comment on the reliability of the results and the degree of trust |

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| | -Use a model to represent the Solar System.<br>-Design and draw a table to record data on moons.<br>-Accurately draw day and night and seasons diagrams.<br>-Calibrate a sundial using a compass and torch and use it to measure time.<br>-Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future. | relationship between their angles.<br>-Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.<br>-Recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection.<br><br>**Working scientifically**<br>-Make observations about the properties of light.<br>-Use my observations as evidence to support conclusions about light.<br>-Draw ray diagrams.<br>-Pose testable questions in response to observations.<br>-Record my measurements as a line graph.<br>-Use my line graph to extrapolate data and make predictions about missing values.<br>-Recall various jobs or inventions that use mirrors and reflection. | | using multiple websites to find reliable animal masses.<br>-Identify the pattern between animals' size and heart rate and quote values as evidence.<br>-Describe how different exercises affect heart rate and explain why heart rate changes during exercise.<br>-Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness.<br><br>**Working scientifically**<br>--Evaluate the trustworthiness of secondary sources that provide health advice.<br>-Evaluate the model blood by considering a strength and a weakness when representing blood and suggesting improvements.<br>-Compare class values and recognise when they do not match.<br>-Use identified patterns to predict new values.<br>-Write a method for an enquiry with consideration of equipment, the different versions of the changed variable and how to complete the measured variable. | -Use a line graph to make predictions about height.<br>-Choose a suitable title and axes labels for the scatter graph and plot data on the scatter graph. | | affecting bulb brightness.<br>-Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs.<br>-Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors.<br>-Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit.<br><br>**Working scientifically**<br>-Draw circuit diagrams with straight lines and using standard circuit symbols.<br>-Design a results table with an appropriate number of columns and headings with units.<br>-Identify the changed, measured and control variables in an enquiry to plan a method. | -Consider how evidence is used to form theories and the degree of trust the evidence offers | |

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| | | | -Choose a suitable title and axis labels with units for the line graph and plot points on the line graph. | | | | | |
| Computing (Kapow Primary) | Year 6: Data handling 1: Big Data 1<br><br>Year 6: Data handling 2: Big Data 2 | Year 6: Online safety | Year 5: Computing Systems and Networks: Search engines | Year 5: Programming 1: Music | | Year 5: Stop-motion animation | Year 6: Programming: Intro to Python | |
| Art/ DT (Kapow Primary) | Year 6: Digital world – Navigating the World | Year 5: Sculpture and 3D – Interactive installation | Year 6: Electrical systems – Steady hand game | Year 6: Drawing – Expressing ideas | | Year 5: Cooking and nutrition – Developing a recipe | Year 6: Painting and mixed media – Artist study | |
| **R.E.** | North Yorks U2.4: If God is everywhere, why go to a place of worship? (reference to Judaism and pilgrimage in Hinduism) | North Yorks U2.2: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) | North Yorks U2.6: What does it mean to be a Muslim in Britain today? | North Yorks U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? | | North Yorks U2.3: What do religions say to us when life gets hard? | North Yorks U2.5: Art in RE (Is it better to express your religion in arts and architecture or in charity or generosity)? | |
| PE<br><br>(Complete PE) | Invasion: Netball<br>Class 4 Swimming:<br>15th Sept<br>22nd Sept<br>29th Sept<br>13th Oct<br>20th Oct<br>3rd Nov<br>Peat Rigg residential (6th – 10th Oct) | Invasion: Football<br><br>Gymnastics: Counterbalance & Counter Tension | Invasion: Tag Rugby<br><br>Health Related Exercise | Invasion: Hockey<br><br>OAA: Communication & Problem solving | | Striking & Fielding: Rounders<br><br>Net/Wall: Tennis | Striking and Fielding: Cricket<br><br>Athletics inc Running, Throwing & Jumping | |
| PSHE/RSE (Kapow Primary) | Year 5/6: Families and relationships (Cycle B) | Year 5/6: Health and wellbeing (Cycle B) | Year 5/6: Safety and the changing body (Cycle B) | Year 5/6: Citizenship (Cycle B) | | Year 5/6: Economic wellbeing (Cycle B) | Year 5/6: Transition (Cycle B) | |

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| Music (Kapow Primary condensed curriculum) | Composition notation – Theme: Ancient Egypt (Year 5) | Christmas production | | The Blues (Year 5) | Picking and rehearsing a song to perform in our annual Easter service | | South and West Africa (Year 5) | Composition to represent the festival of colour (Theme: Holi festival) (Year 5)<br>Year 6 Leaver's Service | |
| French (Kapow Primary) | Year 5/6: Portraits – describing in French (Cycle A) | Year 5/6: Meet my French family (Cycle A) | | Year 5/6: Clothes – getting dressed in France (Cycle A) | Year 5/6: French weather (Cycle A) | | Year 5/6: Exploring the French speaking world (Cycle A) | Year 5/6: Planning a French holiday (Cycle A) | |