# Long Term Plan

## Sycamore

### Cycle A 2023-2024

| | English | Science | History/Geography | Computing | RE | PSHE | Music | Art/DT |
|---|---|---|---|---|---|---|---|---|
| Autumn 1 | To inform **Beowulf** NCR | Forces | Were the Vikings raiders, traders or settlers? | Online safety Year 5 | Can we know what God is like? | How can we be safe online and on social media? | Film Music | Drawing – Make my voice heard |
| Autumn 2 | To entertain **The Last Wild** Narrative – continuation of a story | Living things and their Habitats - classification | What is life like in the Alps? | Computing systems and networks: Search engines | Is God made man a good way to understand the Christmas story? | What are Human Rights? | Young Voices/Christmas | Mechanical systems – making a popup book |
| Spring 1 | To persuade **Homer's Odyssey** Letter | Light | What was life like in Tudor England? | Programming 1: Music | Do Sikhs need the Guru Granth Sahib? | What makes a healthy and happy? | Musical Theatre | Painting and mixed media – portraits |
| Spring 2 | To entertain **The Tempest** Narrative | Electricity - Circuits, batteries and switches | Would you like to live in the desert? | Data handling: Mars Rover 1 | Was the death of Jesus a worthwhile sacrifice? | What makes us enterprising? | Theme and Variations (Theme – Pop Art) | Electrical systems – doodlers |
| Summer 1 | To discuss **Goodnight Mister Tom** Balanced argument | Life cycles and reproduction | What was the impact of WW2 on the people of Britain? | Creating media: Stop motion animation | Does it matter what we believe about creation? | Health and Wellbeing | Songs of WW2 | Interactive installation |
| Summer 2 | To inform **Tiger Rising** Informal letter | Making Connections | Where does our energy come from? | Programming 2: Microbit | Are you inspired? | Safety and the changing body | Whole class instrumental - Ukulele | Cooking and nutrition – what could be healthier |

# Long Term Plan

## Sycamore

### Cycle B 2024-2025

|  | English | Science | History/Geography | Computing | RE | PSHE | Music | Art/DT |
|---|---|---|---|---|---|---|---|---|
| Autumn 1 | To persuade **Hidden Figures** Persuasive speech | Forces and space: Earth and space | What does the census tell us about our local area? | Online safety Year 6 | Does Prayer make a difference? | Families and relationships | Looping and Remixing | Drawing I need Space |
| Autumn 2 | To entertain **The Last Bear** Narrative | Materials: Mixtures and separation | Why does population change? | Computing systems and networks: Bletchley Park | Do Muslims need the Quran? | Health and wellbeing | Young Voices/Christmas | Stuffed toys |
| Spring 1 | To inform **Who Let the Gods out?** NCR | Materials: Properties and changes | What did the Greeks ever do for us? | Programming: Intro to Python | Is the Resurrection important to Christians? | Citizenship | Blues | Photo Opportunity |
| Spring 2 | To discuss **Floodlands** Balanced argument | Living things: Evolution and inheritance | Why do oceans matter? | History of computers | Does the community of the mosque help Muslims to lead better lives? | Economic wellbeing | Composition to represent the festival of colour | Bridges |
| Summer 1 | To entertain **Holes** Narrative | Animals: Circulation and exercise | Who should go on a banknote? | Data handling 1: Big Data | What is best for our world? | Safety and the changing body 1 | South and West Africa | Making Memories |
| Summer 2 | To inform **The Invention of Hugo Cabret** Letter | Living things: Life cycles and reproduction | Can I carry out an independent fieldwork enquiry? | Data handling 2: Big Data | Are the Saints encouraging role-models? | Safety and the changing body 2 Transition | Whole class instrumental Ukulele | Digital world – monitoring devices |