



St Mary's and St Helen's Primary School Partnership

Long Term Planning Year A 2025-26



YEAR A	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Identity and Diversity	Social Justice	Sustainable Environmental Development
GLOBAL TOPIC/QUESTION	How do we champion diversity?	Victorian Britain - How fair was Victorian society?	Should exploration cost the Earth?
PRODUCT OUTCOME IDEAS	Product will show the nature of prejudice, racism and sexism and ways to combat these. Children will understand the benefits and challenges of diversity (idea - Speeches)	Product shows ways of defining and measuring poverty and inequality and the wider causes and effects of it. Children will understand inequality within and between societies and how these change. (idea - exhibition)	Product shows and understanding environmentally responsible living and global inequalities in ecological footprints (idea- Documentaries/ videos)
WHY/BRAVE CHANGEMAKER	<p>Communication - Communicate effectively through a range of media about issues to suit subject, audience and purpose Use active listening skills.</p> <p>Cooperation and conflict resolution - Work cooperatively to solve problems or achieve goals Take on different roles in group work Employ effective strategies for repairing damaged relationships Recognise how different backgrounds, beliefs and personalities affect behaviour and world views</p>	<p>Self-awareness and reflection - Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</p> <p>Managing change - Explore multiple perspectives and alternative visions of the future</p>	<p>Critical and creative thinking - Identify opinion and bias Evaluate media and range of voices Analysis assumptions Assess different viewpoints and present counter arguments</p> <p>Communication - Listen attentively, question and respond to others Communicate effectively through a range of media about issues to suit subject, audience and purpose Use active listening skills</p>
RELATED SUGGESTED TEXTS	Young Heroes - Lula Bridgeport, Trash - Andy Mulligan, The Arrival - Shaun Tan	What Mr Darwin Saw - Mick Manning and Brita Granstrom, Street child	
HISTORY	<p>How do we champion diversity?</p> <ul style="list-style-type: none"> The Jim Crow laws were laws in the USA that enforced racial segregation. Martin Luther King and Rosa Parks both campaigned peacefully against the unfair laws. Following the American Civil War and the abolition of the slave trade, there were still many people who wanted to keep racist rules and systems. This was particularly the case in the southern states of the USA 	<p>How fair was Victorian society?</p> <ul style="list-style-type: none"> The Victorians were the people who lived during the reign of Queen Victoria, from the 20 June 1837 until the date of her death on the 22 January 1901. Victorian Britain saw the beginning of the industrial revolution. Countries ruled by the British Empire became known as the commonwealth. These included countries such as India. The Victorian period was a time of social reform. Before the Victorian era, most of Britain's population couldn't read or write and had limited access to education. Queen Victoria believed that education should be for all, and by the end of her reign, going to school became compulsory for all children, rich or poor. George Muller lived a life of lying, stealing and cheating after his mum died when he was 14. He spent time in prison before deciding to become a Christian. He moved to London and spent the rest of 	<p>What made the Mayan civilization unique and what was the impact of European's arriving?</p> <ul style="list-style-type: none"> The Mayan civilization was located in central America between around 250AD and 1500AD. Mayans created the most developed alphabet in Mesoamerica and also developed chocolate and rubber. The arrival of the Spanish conquistadors in the 1500's led to the end of the Mayan civilization. The Mayans had a range of religious beliefs and ceremonies, including the concept of human sacrifice being an honour.

			his life as a missionary, setting up the first orphanage in Bristol.			
GEOGRAPHY	What is climate and weather like in other areas of the world? <ul style="list-style-type: none">A weather station is used to measure the local weather and it has numerous elements (including thermometers, anemometers, rain gauges and wind vanes).Climate is the average weather conditions in a place.The largest three nations in North America are USA, Canada and Mexico and it also encompasses the Caribbean and central America.Hurricanes, tornadoes, wildfires and blizzards are examples of extreme weather that occur in North America.		Geography: How did our area change in the Victorian era? <ul style="list-style-type: none">Queen Victoria led the expansion of the British Empire.The Victorian period / industrial revolution changed all aspects of Britain (Industry, agriculture, factories, housing, transport, trade).Rural societies were located outside of towns and cities, had low population density with a lack of proper health facilities, resources and trade.Urban societies are home to towns and cities. They are densely populated, however, they had better provisions.More people moved into the cities from the countryside.Some towns and cities grew significantly during this time due to industrialisation and some due to the introduction of paid bank holidays, which helped seaside and spa towns.		Geography: Why is the rainforest biome so valuable and how is it being damaged? <ul style="list-style-type: none">Tropical rainforests are located between 10o North and 10o South, with over 2000mm rain per year and average temperatures of 28oC.The Amazon rainforest covers around 5.5million square kilometres of South America and is mainly in Brazil (with significant sections in Peru and Columbia).Rainforests contain natural resources such as wood, food, precious metals, plants that provide medicines and hydroelectric power.Rainforest is cleared for many reasons, including logging, livestock grazing, mineral extraction, palm oil production and housing.Sustainable management can be achieved through controlling development and promoting activities such as eco-tourism.	
SCIENCE Year 5	Forces		Properties and changes of materials	Living things and their habitats	Earth and space	Animals, including humans
SCIENCE Year 6	Light	Electricity	Classification(Living things and their habitats)	Evolution and Inheritance	Animals including Humans	Scientific Enquiry Skills and content: Consolidation of all concepts.
RE Year 5	2b.5 Gospel What would Jesus do?	2b.4 Incarnation Was Jesus the Messiah?	U2.2 What does it mean to be a Muslim in Britain today? Islam	2b.6 Salvation What did Jesus do to save Human beings?	2.7 What matters most to Christians? Non-Religious World Views	U2.5 Is it better to express your religion in art and architecture or generosity and charity? Christianity Islam Non-Religious World Views.
RE Year 6	U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? Christianity Islam Hinduism	2b.1 God What does it mean if God if God is holy and loving?	U2.3 What do religions say to us when life get hard? Christianity Hinduism Non-Religious World Views.	2b.3 People if God How can following God bring about freedom and Justice?	2b.2 Creation Creation and Science Conflicting or Complimentary?	L2:10 Green Religion? How and why should religious communities do more to care for the Earth? Christianity Hinduism Judiasm
ORACY	Physical: Control my voice and body with fluency and precision. Linguistic: Deploy language with great precision and nuance. Cognitive: Consider the level of understanding of an audience and adapt my language.		CONTEXT: Taking part in a debate Physical: Confidently convey the context and genre. Linguistic: Engage with ideas at a high level and express my ideas fluently in any setting. Cognitive: Marshal sophisticated arguments and use language and different genres of speech. Emotional and Social: Lead or chair a discussion in a range of contexts, making everyone feel involved.		Physical: Work collaboratively to teach others how to use their voice and body. Linguistic: In collaboration, develop the linguistic tools of others. Social and Emotional: Take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc.	
MUSIC Year 5	Livin’ on a prayer	Classroom Jazz 1	Make you feel my love	The fresh prince of Bel Air	Dancing in the street	Reflect, rewind, replay
MUSIC Year 6	Happy	Classroom Jazz 2	A new year carol	You’ve got a friend	Music and Me	Reflect, rewind, replay

UKS2 YEAR A

ART/DT	Drawing				Paint – Watercolour				Printing			
	<p>Artists: Kehinde Wiley Elizabeth Peyton Jonathon Yeo</p> <p>Materials To know that a range of pencils can be used to create different tones and to add detail appropriately. To know that chalk and charcoal, pastels (oil and chalk) and paints can all be used to create portraits.</p> <p>Techniques Sketching with pencils/ charcoal and chalks. Create tone and shade by using range of pencils from H to B. Use techniques such as blending, stippling and hatching when using pastels.</p> <p>Main outcome: Children to create a portrait of Martin Luther King</p>				<p>Expressionists – Munch, Munter, Kandinsky Turner Van Gough Gustave Courbet</p> <p>Study the work of different expressionist artists.</p> <p>Materials Which materials and tools are most suitable for the paint being used.</p> <p>Techniques What a wash means when building up a background and when creating tone. How to blend colours to create different gradients.</p> <p>Main Outcome Use water colours and water colour paper to create a wash and picture in the style of Victorian expressionist artists</p>				<p>Artists: To know the work of print artists Pablo Picasso, Elizabeth Catlett, Liz Norris, William Morris Printing: Lino Printing. Create a print of a rainforest image.</p> <p>Materials create a simple design which can be repeated by matching top to bottom. Children evaluate proofs and select their preferred design. accurately transfer design to tracing paper and retrace onto lino to transfer design. Children carefully cut away lino to create the negative space. recognise that they only need a small amount of ink (in their tray/ on the roller) so not to saturate the design. recognise the importance of applying firm and even pressure when printing. understand that areas of the lino can be cleaned so not to produce a print. Colour can then be added to these sections for a second print to make a more complex overlay print design. Alternatively more detail can be added with a second cut</p> <p>Main outcome: Children to create their own Lino print linked to the Amazon rainforest which can be used to create a repeated pattern Children produce the printed work using overlaid colour or additional detail added in a second print.</p>			
DESIGN and TECHNOLOGY	Food :				Structures –				Mechanisms			
	Food from different cultures: Linked to Maxi Product work on culture and heritage.				Design and make a bridge to hold a certain weight and span a certain gap- linked to Victorian developments.							
COMPUTING Year 5	Online safety		Media		Data Handling		Data Handling		Programming		The Impact of Technology	
COMPUTING Year 6	Online safety		Media		Data Handling		Data Handling		Programming		The Impact of Technology	
PSHE Year 5 and Year 6	Me in my world		Celebrating differences		Dreams and Goals		Healthy me		Relationships		Changing me	
Year 5	Striking and Fielding	Fun Fitness Unit 1	Tag Rugby Invasion games	Gymnastics Gymnastics Unit 1	Gymnastics	Net Wall: Badminton Unit 1	Dance	Invasion Games Uni-Hockey Unit 1	Athletics	Dance unit 1	Orienteering	Sports Day -Athletics
Year 6	Striking and Fielding	Fun Fitness Unit 1	Tag Rugby Invasion games	Gymnastics Unit 1	Gymnastics	Net Wall: Badminton Unit 1	Dance	Invasion Games Handball Unit 1	Athletics	Dance Unit 1	Orienteering	Sports Day - Athletics
MFL Links	Presenting Myself		Presenting Myself		The Family		The Family		At the cafe		At the cafe	