

# Upper Key Stage 2

## (Year 5 & 6)

# Year 5 – English Long-Term Plan

Throughout Year	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 6 weeks
<p><u>Autumn 1: Core skills focus</u></p> <ul style="list-style-type: none"> <li>• Core skills</li> <li>• Assessment</li> <li>• Punctuation</li> <li>• Grammar</li> <li>• Handwriting</li> <li>• Dictionary skills</li> </ul>	<p><u>Writing/Reading:</u></p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> <li>1. The Fantastic Flying Books of Mr Morris Lessmore (book + film)</li> </ol> <p><u>Whole Class Reading</u></p> <p><u>Reading</u></p> <p>Set 1 and Set 2:</p> <ul style="list-style-type: none"> <li>• Each set exposed to a selection of texts from <i>Comprehension Ninja</i></li> </ul> <p><u>Class novel:</u></p> <p>The Miraculous Journey of Edward Tulane</p> <p>The Truth Pixie</p>	<p><u>Writing/Reading:</u></p> <p><u>Poetry and Narrative</u> (War Themed)</p> <ol style="list-style-type: none"> <li>1. Flanders's Fields</li> <li>2. Rose Blanche – Roberto Innocenti</li> </ol> <p><u>Whole Class Reading</u></p> <p><u>Reading</u></p> <p>Set 1: Once – Morris Gleitzman</p> <p>Set 2: The Lion and the Unicorn</p> <p><u>Class novel:</u></p> <p>Over the Line</p> <p>A Kind of Spark</p>	<p><u>Writing/Reading:</u></p> <p><u>Non-Fiction</u> (Non-chronological report)</p> <ol style="list-style-type: none"> <li>1. Emperor Penguins</li> </ol> <p><u>Non-fiction "Friday"</u> (weekly – analysing structure/key features of texts)</p> <p><u>Whole Class Reading</u></p> <p>Set 1: A Series of Unfortunate Events</p> <p>Set 2: The Legend of Podkin One-Ear</p> <p><u>Class novel:</u></p> <p>Malmander</p>	<p><u>Writing/Reading:</u></p> <p><u>Narrative poem:</u></p> <ol style="list-style-type: none"> <li>1. The Highwayman</li> </ol> <p><u>Whole Class Reading</u></p> <p>Set 1: The Nowhere Emporium</p> <p>Set 2: Cosmic</p> <ul style="list-style-type: none"> <li>• SATs style texts and questions</li> </ul> <p><u>Class novel:</u></p> <p>Crater Lake</p>	<p><u>Writing/Whole Class Reading:</u></p> <p><u>Reading:</u></p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> <li>1. Shakespeare's Romeo and Juliet/Macbeth</li> <li>2. The Tale of the Three Brothers</li> </ol> <p><u>Whole Class Reading</u></p> <p>Shakespeare texts from <i>Literacy Shed Plus</i></p> <p><u>Class novel:</u></p> <p>The Explorers</p>	<p><u>Writing/Whole Class Reading:</u></p> <p><u>Reading:</u></p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> <li>1. Wild Boy</li> <li>2. The Arrival (book/film)</li> </ol> <p><u>Whole Class Reading</u></p> <p>Classic poetry from <i>Literacy Shed Plus</i></p> <p><u>Class novel:</u></p> <p>The Titanic Detective Agency</p>
<p>Texts used</p>						

**English Reading/  
Independent Writing Outcome**

	<p><u>Set 1 and Set 2:</u> <u>Reading:</u></p> <ul style="list-style-type: none"> <li>● explain the meaning of words</li> <li>● retrieval</li> <li>● summarise</li> <li>● infer</li> <li>● make predictions</li> <li>● explain narrative</li> <li>● language use</li> <li>● author intent</li> </ul> <p><u>Content Domains:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p><u>Independent Writing:</u> <u>Narrative</u></p> <ul style="list-style-type: none"> <li>● Narrative with destruction theme. (Based on Fantasia clip).</li> </ul>	<p><u>Set 1 and Set 2:</u> <u>Reading:</u></p> <ul style="list-style-type: none"> <li>● explain the meaning of words</li> <li>● retrieval</li> <li>● summarise</li> <li>● infer</li> <li>● make predictions</li> <li>● explain narrative</li> <li>● language use</li> <li>● author intent</li> <li>● comparisons</li> </ul> <p><u>Content Domain:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h</p> <p><u>Independent Writing:</u> <u>Narrative</u></p> <ul style="list-style-type: none"> <li>● Character development through dialogue.</li> </ul>	<p><u>Set 1 and Set 2:</u> <u>Reading:</u></p> <ul style="list-style-type: none"> <li>● explain the meaning of words</li> <li>● retrieval</li> <li>● summarise</li> <li>● infer</li> <li>● make predictions</li> <li>● explain narrative</li> <li>● language use</li> <li>● author intent</li> </ul> <p><u>Content Domain:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p><u>Independent Writing:</u> <u>Non-Fiction</u></p> <ul style="list-style-type: none"> <li>● Polar Bears: Non-chronological report.</li> </ul>	<p><u>Set 1 and Set 2:</u> <u>Reading:</u></p> <ul style="list-style-type: none"> <li>● explain the meaning of words - historical context/ language</li> <li>● retrieval</li> <li>● summarise</li> <li>● infer</li> <li>● make predictions</li> <li>● explain narrative</li> <li>● language use</li> <li>● author intent</li> <li>● comparisons</li> </ul> <p><u>Content Domain:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h</p> <p><u>Independent Writing:</u></p> <ul style="list-style-type: none"> <li>● Character profile.</li> <li>● Setting description.</li> <li>● Diary entry.</li> <li>● Character development through dialogue.</li> <li>● Narrative story based on poem.</li> </ul>	<p><u>Set 1 and Set 2:</u> <u>Reading:</u></p> <ul style="list-style-type: none"> <li>● explain the meaning of words - historical context/ language</li> <li>● retrieval</li> <li>● summarise</li> <li>● infer</li> <li>● make predictions</li> <li>● explain narrative</li> <li>● language use</li> <li>● author intent</li> <li>● comparisons</li> </ul> <p><u>Content Domain:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h</p> <p><u>Independent Writing:</u> <u>Non-fiction:</u></p> <ul style="list-style-type: none"> <li>● Biography of Shakespeare.</li> </ul>	<p><u>Set 1 and Set 2:</u> <u>Reading:</u></p> <ul style="list-style-type: none"> <li>● explain the meaning of words - historical context/ language</li> <li>● retrieval</li> <li>● summarise</li> <li>● infer</li> <li>● make predictions</li> <li>● explain narrative</li> <li>● language use</li> <li>● author intent</li> <li>● comparisons</li> </ul> <p><u>Content Domain:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h</p> <p><u>Independent Writing:</u></p> <ul style="list-style-type: none"> <li>● Character description.</li> <li>● Balanced argument.</li> <li>● Newspaper report</li> </ul>
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## Year 6 Long Term Plan 2021-2022

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts used	<p>Core skills Assessment</p> <p>Punctuation</p> <p>Grammar</p> <p>Handwriting</p> <p>Dictionary skills (Reading paper)</p> <p>Assessment for Benchmark 2016</p> <p>EGPS Test</p> <p>Baseline</p> <p>White Fang</p> <p>Deepening Understanding</p>	<p>Poetry and Narrative</p> <p>War poetry (Link to Remembrance Day)</p> <p>Dulce Est</p> <p>Decorum Est by Wilfred Owen.</p> <p>'The Hero' By Siegfried Sassoon.</p> <p>2017 papers</p> <p>SATs skills</p> <p><u>Class novel:</u></p> <p>The Ghost of Thomas Kempe</p>	<p>Poetry</p> <p>Stealing by Carolyn Duffy (Set 1) Skellig</p> <p>There's a boy in the Girls Bathroom (Set 2)</p> <p>Louis Sachar</p> <p><u>Class novel:</u></p> <p>A kind of Spark</p>	<p>Non-Fiction</p> <p>Mars</p> <p>Transmission</p> <p>Comprehension</p> <p>Texts:</p> <p>Hard Times- Charles Dickens</p> <p>Leaving Home</p> <p>The One that got away.</p> <p>There's a Boy in the Girls' Bathroom</p>	<p>Narrative</p> <p>Set 1/2 Harry Potter and the Philosopher's Stone.</p> <p><u>Class novel:</u></p> <p>Orphans of Tide</p>	<p>Historical Narrative</p> <p>Macbeth – William Shakespeare</p> <p><u>Class Novel:</u></p> <p>Brightstorm</p>
English Reading / Writing Outcome	<p>Reading</p> <p><u>Reading:</u></p> <p>explain the meaning of words</p> <p>retrieval</p> <p>summarise</p> <p>infer</p> <p>make predictions</p>	<p>Reading:</p> <p>Inference</p> <p>Explain meaning of words in context.</p> <p>Figurative language.</p> <p>Compare themes and</p>	<p>Reading:</p> <p>Inference</p> <p>explain the meaning of words</p> <p>retrieval</p> <p>summarise</p> <p>infer</p> <p>make predictions</p>	<p>Reading:</p> <p>Text types- features of non fiction</p> <p>Test technique re Non fiction texts</p> <p>Explain meaning of words in</p>	<p>Reading:</p> <p>Inference</p> <p>Explain meaning of words in context.</p> <p>Figurative language.</p> <p>Compare themes and</p>	<p>Reading:</p> <p>Inference</p> <p>Explain meaning of words in context.</p> <p>Figurative language.</p> <p>retrieval</p> <p>summarise</p> <p>infer</p> <p>make predictions</p> <p>explain narrative language use</p>

**Year 6 Long Term Plan 2021-2022**

	<p>explain narrative language use author intent</p> <p><u>Content</u> <u>Domains:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p><u>Writing:</u> <u>Setting description (The Journey)</u> Diary writing leading to... Narrative, describe settings, characters and atmosphere, integrate dialogue to convey character.</p>	<p>consider how the same theme can be treated differently</p> <p><u>Content</u> <u>Domains:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p><u>Writing</u> Leaving Home : Recount from Clara's viewpoint Character description/ Character development through dialogue. Settings, mood, pace Persuasive Letter Narrative integrating dialogue.</p>	<p>explain narrative language use author intent</p> <p><u>Content</u> <u>Domains:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p><u>Writing</u> Character profile descriptions. Diary entries Ghostly setting description ( Set 1)</p>	<p>context. Figurative language. Hard Times :</p> <p><u>Content</u> <u>Domains:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p><u>Writing</u> Non-chronological report. Letters of complaint / persuasive argument. The One that got away : Playscript Flashback story</p>	<p>consider how the same theme can be treated differently</p> <p><u>Content</u> <u>Domains:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p><u>Writing</u> Fantasy setting narrative integrating dialogue. Instructions Persuasive writing.</p>	<p>author intent</p> <p><u>Content Domains:</u> 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p><u>Writing:</u> Formal Language To use passive and modal Police report Letter of application to police Precis on events leading to murder.</p>
Home Learning	<p>Autumn 1 Oak Academy Writing 1: Sherlock Holmes :Narrative (Mixed Outcomes) Sherlock Holmes 2 : introducing the characters</p>	<p>Autumn 2 Oak Academy The Windrush, Narrative 1: Diary Entry</p>	<p>Spring 1 Oak Academy Rabbit-proof fence , Narrative (opening scene)</p>	<p>Spring 2 Oak Academy There's a Boy in the Girls' Bathroom: Louis Sachar reading</p>	<p>Summer 1 Oak Academy Spiderman, Journalistic Writing (Lessons 1-20)</p>	<p>Summer 2 Oak Academy The Golden Compass (Three Part Narrative) (Lessons 1-30)</p>

**Year 6 Long Term Plan 2021-2022**

<p>(Lessons number 1-30)                  Writing 2: Blitz survivor stories                  lessons 1-5                  MyOn                  'Around the World in 80 days'                  Jules Verne                  Purple Mash</p>	<p>The Windrush :                  Narrative 2:                  Letter Home                  ( Lessons 1-25)                  MyOn                  The Hindenburg                  Disaster                  Purple Mash                  Grammarsaurus</p>	<p>(Escape Scene)                  (The Journey)                  (lessons 1-30)                  MyOn                  Escape from the                  Pop-up Prison                  The Golden                  Book of Death                  Purple Mash                  Serial Mash :                  The Snatch                  Grammarsaurus</p>	<p>unit. Holes by                  Louis Sachar.                  Anthony                  Horowitz : 'A                  career in                  Computer                  Games                  MyOn                  Jane Goodall                  'Animal                  Scientist'                  Amelia Earhart-                  'Legendary                  Aviator'                  'The Lonely                  Existence of                  Asteroids and                  Comets'                  Purple Mash                  Grammarsaurus</p>	<p>MyOn                  Ali Baba and                  the Forty                  Thieves                  Purple Mash                  Grammarsaurus</p>	<p>MyOn                  Macbeth                  Purple Mash                  Grammarsaurus</p>
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# Upper Key Stage 2 Long Term Plan

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Science</b></p>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the earth and other planets relative to the sun in the solar system               <ul style="list-style-type: none"> <li>Movement of shadow as a result of the rotation of the earth around the sun.</li> <li>How seasons occur as a result of the rotation of the earth around the sun.                   <ul style="list-style-type: none"> <li>Midnight Sun/Polar Night.</li> </ul> </li> <li>Describe the movement of the moon relative to the earth.                   <ul style="list-style-type: none"> <li>Look at and describe phases of the moon.</li> </ul> </li> <li>Describe the sun, earth and moon as approximately spherical bodies – not flat.                   <ul style="list-style-type: none"> <li>Historical/modern evidence: Aristotle/modern photographs</li> <li>Compare sizes; link to planets and how big the Solar System is.</li> </ul> </li> <li>Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.                   <ul style="list-style-type: none"> <li>Analyse the length of the days in relation to seasons.</li> <li>Sunrise/sunset; plot line graphs linked to data.</li> <li>Investigate why time differences happen.</li> <li>Link to shadows and their apparent movement.</li> </ul> </li> </ul> </li> </ul>	<p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Describe differences in life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe how living things are classified into broad groups according.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>Study Queen Victoria and her family.</li> <li>Explore Industrial Revolution and its impact on Britain</li> <li>Inventions (trains/cars/telephone) and architecture (link to Newcastle's architecture: Grey St, Theatre Royal, Central Station)</li> <li>Investigate public health and medical care</li> <li>Compare lives of rich and poor Victorians</li> <li>How Newcastle developed in Victorian times (electric lightbulb, Central Station, John Clayton, Richard Grainger, John Dobson, Victoria Tunnel, Grey St, redevelopment of Theatre Royal)</li> <li>Key engineers and achievements (E.g. Isambard Kingdom Brunel and the impact of his work)</li> </ul>	<p><b>Summer 1</b></p>
<p><b>History</b></p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Who the Ancient Greeks were and why we remember them</li> <li>Democracy in Ancient Greece – compare to UK               <ul style="list-style-type: none"> <li>(Polis/City states-own governments)</li> <li>PEE - which city-state would you choose to live in and why?</li> </ul> </li> <li>Significant figure (Alexander the Great) and impact on Ancient Greece</li> <li>Compare and contrast city states of Sparta and Athens               <ul style="list-style-type: none"> <li>Gender differences/daily life/education/defence</li> </ul> </li> <li>Battle of Marathon – recount of the Battle of Marathon               <ul style="list-style-type: none"> <li>Hoplites/Triremes: link to Ancient Greek warfare. Create hoplite shield and recreate phalanx formation. Reflect on Ancient Greek warfare tactics. (Clay vase)</li> </ul> </li> <li>Explore everyday life through primary and secondary resources               <ul style="list-style-type: none"> <li>Artefacts and what the ancient buildings also tell us.</li> </ul> </li> <li>How modern day has been influenced by Ancient Greeks</li> <li>Gods/Goddesses: belief system and its importance.</li> <li>Trojan War (model of Trojan horse)</li> </ul>					



# Upper Key Stage 2 Long Term Plan

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p><b>Ancient Greece/ Latitude and Longitude</b></p> <ul style="list-style-type: none"> <li>• Greece – location, surrounding countries and waters, <i>climate, rainfall</i> (<i>link to maths – plotting line graphs using data</i>)</li> <li>• Compare Greece to other known contrasting and similar countries around the world (Biomes)</li> <li>• Plot locations of Greece using latitude and longitude</li> <li>• Look at, for example, “the polar night” (Science)</li> </ul>	<p><b>Rivers and Mountains of Europe</b></p> <ul style="list-style-type: none"> <li>• Look at rivers around UK, using OS maps locate these with four and six figure reference points.</li> <li>• Look at rivers around Europe using atlases, <i>Google Maps</i>.</li> <li>• Water cycle revision from Y4 in relation to mountains, rivers, seas, linked with science unit, <b>Properties and their Materials</b> – evaporation, condensation.</li> <li>• Discuss the difference between physical and human geography.</li> </ul>	<p><b>Links to Ancient Greece (DT and A&amp;D)</b></p> <ul style="list-style-type: none"> <li>• Hoplite shield: design logo based on knowledge of city states and Ancient Greek warfare.</li> <li>• Investigate the arm hold: how to make the shield secure on the arm.               <ul style="list-style-type: none"> <li>◦ Measuring/cutting skills.</li> </ul> </li> <li>• Design a front face of an Ancient Greek vase and then reproduce on clay.               <ul style="list-style-type: none"> <li>◦ Use of tools and precision.</li> </ul> </li> <li>• Trojan Horse model: 3D. Garden wire</li> </ul>	<p><b>Goblin Car</b></p> <ul style="list-style-type: none"> <li>• mechanics of the car:               <ul style="list-style-type: none"> <li>◦ how wheels and axles act like a machine to gain speed and reduce friction</li> </ul> </li> <li>• understanding the role of gravity in assisting and hindering driving</li> <li>• consider air resistance when designing and building the car’s chassis</li> <li>• Develop their understanding of mechanical devices fitted to the car</li> </ul>		<p><b>Cracking Ideas</b></p> <ul style="list-style-type: none"> <li>• Introduction and Finding everyday objects:               <ul style="list-style-type: none"> <li>◦ Identify and think about everyday objects that people commonly use</li> <li>◦ Think about how to re-design objects to help solve problems or make everyday life easier</li> </ul> </li> <li>• ‘Be an inventor’ Design Challenge:               <ul style="list-style-type: none"> <li>◦ Think about how objects might be re-designed so they could be used in different ways and to suit different purposes</li> </ul> </li> <li>• Research an object:               <ul style="list-style-type: none"> <li>◦ Analyse the design and use of an everyday object and think about how to make the design better</li> </ul> </li> <li>• Design your object:               <ul style="list-style-type: none"> <li>◦ Re-design and improve an everyday object and create an annotated drawing of the idea</li> </ul> </li> <li>• Evaluate your object:               <ul style="list-style-type: none"> <li>◦ Evaluate own design idea and consider how to improve it.</li> </ul> </li> <li>• Share your object:               <ul style="list-style-type: none"> <li>◦ Prototype or drawing of idea to share, evaluate object template</li> </ul> </li> </ul>
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# Upper Key Stage 2 Long Term Plan

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>A&amp;D</b></p> <p><b>Eyes</b></p> <ul style="list-style-type: none"> <li>Experiment with light and dark using shading from pencils.</li> <li>Observational drawing of eyes from different animals               <ul style="list-style-type: none"> <li>Size/proportion</li> </ul> </li> <li>Use pencils to create patterns, showing fine detail and precision in technique</li> <li>Build-up and combine collage and zentangle, missing textures of paper, to create part of final art piece</li> <li>Use coloured pencils/pastels/watercolours and acrylic paints to build up colours and create animal image</li> <li>Combine skills taught to create piece</li> <li>Critique final piece of work, identifying PMI</li> </ul>	<p><b>Online Safety (5.2)</b></p> <ul style="list-style-type: none"> <li>Understand the impact sharing digital content can have; think critically about the information that they share online about themselves and others.</li> <li>Review sources of support when using technology; know who to tell if they are upset by something that happens online.</li> <li>Review children's responsibility to one another in their online behaviour.</li> <li>Use the SMART rules as a source of guidance when online.</li> <li>Know how to maintain secure passwords.</li> <li>Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</li> <li>Understand how to reference sources in their work.</li> <li>Be able to cite all sources when researching and explain the importance of this.</li> <li>Search the internet with a consideration for the reliability of the results to check validity and understand the impact of incorrect information.</li> <li>Show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</li> </ul>	<p><b>Coding (5.1)</b></p>	<p><b>Spreadsheets (5.3)</b></p>	<p><b>Databases (5.4)</b></p> <ul style="list-style-type: none"> <li>Learn how to search for information in a database and understand the different ways to search a database.</li> <li>Be able to design an avatar for a class database.</li> <li>Be able to successfully enter information into a class database.</li> <li>Be able to create their own database on a chosen topic and can add records to their database.</li> <li>Understand what a database field is and can correctly add field information.</li> <li>Understand how to word questions so that they can be effectively answered using a search of their database.</li> </ul>	<p><b>Game Creator (5.5)</b></p>	<p><b>3D Modelling (5.6)</b></p>
<p><b>Computing (PM Cycle A)</b></p>	<p><b>Links to Ancient Greece (DT and A&amp;D)</b></p> <ul style="list-style-type: none"> <li>Hoplite shield: design logo based on knowledge of city states and Ancient Greek warfare.               <ul style="list-style-type: none"> <li>Investigate the arm hold: how to make the shield secure on the arm.</li> <li>Measuring/cutting skills.</li> </ul> </li> <li>Design a front face of an Ancient Greek vase and then reproduce on clay.               <ul style="list-style-type: none"> <li>Use of tools and precision.</li> </ul> </li> <li>Trojan Horse model: 3D. Garden wire</li> <li>Realistic landscape/perspective using watercolours–Greek coastline               <ul style="list-style-type: none"> <li>Sketch light before combining line and colour.</li> <li>Use a single colour to create tints and tones.</li> <li>Use brush techniques to create textures and add shadows or show reflection</li> </ul> </li> </ul>					



# Upper Key Stage 2 Long Term Plan

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>P.E.</b></p>	<p><b>Basketball and Football (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• dribble with the ball using some elements of the correct technique</li> <li>• occasionally look up when dribbling with the ball</li> <li>• use elements of the correct technique to pass the ball over a range of distances</li> <li>• sometimes combine dribbling and passing at a walking pace</li> <li>• sometimes move around the court using an effective technique without a ball but find it more challenging when a ball is introduced</li> <li>• know rules for pivoting and sometimes perform skill, using correct footwork</li> <li>• occasionally combine more than one skill at a walking pace</li> <li>• use at least one technique while dribbling to protect the ball from a defender to keep possession</li> <li>• know what to do when an opposition player is in possession of the ball and sometimes adopt elements of the defensive stance when marking</li> <li>• know how to man-to-man mark and sometimes do with success</li> <li>• attempt to get free from a defender, sometimes with success</li> <li>• understand and sometimes use attacking and defending skills and tactics</li> <li>• to contribute towards the success of their team</li> <li>• understand what being part of a team involves</li> <li>• evaluate their own performance, with support</li> </ul>	<p><b>Rugby and Hockey (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• evade and tag opponents</li> <li>• pass and receive a pass at speed</li> <li>• pass and receive a pass at speed in a game situation</li> <li>• refine attacking and defending skills</li> <li>• develop tactics as a team</li> <li>• apply learned skills in a game of tag rugby</li> <li>• uses more than one technique to pass with feet, stick or hands</li> </ul>	<p><b>Athletics and Cricket/Rounders (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• can throw effectively using both overarm and underarm</li> <li>• Throw and catch a ball with control and accuracy</li> <li>• Strike and field a ball with control</li> <li>• Use running and jumping in isolation and in combination</li> <li>• Can sprint over a short distance maintaining good running form</li> <li>• Can run over a longer distance (up to 400m), conserving energy</li> <li>• how accurate control, speed, strength and stamina in athletics</li> </ul>			



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<p><b>Music</b></p> <p><i>2020-21 Covid Changes To be reviewed for 22-23</i></p>	<p><b>Gustav Holst the Planets Suite</b></p> <ul style="list-style-type: none"> <li>listen and reflect on a piece of orchestral music</li> <li>learn musical motifs from Holst's Mars and structure them into a piece</li> <li>invent their own musical motifs and structure them into a piece</li> <li>perform as an ensemble</li> <li>learn musical language appropriate to the task</li> </ul>	<p><b>Christmas carols and songs</b></p> <ul style="list-style-type: none"> <li>rewrite lyrics to a traditional carol using modern language</li> <li>choreograph actions to a traditional carol</li> <li>learn a carol in sign language</li> <li>write lyrics to a carol or Christmas song melody</li> <li>improvise - create a backing track for a Christmas song using Garage Band</li> <li>appraise - compare and contrast Christmas songs of different times/styles</li> <li>develop knowledge of carols from different cultures</li> </ul>	<p><b>Charanga Dancing in the street</b></p> <p>demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.</p> <p>Use annotated music</p> <p>Use improvisation when playing</p> <p>Compose a simple melody</p>	<p><b>Charanga Classroom Jazz 1</b></p> <ul style="list-style-type: none"> <li>play and perform: Use glocks to play melodies, accompaniments and to improvise and compose.</li> <li>improvise and compose: Create musical improvisations within the context of the song being learnt using a variety of notes and rhythms.</li> <li>improvise and compose: improvise and perform melodies in solo and ensemble contexts using quality combinations of notes and rhythm patterns.</li> </ul>	<p><b>Charanga Classroom Jazz 1</b></p> <ul style="list-style-type: none"> <li>listen and appraise: Confidently use correct musical vocabulary to discuss music being listened to (pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure). Justify views with evidence and explanation</li> <li>listen and appraise: Listen with concentration to a variety of music from different styles, traditions and times. Confidently identify different style indicators, different instruments and their sounds.</li> <li>listen and appraise: Listen with concentration to a variety of music from different styles, traditions and times and confidently place the music in its historical context. Justify choices with evidence.</li> </ul>	<p><b>Charanga Reflect Rewind Replay</b></p> <p>Musical learning focus: Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
<p><b>VIOLINS (Year 5 – only)</b></p> <p>Play and perform: Begin to play a tuned instrument with accuracy and confidence. (In addition to glock)</p> <p>Improvise and compose: Record compositions on musical staff, beginning to show simple integrations of pitch and rhythm using notation.</p>						



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<p><b>Getting to Know You</b> <i>Look what I can do, when I grow up, how are you feeling</i></p> <ul style="list-style-type: none"> <li>Use simple/near future tense</li> <li>Respond appropriately to what someone says</li> <li>Use appropriate pronunciation to help other understand</li> <li>Select appropriate form of a word for the context</li> <li>Use a dictionary to develop sentences</li> <li>Follow a simple story</li> <li>Remember appropriate language to express ideas</li> <li>Select key words for descriptions</li> </ul>	<p><b>All About Ourselves</b> <i>The body, what are you doing, what do I look like</i></p> <ul style="list-style-type: none"> <li>Demonstrate listening skill showing an understanding of spoken language</li> <li>Order sentences correctly</li> <li>Adapt words according to grammar rules</li> <li>Apply sentence structure knowledge and vocabulary to hold short conversations</li> <li>Alter an adjective to match gender</li> <li>Pronounce the difference between two versions of the same adjective</li> <li>Follow a simple story using known language to help understand unfamiliar parts</li> </ul>	<p><b>That's Tasty</b> <i>I'm thirsty, I like to eat...</i></p> <p><b>breakfast</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about drink choices</li> <li>Interpret a chart written in French</li> <li>Write a sentence to express my choices</li> <li>Write sentences express preferences</li> <li>Use adjectives to describe nouns</li> <li>Use correct French form for "some"</li> </ul>	<p><b>Family and Friends</b> <i>Meet the family, I live in ... In my house</i></p> <ul style="list-style-type: none"> <li>Recognise and repeat rhyming words in a song</li> <li>Make sentences about belonging</li> <li>Vary sentences by changing vocabulary</li> <li>Join in a French version of a familiar song</li> <li>Add detail to a sentence with an adjective</li> <li>Use a bilingual dictionary to translate unknown words</li> <li>Use suitable adjectives to describe a subject</li> <li>Use a description to support my own opinion</li> </ul>	<p><b>Peace</b></p> <ul style="list-style-type: none"> <li>Know the meaning of peace</li> <li>Explain different religious views of peace</li> <li>Compare different religion's views on peace</li> <li>Reflect on inner peace</li> <li>Community cohesion in relation to peace</li> <li>Recognise peace symbols</li> </ul>	<p><b>That's Tasty</b> <i>I'm thirsty, I like to eat...</i></p> <p><b>breakfast</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about drink choices</li> <li>Interpret a chart written in French</li> <li>Write a sentence to express my choices</li> <li>Write sentences express preferences</li> <li>Use adjectives to describe nouns</li> <li>Use correct French form for "some"</li> </ul>	<p><b>Summer 1</b></p> <p><b>School Life</b> <i>School subject/objects, maths lesson</i></p> <ul style="list-style-type: none"> <li>Use pronouns it and elle</li> <li>Show understanding of a sentence by saying whether it is true or false</li> <li>Say and write a sentence to answer a question</li> <li>Use comparative adverbs</li> <li>Ask and answer questions in French</li> <li>Take part in conversation</li> </ul>
<p><b>French</b></p> <p><b>Getting to Know You</b> <i>Look what I can do, when I grow up, how are you feeling</i></p> <ul style="list-style-type: none"> <li>Use simple/near future tense</li> <li>Respond appropriately to what someone says</li> <li>Use appropriate pronunciation to help other understand</li> <li>Select appropriate form of a word for the context</li> <li>Use a dictionary to develop sentences</li> <li>Follow a simple story</li> <li>Remember appropriate language to express ideas</li> <li>Select key words for descriptions</li> </ul>	<p><b>All About Ourselves</b> <i>The body, what are you doing, what do I look like</i></p> <ul style="list-style-type: none"> <li>Demonstrate listening skill showing an understanding of spoken language</li> <li>Order sentences correctly</li> <li>Adapt words according to grammar rules</li> <li>Apply sentence structure knowledge and vocabulary to hold short conversations</li> <li>Alter an adjective to match gender</li> <li>Pronounce the difference between two versions of the same adjective</li> <li>Follow a simple story using known language to help understand unfamiliar parts</li> </ul>	<p><b>That's Tasty</b> <i>I'm thirsty, I like to eat...</i></p> <p><b>breakfast</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about drink choices</li> <li>Interpret a chart written in French</li> <li>Write a sentence to express my choices</li> <li>Write sentences express preferences</li> <li>Use adjectives to describe nouns</li> <li>Use correct French form for "some"</li> </ul>	<p><b>Family and Friends</b> <i>Meet the family, I live in ... In my house</i></p> <ul style="list-style-type: none"> <li>Recognise and repeat rhyming words in a song</li> <li>Make sentences about belonging</li> <li>Vary sentences by changing vocabulary</li> <li>Join in a French version of a familiar song</li> <li>Add detail to a sentence with an adjective</li> <li>Use a bilingual dictionary to translate unknown words</li> <li>Use suitable adjectives to describe a subject</li> <li>Use a description to support my own opinion</li> </ul>	<p><b>Peace</b></p> <ul style="list-style-type: none"> <li>Know the meaning of peace</li> <li>Explain different religious views of peace</li> <li>Compare different religion's views on peace</li> <li>Reflect on inner peace</li> <li>Community cohesion in relation to peace</li> <li>Recognise peace symbols</li> </ul>	<p><b>That's Tasty</b> <i>I'm thirsty, I like to eat...</i></p> <p><b>breakfast</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about drink choices</li> <li>Interpret a chart written in French</li> <li>Write a sentence to express my choices</li> <li>Write sentences express preferences</li> <li>Use adjectives to describe nouns</li> <li>Use correct French form for "some"</li> </ul>	<p><b>Summer 1</b></p> <p><b>School Life</b> <i>School subject/objects, maths lesson</i></p> <ul style="list-style-type: none"> <li>Use pronouns it and elle</li> <li>Show understanding of a sentence by saying whether it is true or false</li> <li>Say and write a sentence to answer a question</li> <li>Use comparative adverbs</li> <li>Ask and answer questions in French</li> <li>Take part in conversation</li> </ul>
<p><b>R.E.</b></p> <p><b>Worship</b></p> <ul style="list-style-type: none"> <li>Having worth</li> <li>Reflecting on music and its use in worship</li> <li>How believers pray</li> <li>Compare expressions of worship</li> <li>Explore religious freedom</li> </ul>	<p><b>The True Meaning of Christmas</b></p> <ul style="list-style-type: none"> <li>What Christmas means to me and Christians</li> <li>Importance of Christmas in Christianity</li> <li>Explain how God took human form and its importance in society</li> <li>Compare Christmas cards</li> <li>Analyse Christmas carols</li> <li>Debate: "Is Christmas lost?"</li> </ul>	<p><b>That's Tasty</b> <i>I'm thirsty, I like to eat...</i></p> <p><b>breakfast</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about drink choices</li> <li>Interpret a chart written in French</li> <li>Write a sentence to express my choices</li> <li>Write sentences express preferences</li> <li>Use adjectives to describe nouns</li> <li>Use correct French form for "some"</li> </ul>	<p><b>Forgiveness</b></p> <ul style="list-style-type: none"> <li>Explore forgiveness</li> <li>Explore forgiveness in the religion of Judaism</li> <li>Explore significance of Yom Kippur</li> <li>Explore forgiveness in the religion of Buddhism</li> <li>Compare forgiveness in Buddhism and Judaism</li> <li>Explain forgiveness</li> </ul>	<p><b>Peace</b></p> <ul style="list-style-type: none"> <li>Know the meaning of peace</li> <li>Explain different religious views of peace</li> <li>Compare different religion's views on peace</li> <li>Reflect on inner peace</li> <li>Community cohesion in relation to peace</li> <li>Recognise peace symbols</li> </ul>	<p><b>That's Tasty</b> <i>I'm thirsty, I like to eat...</i></p> <p><b>breakfast</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about drink choices</li> <li>Interpret a chart written in French</li> <li>Write a sentence to express my choices</li> <li>Write sentences express preferences</li> <li>Use adjectives to describe nouns</li> <li>Use correct French form for "some"</li> </ul>	<p><b>Summer 1</b></p> <p><b>School Life</b> <i>School subject/objects, maths lesson</i></p> <ul style="list-style-type: none"> <li>Use pronouns it and elle</li> <li>Show understanding of a sentence by saying whether it is true or false</li> <li>Say and write a sentence to answer a question</li> <li>Use comparative adverbs</li> <li>Ask and answer questions in French</li> <li>Take part in conversation</li> </ul>
<p><b>PSHE</b></p> <p><b>Mental Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Lockdown memories (positive and negative)</li> <li>What makes a good friend?</li> <li>What is mental health? What is wellbeing?</li> <li>Reflecting on and returning to school</li> <li>Recognising and dealing with anxiety</li> <li>What is anxiety and what are the triggers?</li> <li>Fight or flight</li> <li>Toolkit for wellbeing</li> <li>Positive thoughts</li> <li>Managing grief and bereavement</li> <li>What keeps our bodies healthy?</li> <li>Hygiene</li> </ul>	<p><b>Jesus the Healer</b></p> <ul style="list-style-type: none"> <li>Explain the concept of a miracle</li> <li>Retell a healing miracle</li> <li>Consider different viewpoints</li> <li>Express reactions and emotions in healing</li> <li>Use music to explain scripture</li> <li>Summarise "Jesus the Healer"</li> </ul>	<p><b>That's Tasty</b> <i>I'm thirsty, I like to eat...</i></p> <p><b>breakfast</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about drink choices</li> <li>Interpret a chart written in French</li> <li>Write a sentence to express my choices</li> <li>Write sentences express preferences</li> <li>Use adjectives to describe nouns</li> <li>Use correct French form for "some"</li> </ul>	<p><b>Forgiveness</b></p> <ul style="list-style-type: none"> <li>Explore forgiveness</li> <li>Explore forgiveness in the religion of Judaism</li> <li>Explore significance of Yom Kippur</li> <li>Explore forgiveness in the religion of Buddhism</li> <li>Compare forgiveness in Buddhism and Judaism</li> <li>Explain forgiveness</li> </ul>	<p><b>Peace</b></p> <ul style="list-style-type: none"> <li>Know the meaning of peace</li> <li>Explain different religious views of peace</li> <li>Compare different religion's views on peace</li> <li>Reflect on inner peace</li> <li>Community cohesion in relation to peace</li> <li>Recognise peace symbols</li> </ul>	<p><b>That's Tasty</b> <i>I'm thirsty, I like to eat...</i></p> <p><b>breakfast</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about drink choices</li> <li>Interpret a chart written in French</li> <li>Write a sentence to express my choices</li> <li>Write sentences express preferences</li> <li>Use adjectives to describe nouns</li> <li>Use correct French form for "some"</li> </ul>	<p><b>Summer 1</b></p> <p><b>School Life</b> <i>School subject/objects, maths lesson</i></p> <ul style="list-style-type: none"> <li>Use pronouns it and elle</li> <li>Show understanding of a sentence by saying whether it is true or false</li> <li>Say and write a sentence to answer a question</li> <li>Use comparative adverbs</li> <li>Ask and answer questions in French</li> <li>Take part in conversation</li> </ul>



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	<ul style="list-style-type: none"><li>• What do I do in an emergency? Basic first aid skills</li><li>• Recognise habits (drugs, smoking alcohol) and understand risks</li></ul>			relationships they have/experience	
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<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.               <ul style="list-style-type: none"> <li>Circulatory system – heart, blood vessels and lungs, oxygenated and deoxygenated blood and its purpose</li> </ul> </li> <li>Structure and composition of our blood (make blood)</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.               <ul style="list-style-type: none"> <li>Drugs, medicine and alcohol – positives and negatives</li> <li>The effect of different exercises on our pulse rate and heart and show impact in a line graph.</li> </ul> </li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.               <ul style="list-style-type: none"> <li>Nutrition – food groups and their purpose, how our body uses nutrients and how nutrients and water are transported.</li> <li>Look at food packaging and understand food labels.</li> <li>Describe the changes as humans develop to old age.</li> </ul> </li> </ul> <p><b>AT1 – Y5</b></p> <ul style="list-style-type: none"> <li>AT1: Taking measurements, using a range of scientific equipment, taking repeat readings when appropriate.</li> <li>AT1: Recording data and results of increasing complexity, with direction, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>AT1: Using test results to make predictions to set up further comparative and fair tests.</li> <li>AT1: Reporting and presenting findings from enquiries as a group, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul> <p><b>AT1 – Y6</b></p> <ul style="list-style-type: none"> <li>AT1: Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>AT1: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>AT1: Using test results to make predictions to set up further comparative and fair tests and predict further outcomes.</li> <li>AT1: Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul>	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.               <ul style="list-style-type: none"> <li>Charles Darwin – how we evolve from apes/ humans coming into being and extinction</li> <li>Mary Anning - fossils</li> </ul> </li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.               <ul style="list-style-type: none"> <li>Mr Men – what could potential offspring inherit from parent</li> </ul> </li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.               <ul style="list-style-type: none"> <li>How moths evolve/adapt</li> <li>How the tortoises on the Galapagos Islands have evolved/adapted.</li> <li>Identify how plants and animals have adapted (WWF – endangered list).</li> </ul> </li> </ul> <p><b>AT1 – Y6</b></p> <ul style="list-style-type: none"> <li>AT1: Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.               <ul style="list-style-type: none"> <li>Explore how light travels – investigation</li> <li>Periscope</li> </ul> </li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.               <ul style="list-style-type: none"> <li>Refraction</li> <li>Angles of reflection/ incidents</li> </ul> </li> <li>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.               <ul style="list-style-type: none"> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> </li> </ul> <p><b>AT1 – Y6</b></p> <ul style="list-style-type: none"> <li>AT1: Planning different types of scientific enquiries to answer questions, including recognising dependent and independent variables where necessary.</li> <li>AT1: Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.               <ul style="list-style-type: none"> <li>Use of buzzers/motors – relate to real-life circuits</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> </li> <li>AT1: Planning different types of scientific enquiries to answer questions, including recognising dependent and independent variables where necessary.</li> <li>AT1: Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>Data logger – investigate the brightness of bulbs</li> <li>Investigate impact of length of wires on brightness, number of cells, number of bulbs</li> </ul>				
<p>FROG</p>	<p><b>YEAR 5: Y4 – Identify that animals including humans need the right types and amount of nutrition.</b>  <b>YEAR 5: Y4 – Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat.</b>  <b>YEAR 5: Y4 – Identify that humans and some other animals have skeletons for support, protection and movement. (Taught by J. Nicholson Sept. 2021)</b>  <b>YEAR 5: Y4 – Identify that humans and some animals have muscles for support and movement. (Taught by J. Nicholson Sept. 2021)</b></p>						<p>FROG</p>



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Books CC reading	Anatomicum by: Jennifer Paxton	Amazing Evolution – The Journey of Life: Anna Claybourne On the Origins of species: Sabina Radeva When we became Humans: Michael Bright Island of Galapagos: Jason Chin Moth: Isabel Thomas and Daniel Egneus	The Colours of History by Clive Gifford	
CC writing/ maths	Construct and interpret line graphs Analyse data	Create an information text about Charles Darwin/Dodo Bird -- another extinct animal Persuasive letter to the world (extinction)		
STEM	<ul style="list-style-type: none"> <li>o Food waste investigation – maths <a href="http://cdn.worldslargestlesson.globalgoals.org/2017/07/Reducing-Food-Waste-For-the-Global-Goals-.pdf">http://cdn.worldslargestlesson.globalgoals.org/2017/07/Reducing-Food-Waste-For-the-Global-Goals-.pdf</a></li> <li>o Plate pioneer <a href="https://worlds largest lesson.globalgoals.org/wp-content/uploads/2020/08/Introducing-the-Plate-PioneerZ.pdf">https://worlds largest lesson.globalgoals.org/wp-content/uploads/2020/08/Introducing-the-Plate-PioneerZ.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>o Evolution and climate change of the game survival</li> <li>o Reebop Project</li> </ul>	<ul style="list-style-type: none"> <li>o Light saver</li> </ul>	<ul style="list-style-type: none"> <li>o Impact of solar power</li> <li>o Goblin Car – electrical circuits</li> </ul>
School Award	<p>SCHOOL AWARD: Write to an MP about a subject (climate change) that concerns you</p> <ul style="list-style-type: none"> <li>- After-school club/representing Northburn in a tournament (Football)</li> <li>- Prepare a balanced meal</li> <li>- Persuasion campaign for healthy eating – poster</li> <li>- Support younger children in their food choices</li> <li>- Trace the journey of a food item you eat</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the possible consequences for not looking after the environment using a specific examples</li> </ul> <p>This can be link to climate change activities which are going to be lead by STEM lead throughout school assemblies</p>		
Further Implemen	* Discussion from health professional			* Discussion from engineer link to Goblin Car



# Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>FROG</b></p> <p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>The Ancient Maya</b></p> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>Know and sequence key events in the time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> <li>Study different aspects of different people, e.g. differences between men and women</li> <li>Examine the causes and results of great events and the impact on people.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> <li>Compare accounts of events from different sources - fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>Place current study on a time line in relation to other studies.               <ul style="list-style-type: none"> <li>Timeline of periods to demonstrate how some overlap.</li> </ul> </li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events on a time line</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations, being aware of fact or fiction and opinion.</li> <li>Consider that different evidence will lead to different conclusions.</li> <li>Recognise primary and secondary sources,</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> <li>Select and organise information to produce structured work, making appropriate use of dates.</li> </ul>				<p style="text-align: center;"><b>Crime and Punishment</b></p> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>Know and sequence key events in the time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> <li>Study different aspects of different people, e.g. differences between men and women</li> <li>Examine the causes and results of great events and the impact on people.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> <li>Compare accounts of events from different sources - fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>Place current study on a time line in relation to other studies.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events on a time line</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations, being aware of fact or fiction and opinion.</li> <li>Consider that different evidence will lead to different conclusions.</li> <li>Recognise primary and secondary sources,</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> <li>Select and organise information to produce structured work, making appropriate use of dates.</li> </ul>	
<p style="text-align: center;"><b>FROG</b></p>	<p><u>YEAR 5: Y4</u> – Begin to evaluate the usefulness of different sources.</p>					
<p>Books CC reading</p>						







# Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><b>FROG</b></p> <p align="center"><b>Geography</b></p>	<p align="center"><b>Autumn 1</b></p> <p><b>The Ancient Maya</b> Area of Mesoamerica – location, countries within region, then and now, climate, rainfall (link to maths – plotting line graphs using data). <u>Year 5:</u></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass to build their knowledge of the UK and the wider world.</li> <li>• Use four and six-figure grid references, symbols and a key to locate features on an OS map.</li> <li>• Physical geography: Describe climate zones.</li> <li>• Physical geography: Describe biomes and vegetation belts.</li> <li>• Human geography: Describe aspects of land use including settlements.</li> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p><u>Year 6:</u></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use compasses and grid references to follow a short route on an OS map.</li> <li>• Use aerial photographs to identify and describe the features shown on an OS map.</li> <li>• Physical geography: confidently identify significant environments.</li> <li>• Physical geography: compare different climate and biomes zones</li> <li>• Human geography: confidently identify significant places around the world.</li> <li>• Human geography: compare and contrast settlements and land use of countries.</li> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<p align="center"><b>Autumn 2</b></p> <p><b>The Ancient Maya</b> Area of Mesoamerica – location, countries within region, then and now, climate, rainfall (link to maths – plotting line graphs using data). <u>Year 5:</u></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass to build their knowledge of the UK and the wider world.</li> <li>• Use four and six-figure grid references, symbols and a key to locate features on an OS map.</li> <li>• Physical geography: Describe climate zones.</li> <li>• Physical geography: Describe biomes and vegetation belts.</li> <li>• Human geography: Describe aspects of land use including settlements.</li> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p><u>Year 6:</u></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use compasses and grid references to follow a short route on an OS map.</li> <li>• Use aerial photographs to identify and describe the features shown on an OS map.</li> <li>• Physical geography: confidently identify significant environments.</li> <li>• Physical geography: compare different climate and biomes zones</li> <li>• Human geography: confidently identify significant places around the world.</li> <li>• Human geography: compare and contrast settlements and land use of countries.</li> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<p align="center"><b>Spring 1</b></p> <p><b>Study of Americas</b> <u>(Linked to Mayans)</u></p>	<p align="center"><b>Spring 2</b></p> <p><b>Countries and Cities of the U.K.</b></p> <ul style="list-style-type: none"> <li>• Understanding countries of and layout UK</li> <li>• Layout of Northumberland</li> <li>• Rivers</li> <li>• Mountain regions</li> </ul>	<p align="center"><b>Summer 1</b></p> <p><b>Latitude and Longitude</b></p>	<p align="center"><b>Summer 2</b></p>



# Upper Key Stage 2 Long Term Plan

	<p><b>YEAR 5: Y4-</b> Begin to identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a European country or a region within South America. (Taught by L. Dawson through Topic)</p> <p><b>YEAR 5: Y4-</b> Human geography: simply describe human geography features including main cities and land use. (Taught through homework and assembly 4<sup>th</sup>, 7<sup>th</sup> October, J. Nicholson)</p> <p><b>YEAR 5: Y4-</b> Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom and a country in Europe.</p> <p><b>YEAR 5: Y4-</b> Begin to identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a European country, or a region within South America.</p> <p><b>YEAR 6: Y5-</b> Use four and six-figure grid references, symbols and a key to locate features on a OS map.</p>	<p><b>YEAR 5: Y4-</b> Physical geography: simply describe physical features including mountains, volcanoes, rivers and earthquakes.</p> <p><b>YEAR 5: Y4-</b> Human geography: simply describe human geography features including main cities and land use.</p> <p><b>YEAR 5: Y4-</b> Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom and a country in Europe.</p> <p><b>YEAR 6: Y5-</b> Physical geography: Describe rivers and mountains, and reasons for earthquakes.</p> <p><b>YEAR 6: Y5-</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><b>YEAR 6: Y5-</b> Use the eight points of a compass to build their knowledge of the UK and the wider world</p> <p><b>YEAR 6: Y5-</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods; including sketch maps, plans and graphs, and digital technologies.</p>		<p><b>YEAR 5: Y4-</b> Physical geography: simply describe physical features including mountains, volcanoes, rivers and earthquakes.</p>
FROG					
Books CC reading					
CC writing/ maths					
STEM	<ul style="list-style-type: none"> <li>o How climate change is impacting on our weather</li> <li>o Research into recent news and possibly climate summit</li> <li>o ukcp26.org (assembly through JHN)</li> <li>o Children are to be using <i>EarthShot</i> Prize and teaching materials in assembly to look at how land use is affecting climate</li> </ul>	<ul style="list-style-type: none"> <li>o Human and physical geography within South America (Covered through ongoing assemblies lead by J Nicholson based around how climate change is affecting our world.)</li> </ul>			
School Award	<ul style="list-style-type: none"> <li>- Monitor and record the weather over an extended period (home)</li> <li>- Explain why weather is different across the globe at different times.</li> </ul>				
Further Implementa					



# Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><b>Sewing – Christmas Decoration</b></p> <ul style="list-style-type: none"> <li>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>Ensure products have a high-quality finish, using art skills where appropriate.</li> <li>Use prototypes, cross-sectional diagrams and computer-aided designs to represent designs.</li> <li>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>Create innovative designs that improve upon existing products</li> <li>Evaluate the design of products so as to suggest improvements to the user experiences</li> <li>Make products through stages of prototypes, making continual refinements.</li> <li>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> <li>Create objects (such as a cushion) that employ a seam allowance.</li> <li>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as soft decoration for comfort on a cushion).</li> </ul>	<p><b>Wire Birds</b></p>				<p><b>Buzzer Game</b></p> <ul style="list-style-type: none"> <li>Linked to Electricity</li> <li>Design a concept, prototype and evaluate</li> </ul>
FROG	<p><b>YEAR 5: Y4 – Measure and mark out to the nearest millimetre.</b></p> <p><b>YEAR 6: Y5 – Make products through stages of prototypes, making continual refinements.</b></p> <p><b>YEAR 6: Y5 – Create objects (such as a cushion) that employ a seam allowance.</b></p> <p><b>YEAR 6: Y5 – Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</b></p> <p><b>YEAR 6: Y5 – Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</b></p> <p><b>YEAR 6: Y5 – Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as soft decoration for comfort on a cushion).</b></p>					
Books CC reading	Write instructions to design and make a Christmas bauble Using tools, angles at to measure material accurately.					

## Design and Technology



## Upper Key Stage 2 Long Term Plan

	STEM	School Award	Further Impleme ntation			



# Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><b>Art and Design</b></p> <p align="center"><b>FROG</b></p>	<p align="center"><b>Landscapes</b></p> <p>Local landmark looking at perspective</p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artwork with a fluent grasp of visual language.</li> <li>Create original pieces that show a range of influences and styles.</li> <li>Combine visual and tactile qualities.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> <li>Show precision in techniques.</li> <li>Choose from a range of stitching techniques.</li> <li>Combine previously learned techniques to create pieces.</li> <li>Sketch (lightly) before painting to combine line, pattern, texture and colour.</li> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Build up layers of colours.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> <li>Show precision in techniques.</li> <li>Combine previously learned techniques to create pieces.</li> <li>Give detail (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>Create an accurate pattern, showing fine detail.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>Use the qualities of watercolour paints to create visually interesting pieces.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Choose a style of drawing suitable for the work that is realistic.</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>Use the qualities of acrylic paints to create visually interesting pieces.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Combine colours, tones and tints to enhance the mood of a piece</li> <li>Use brush techniques and the qualities of paint to create a landscape painting.</li> <li>Use a variety of techniques to show perspective.</li> <li>Choose a style of drawing suitable for the work that is impressionistic.</li> </ul>	<p align="center"><b>Wire Birds (DT Unit)</b></p>				



## Upper Key Stage 2 Long Term Plan

	<p><b>Year 6: Y5</b> - Give detail (including own sketches) about the style and influence on society of some notable artists and designers.</p> <p><b>Year 6: Y5</b> - Create a colour palette based upon skin tones.</p> <p><b>Year 6: Y5</b> - Show how the work of those studied was influential in both society and to other artists.</p> <p><b>Year 6: Y5</b> - Use brush techniques and the qualities of paint to create texture.</p> <p><b>Year 6: Y5</b> - Choose from a range of stitching techniques then combine previously learned techniques to create own pieces.</p> <p><b>Year 6: Y5</b> - Combine previously learned techniques to create pieces.</p>	<p><b>DT Link, Year 6: Y5</b> - Use a choice of techniques to depict human movement.</p> <p><b>DT Link, Year 6: Y5</b> - Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p><b>Computing Link, Year 5: Y4</b> - Create images, video and sound recordings and explain why they were created.</p> <p><b>Computing Link, Year 6: Y5</b> - Enhance digital media by editing (including sound, video, animation, still images and installations).</p>	<p><b>Year 6: Y5</b> - Use ceramic mosaic materials and techniques.</p>
FROG				
Books CC reading				
CC writing/ maths				
STEM				
School Award	-Critique a piece of artwork relating to a landscape.			
Further Impleme ntation				



## Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><b>FROG</b></p> <p align="center"><b>Computing (Purple Mash)</b></p>	<p><b>Online Safety (6.2)</b></p> <ul style="list-style-type: none"> <li>Identify benefits and risks of mobile devices broadcasting the location of the user/device.</li> <li>Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.</li> <li>Identify the benefits and risks of giving personal information and device access to different software.</li> <li>Review the meaning of a digital footprint.</li> <li>Understand how and why people use their information and online presence to create a virtual image of themselves as a user.</li> <li>Understand what they share impacts upon themselves and upon others in the long-term.</li> <li>Have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers.</li> <li>Know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour.</li> <li>Begin to understand how information online can persist and give away details of those who share or modify it.</li> <li>Understand the importance and need for a balance between being active and digital activities.</li> <li>Identify the positive and negative influences of technology on health and the environment.</li> </ul>	<p><b>Coding (6.1)</b></p>	<p><b>Spreadsheets (6.3)</b></p> <ul style="list-style-type: none"> <li>Navigate around a spreadsheet and can explain what rows and columns are.</li> <li>Enter data including text, numbers and images into cells.</li> <li>Use the Move Cell and Lock tools.</li> <li>Enter simple formulae into cells.</li> <li>Use a spreadsheet to calculate the area and perimeter of rectangles. Use these calculations to solve a real-life problem.</li> <li>Create a spreadsheet to answer a mathematical question relating to probability.</li> <li>Copy and paste shortcuts and problem-solve using the count tool.</li> <li>Create a formula in a spreadsheet to convert m to cm and apply this to creating a spreadsheet that converts miles to km and vice versa.</li> <li>Use a series of data in a spreadsheet to create a line graph; use a line graph to find out when the temperature in the playground will reach 20 degrees Celcius.</li> <li>Create a spreadsheet model to help work out the price of different items in a sale.</li> <li>Use the formula wizard to create formulae and use a spreadsheet to solve a problem.</li> </ul>	<p><b>Blogging (6.4)</b></p>	<p><b>Text Adventures (6.5)</b></p>	<p><b>Networks (6.6)</b></p> <p><b>Quizzing (6.7)</b></p>





# Upper Key Stage 2 Long Term Plan

FROG	CC	STEM	School	Further						
	writing		Award	Impleme						
		<ul style="list-style-type: none"> <li>o Lego Mindstorms</li> <li>o Coding and problem solving</li> </ul>								
		- Create a poster listing online safety tips								



## Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>FROG</b></p> <p style="text-align: center;"><b>Computing (Purple Mash)</b></p>	<p><b>Online Safety (5.2)</b></p> <ul style="list-style-type: none"> <li>Understand the impact sharing digital content can have; think critically about the information that they share online about themselves and others.</li> <li>Review sources of support when using technology, know who to tell if they are upset by something that happens online.</li> <li>Review children's responsibility to one another in their online behaviour.</li> <li>Use the SMART rules as a source of guidance when online.</li> <li>Know how to maintain secure passwords.</li> <li>Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</li> <li>Understand how to reference sources in their work.</li> <li>Be able to cite all sources when researching and explain the importance of this.</li> <li>Search the internet with a consideration for the reliability of the results to check validity and understand the impact of incorrect information.</li> <li>Show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</li> </ul>	<p><b>Coding (5.1)</b></p>	<p><b>Spreadsheets (5.3)</b></p>	<p><b>Databases (5.4)</b></p> <ul style="list-style-type: none"> <li>Learn how to search for information in a database and understand the different ways to search a database.</li> <li>Be able to design an avatar for a class database.</li> <li>Be able to successfully enter information into a class database.</li> <li>Be able to create their own database on a chosen topic and can add records to their database.</li> <li>Understand what a database field is and can correctly add field information.</li> <li>Understand how to word questions so that they can be effectively answered using a search of their database.</li> </ul>	<p><b>Game Creator (5.5)</b></p>	<p><b>3D Modelling (5.6)</b></p> <p><b>Concept Maps (5.7)</b></p>
	<p style="text-align: center;"><b>FROG</b></p>					



# Upper Key Stage 2 Long Term Plan

CC writing/									
STEM		o Lego Mindstorms Coding and problem solving							
School Award	-Create a poster listing online safety tips								
Further impleme									



# Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p>P.E</p>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>• Play intra school competitive games (for example, rugby, basketball, cricket, football, hockey...)</li> <li>• Uses more than one technique to pass with hands.</li> <li>• Uses singular and team tactics to gain possession of the ball.</li> <li>• I can throw effectively using both overarm and underarm.</li> <li>• Choose appropriate tactics to cause a problem for the opposition</li> <li>• Keep possession and control of a ball with hands</li> <li>• Throw and catch a ball with control and accuracy.</li> <li>• <b>Choose the most appropriate tactics according to the game. (Y6)</b></li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Uses singular and team tactics to gain possession of the ball.</li> <li>• Uses more than one technique to pass with feet</li> <li>• Strike a ball with control.</li> <li>• Choose appropriate tactics to cause a problem for the opposition.</li> <li>• Keep possession and control of a ball with feet</li> <li>• <b>Choose the most appropriate tactics according to the game. (Y6)</b></li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform dances using a range of creative and imaginative movement patterns.</li> <li>• Movements are controlled and express emotion and feeling.</li> <li>• My dance matches the mood of the accompanying music</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance through gymnastics</li> <li>• Can prepare and perform for an audience.</li> <li>• Can make complex sequences that include changes in speed, direction and level.</li> <li>• Movements are clear, accurate and consistent</li> </ul>	<p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>• Play intra school competitive games (for example, rugby, basketball, cricket, football, hockey...)</li> <li>• Uses more than one technique to pass with hands.</li> <li>• Uses singular and team tactics to gain possession of the ball.</li> <li>• Throw and catch a ball with control and accuracy.</li> <li>• Field a ball with control</li> <li>• Keep possession and control of a ball with hand</li> <li>• <b>Choose the most appropriate tactics according to the game. (Y6)</b></li> </ul> <p><b>Hockey (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• Play intra school competitive games (for example, rugby, basketball, cricket, football, hockey...)</li> <li>• Uses more than one technique to pass with stick.</li> <li>• Uses singular and team tactics to gain possession of the ball.</li> <li>• Strike a ball with control.</li> <li>• Keep possession and control of a ball with a too</li> <li>• <b>Choose the most appropriate tactics according to the game. (Y6)</b></li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Use running and jumping in isolation and in combination</li> <li>• Shows accurate control, speed, strength, and stamina in athletics. Accurate and uses the correct technique for throwing depending on the activity (howler...)</li> <li>• Can jump effectively and with control for height and distance.</li> <li>• Can sprint over a short distance maintaining good running form.</li> <li>• Can run over a longer distance (up to 400m), conserving energy.</li> </ul> <p><b>Cricket/Rounders</b></p> <ul style="list-style-type: none"> <li>• Choose the most appropriate tactics according to the game.</li> <li>• Accurate and uses the correct technique for throwing depending on the activity (howler...)</li> <li>• Throw and catch a ball with control and accuracy.</li> </ul> <p><b>Tennis (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• Choose the most appropriate tactics according to the game.</li> <li>• Uses forehand and backhand in racket games.</li> </ul> <p><b>Adventurous Activities (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Uses maps and diagrams to orientate themselves.</li> <li>• Works with others to respond to challenges and problems</li> <li>• Is careful but confident in unfamiliar environments.</li> <li>• Uses senses to assess risks and adapt plans</li> <li>• Prepares well to engage in outdoor activity e.g. correct clothing, footwear, safety equipment etc</li> <li>• Skipping</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Use running and jumping in isolation and in combination</li> <li>• Shows accurate control, speed, strength, and stamina in athletics. Accurate and uses the correct technique for throwing depending on the activity (howler...)</li> <li>• Can jump effectively and with control for height and distance.</li> <li>• Can sprint over a short distance maintaining good running form.</li> <li>• Can run over a longer distance (up to 400m), conserving energy.</li> </ul> <p><b>Cricket/Rounders</b></p> <ul style="list-style-type: none"> <li>• Choose the most appropriate tactics according to the game.</li> <li>• Accurate and uses the correct technique for throwing depending on the activity (howler...)</li> <li>• Throw and catch a ball with control and accuracy.</li> </ul> <p><b>Tennis (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• Choose the most appropriate tactics according to the game.</li> <li>• Uses forehand and backhand in racket games.</li> </ul> <p><b>Adventurous Activities (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Uses maps and diagrams to orientate themselves.</li> <li>• Works with others to respond to challenges and problems</li> <li>• Is careful but confident in unfamiliar environments.</li> <li>• Uses senses to assess risks and adapt plans</li> <li>• Prepares well to engage in outdoor activity e.g. correct clothing, footwear, safety equipment etc</li> <li>• Skipping</li> </ul>	



## Upper Key Stage 2 Long Term Plan

<p><b>FROG</b></p> <p><b>YEAR 5: Y4</b> – Perform dances using a range of clear and fluent movement patterns.  <b>YEAR 5: Y4</b> – Dance movements communicate mood and feeling.  <b>YEAR 5: Y4</b> – Dance movements are refined into sequences. (Taught by J. Nicholson - Autumn Term)</p> <p><b>YEAR 6: Y5</b> - Perform dances using a range of clear and fluent movement patterns. (Taught by J. Nicholson Autumn Term)  <b>YEAR 6: Y5</b> - Can improvise with ideas and movements. (Taught by J. Nicholson Autumn Term)  <b>YEAR 6: Y5</b> - Dance movements communicate an idea, emotion or feeling (Taught by J. Nicholson - Autumn Term)</p>	<p><b>YEAR 5: Y4</b> – Develop flexibility, strength, technique, control and balance through gymnastics.  <b>YEAR 5: Y4</b> – The shapes made with the body are balanced and controlled.  <b>YEAR 5: Y4</b> – Sequences can be planned, performed and repeated.  <b>YEAR 5: Y4</b> – Strength and suppleness are improved by practicing stretches and shapes.  <b>YEAR 6: Y5</b> - Develop flexibility, strength, technique, control and balance through gymnastics.  <b>YEAR 6: Y5</b> - Sequences include changes in speed and level  <b>YEAR 6: Y5</b> - Can combine actions, shapes and balances in a gymnastic sequence.  <b>YEAR 6: Y5</b> - Movements are clear and controlled.</p>	<p><b>YEAR 5: Y4</b> – Take part in outdoor and adventurous activity challenges both individually and within a team  <b>YEAR 5: Y4</b> – Uses maps and diagrams to orientate themselves.  <b>YEAR 5: Y4</b> – Works collaboratively to problem solve.  <b>YEAR 6: Y5</b> - Take part in outdoor and adventurous activity challenges both individually and within a team.  <b>YEAR 6: Y5</b> - Work with others to plan responses to challenges and problems.  <b>YEAR 6: Y5</b> - Uses maps and diagrams to orientate themselves.</p>
Books		
CC writing/ maths		<p>-The effect of different exercises on our pulse rate and heart and show impact in a line graph          -Heart Beaters (adapt this lesson into a PE lesson)  <a href="https://www.stem.org.uk/elibrary/resource/34279">https://www.stem.org.uk/elibrary/resource/34279</a></p>
STEM		<p><b>Science Link</b></p> <ul style="list-style-type: none"> <li>o Linked to Autumn Science: Investigate the effects of different exercise on the human body and pulse rate</li> <li>o Look at muscular and skeletal system and the importance in movement</li> </ul>
School Award		
Further Impleme		





## Upper Key Stage 2 Long Term Plan

	<p>Compose: Compose music to evoke a specific atmosphere, mood or environment./Create music to accompany a silent film or to set a scene in a play or book.</p> <p>Composing: Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p><b>Perform</b> Performing: Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C range. Initially as a whole class progressing to smaller group performance.</p> <p><b>Notation</b> Notation: Understand the differences between 2/4, ¾ and 4/4 time signatures.</p>	<p>moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks below.</p> <p>Compose: Compose music to evoke a specific atmosphere, mood or environment./Create music to accompany a silent film or to set a scene in a play or book.</p> <p>Composing: Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p><b>Perform</b> Performing: Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C range. Initially as a whole class progressing to smaller group performance.</p> <p><b>Notation</b> Notation: Understand the differences between 2/4, ¾ and 4/4 time signatures.</p>	<p>Year 6 Recorder Focus on perform and notation</p> <p><b>Year 6 Perform</b></p> <ul style="list-style-type: none"> <li>Play a melody following staff notation written on one staff and using notes within an octave range.</li> <li>Make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp)</li> <li>Accompany melodies using block chords or a base line (keyboard, tuned percussion or tablets)</li> <li>Engage with others through ensemble playing, taking on melody or accompaniment roles e.g. chords/a single-note base line.</li> </ul> <p><b>Year 6 Notation</b></p> <ul style="list-style-type: none"> <li>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>Further develop the skills to read and perform pitch from notation within an octave.</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>	<p>Year 6 <b>World War music – Exploring the varied genres of music during the Wars</b></p> <p><b>Year 6 Singing</b></p> <ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Observe rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Continue to sing three and four part rounds or partner songs and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>Perform a range of songs as a choir in school assemblies, school</li> </ul>	<p>Year 6 Folk to Fender a study of musicians from our local area across the 20<sup>th</sup> and 21<sup>st</sup> century</p>	<p>Trail Blazers Della Derbyshire – The Doctor Who Theme (BBC Ten Pieces)</p>	<p>Classical Unit TBA</p>
<p><b>FROG</b> <b>Music</b></p>							



# Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>FROG</b></p> <p style="text-align: center;"><b>French</b></p>	<p><b>All About Ourselves</b></p> <ul style="list-style-type: none"> <li>I can name some parts of the body</li> <li>I can describe myself and others e.g. eyes, hair</li> <li>I know all basic colour names</li> <li>I can place an adjective correctly in a simple sentence.</li> <li>I can give a negative opinion</li> <li>I can give preferences with detail</li> <li>I can talk about animals/pets.</li> <li>I know numbers to 1000, not in sequence.</li> </ul>	<p><b>Getting to Know You</b></p> <ul style="list-style-type: none"> <li>I can discuss my emotions. e.g. I am happy</li> </ul> <p><b>This is France</b></p> <ul style="list-style-type: none"> <li>I know some country names</li> </ul>	<p><b>That's Tasty</b></p> <ul style="list-style-type: none"> <li>I know many food names.</li> </ul> <p><b>Let's go Shopping</b></p> <ul style="list-style-type: none"> <li>I know some shop names.</li> <li>I can name some items of clothing.</li> </ul>	<p><b>Family and Friends</b></p> <ul style="list-style-type: none"> <li>I can describe pets and other animals using the correct vocabulary.</li> </ul> <p><b>Let's go Shopping</b></p> <ul style="list-style-type: none"> <li>I can name some fruit.</li> <li>I can name some vegetables.</li> </ul>	<p><b>School Life</b></p> <ul style="list-style-type: none"> <li>I can name classroom objects e.g. mon stylo</li> <li>I know the days of the week.</li> <li>I know the months of the year</li> </ul>	<p><b>Time Travelling</b></p> <ul style="list-style-type: none"> <li>I know the months of the year and say my birthday.</li> <li>I can count to 1000.</li> <li>I know numbers in the context of time</li> </ul>
	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and respond to a simple question and express an opinion.</li> <li>Develop more accurate pronunciation, so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write words from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Develop more accurate pronunciation, so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write words from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs.</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Engage in conversations; 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# Upper Key Stage 2 Long Term Plan

FROG	<p><u>Year 5: Y4</u> - Present ideas orally to a range of audiences*</p> <p><u>Year 5: Y4</u> - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><u>Year 6: Y5</u> - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><u>Year 6: Y5</u> - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><u>Year 6: Y5</u> - Write words from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><u>Year 6: Y5</u> - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>		
Books CC reading			
CC			
Scho			
Furt			



# Upper Key Stage 2 Long Term Plan

2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Y5: Worship</b></p> <ul style="list-style-type: none"> <li>Having worth</li> <li>Reflecting on music and its use in worship</li> <li>How believers pray</li> <li>Compare expressions of worship</li> <li>Explore religious freedom</li> </ul> <p><b>Y6: Humanism</b></p> <ul style="list-style-type: none"> <li>Explore what a worldview is.</li> <li>Identify the key ideas of humanist thinkers.</li> <li>Consider scenarios and decide how humanists might respond.</li> </ul>	<p><b>Y5: The True Meaning of Christmas</b></p> <ul style="list-style-type: none"> <li>What Christmas means to me and Christians</li> <li>Importance of Christmas in Christianity</li> <li>Explain how God took human form and its importance in society</li> <li>Compare Christmas cards</li> <li>Analyse Christmas carols</li> <li>Debate: "Is Christmas lost?"</li> </ul> <p><b>Y6: Christmas Story</b></p> <ul style="list-style-type: none"> <li>Recall the main events in The Christmas Story.</li> <li>Explain the meaning of interpretation and investigate differences between versions of the nativity.</li> <li>Explain advent.</li> </ul>	<p><b>Y5: Peace</b></p> <ul style="list-style-type: none"> <li>Know the meaning of peace</li> <li>Explain different religious views of peace</li> <li>Compare different religion's views on peace</li> <li>Reflect on inner peace</li> <li>Community cohesion in relation to peace</li> <li>Recognise peace symbols</li> </ul> <p><b>Y6: Creation Stories</b></p> <ul style="list-style-type: none"> <li>Retell the Judeo-Christian story of creation.</li> <li>Retell and compare creation stories of other religions.</li> </ul>	<p><b>Y5: Forgiveness</b></p> <ul style="list-style-type: none"> <li>Explore forgiveness</li> <li>Explore forgiveness in the religion of Judaism</li> <li>Explore significance of Yom Kippur</li> <li>Explore forgiveness in the religion of Buddhism</li> <li>Compare forgiveness in Buddhism and Judaism</li> <li>Explain forgiveness</li> </ul> <p><b>Y6: Free Will and Determinism</b></p> <ul style="list-style-type: none"> <li>Remember key events in Holy Week and begin to question them.</li> <li>Understand free will and determinism and can relate these to the crucifixion.</li> <li>Understand atonement and relate it to commitments in my life.</li> </ul>	<p><b>Y5: Jesus the Healer</b></p> <ul style="list-style-type: none"> <li>Explain the concept of a miracle</li> <li>Retell a healing miracle</li> <li>Consider different viewpoints</li> <li>Express reactions and emotions in healing</li> <li>Use music to explain scripture</li> <li>Summarise "Jesus the Healer"</li> </ul> <p><b>Y6: Justice and Freedom</b></p> <ul style="list-style-type: none"> <li>Examine and compare the concept of freedom.</li> <li>Examine the concept of justice.</li> <li>Describe the influence of religious and non-religious world views on the human rights movement.</li> <li>Describe the influence of religious views on non-violent protest movements.</li> </ul>	<p><b>Y5: Commitment</b></p> <ul style="list-style-type: none"> <li>Understand commitment</li> <li>Relate to commitment in coming-of-age rituals</li> <li>Understand why sacrifices are made</li> <li>Summarise fasting in Islam</li> <li>Identify how commitment is shown in marriage</li> <li>Reflect on commitment in life</li> </ul> <p><b>Y6: Eternity</b></p> <ul style="list-style-type: none"> <li>Analyse the definition of eternity.</li> <li>Explore ideas about eternity in different religions.</li> </ul>
FROG						
RE						
	FROG					
	Books					
	CC					
	School					-Show consideration of a big question such as 'is there a god'?



## Upper Key Stage 2 Long Term Plan

Further									



# Upper Key Stage 2 Long Term Plan

2021/22	Autumn	Spring	Summer
<p style="text-align: center;"><b>FROG</b></p> <p style="text-align: center;"><b>PSHE/RSE</b></p>	<p><b>Year 5, PSHE:</b></p> <ul style="list-style-type: none"> <li>Recognise and debate good health and wellbeing alongside a balanced lifestyle.</li> <li>Recognise how images in the media distort reality. ICT – Online Safety</li> <li>Manage conflicting emotions- Consulting Zones of Regulation.</li> <li>Discuss each other's questions about puberty with confidence, to seek support and advice when they need it.</li> <li>How to prevent the spread of infection.</li> <li>Recognise how to stay safe including media influence. ICT – Online Safety</li> <li>Recognise what a habit is in relation to drugs and alcohol)</li> <li>Describe how the media can manipulate images and that these images may not reflect reality.</li> <li>learn strategies to manage personal safety and safety online. ICT – Online Safety</li> <li>Recognise how to keep safe while using a mobile phone. ICT – Online Safety</li> <li>Name and describe a wide range of emotions and feelings and recognise how these are experienced in the body.</li> <li>Know about and understand the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis.</li> <li>Identify different influences on drug use - alcohol, tobacco and nicotine products.</li> <li>Describe strategies to resist pressure from others about whether to use drugs - smoking drugs and alcohol</li> </ul> <p><b>Year 6, PSHE:</b></p> <ul style="list-style-type: none"> <li>Discuss emotional and mental wellbeing.</li> <li>Recognise the importance of food choices, developing skills to make your own choice. <b>SCIENCE</b></li> <li>Discuss aspirations and ways of achieving.</li> <li>Describe ways how change and transition.</li> <li>Identify ways to stop the spread of infection.</li> <li>Describe what it means to have a habit. <b>SCIENCE</b></li> <li>Discuss legal and illegal substances <b>SCIENCE</b></li> <li>Drug, alcohol and tobacco education: Know the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. <b>SCIENCE</b></li> <li>Know how to assess and manage the level of risk in different situations involving drug use. <b>SCIENCE</b></li> <li>Understand about migration, including the experiences of refugees. <b>ENGLISH</b></li> <li>Recognise what mental health is. <b>SCIENCE</b></li> <li>Understand what can affect mental health and know some ways of dealing with this.</li> <li>Discuss some everyday ways to look after mental health.</li> </ul>	<p><b>Year 5, PSHE:</b></p> <ul style="list-style-type: none"> <li>Recognise a positive, healthy, loving relationship, and when a relationship is unhealthy.</li> <li>Understand different stereotypes.</li> <li>Begin to understand the feelings associated with loss, grief and bereavement. Understand that money can be borrowed but there are risks associated with this.</li> <li>Understand what is needed to plan and set up an enterprise.</li> <li>know what is meant by loan and dept.</li> <li>Describe what influences people's decisions about careers.</li> </ul> <p><b>Year 6, PSHE:</b></p> <ul style="list-style-type: none"> <li>Consider and discuss different attitudes and values around gender stereotyping and sexuality within the media.</li> <li>Discuss which values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.</li> <li>Describe what an enterprise constitutes, acknowledging loan and dept.</li> </ul>	<p><b>Year 5, PSHE:</b></p> <ul style="list-style-type: none"> <li>Demonstrate skills to use in an emergency- basic first aid.</li> <li>Discuss times of change and how this can make people feel</li> <li>Recognise and manage dares.</li> <li>Recognise harmful practices such as arranged marriage.</li> <li>Evaluate what it means to be part of the community.</li> <li>Describe the lives and customs of other people living in the UK.</li> </ul> <p><b>Year 6, PSHE:</b></p> <ul style="list-style-type: none"> <li>Describe the skills needed in an emergency, demonstrating basic first aid.</li> <li>Begin to understand about human rights and the UN convention on the Rights of the Child.</li> <li>Appreciate what being homeless means.</li> <li>Describe feelings of being out and about in the local area with increasing independence.</li> <li>Able to recognise and respond appropriately to peer pressure.</li> <li>Understand the consequences of anti-social behaviour (including gangs and gang related behaviour).</li> </ul>



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- Explain the stigma and discrimination that can surround mental health.

## **RSE (revisited throughout the year for both Year 5 and Year 6)**

### **Year 5:**

- Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children to young adults.
- Can identify the physical changes associated with puberty.
- Understand that everyone's experience of puberty is different and that it begins and ends at different times.
- Can describe menstruation and wet dreams.
- Can explain effective methods for managing menstruation and wet dreams
- Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams.
- Can explain how changes at puberty affect body hygiene.
- Can describe how to care for their bodies during puberty.
- Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming.
- Are able to describe how feelings and behaviour change during puberty and can devise strategies for managing these changes.
- Understand how changes during puberty can affect relationships with other people.
- Are able to identify feelings and understand how they affect behaviour.
- Can practise strategies for managing relationships and changes during puberty.
- Can empathise with other people's feelings in relationships, including parents and carers.
- Can identify sources of information, support and advice for children and young people.
- Can use appropriate language to discuss puberty and growing up with confidence.
- Can answer their own questions about puberty and growing up.

### **Year 6:**

- Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females
- Understand that puberty is individual and can occur any time between 8-17
- Understand that body changes at puberty are a preparation for sexual maturity
- Understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture
- Can recognise and challenge gender stereotypes
- Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour
- Recognise important relationships in their life and describe love.
- Can identify positive qualities and expectations from a variety of relationships
- Can explain the similarities and differences between friendships and intimate relationships
- Can describe that there are different types of intimate relationships, including marriage
- Understand that sex or making love may be one part of an intimate relationship between adults.
- Understand that sexuality is expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship
- Can describe how babies are made and explain how sexual intercourse is related to conception
- Can name the male and female sex cells and reproductive organs.
- Know the male and female body parts associated with conception and pregnancy
- Can define conception and understand the importance of implantation in the womb
- Know what pregnancy is, where it occurs and how long it takes.
- Can identify some of skills and qualities needed to be parent and carer
- Understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children and recognises that both men and women can take on these roles and responsibilities
- Can answer their own questions about sex and relationships
- Can use appropriate language to discuss sex and relationships and growing up with confidence
- Can identify sources of information, support and advice for children and young people



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		YEAR 6: Y5 - Understand what is needed to plan and set up an enterprise. YEAR 6: Y5 - Describe what influences people's decisions about careers	YEAR 6: Y5 - Recognise and manage dares. YEAR 6: Y5 - Recognise harmful practices such as arranged marriage.
	Books		