



Upper Key Stage 2 Long Term Plan (2022-2023)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<u>Earth and Space</u>		<u>Properties and Changes of Materials</u>		<u>Forces</u>	<u>Living Things and their Habitats</u>
	<ul style="list-style-type: none"> • Describe the movement of the earth and other planets relative to the sun in the solar system <ul style="list-style-type: none"> ○ Movement of shadow as a result of the rotation of the earth around the sun. ○ How seasons occur because of the rotation of the earth around the sun. ○ Midnight Sun/Polar Night. • Describe the movement of the moon relative to the earth. <ul style="list-style-type: none"> ○ Look at and describe phases of the moon. • Describe the sun, earth and moon as approximately spherical bodies – not flat. <ul style="list-style-type: none"> ○ Historical/modern evidence: Aristotle/modern photographs ○ Compare sizes; link to planets and how big the Solar System is. • 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"> ○ Analyse the length of the days in relation to seasons. ○ Sunrise/sunset: plot line graphs linked to data. ○ Investigate why time differences happen. ○ Link to shadows and their apparent movement. 		<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. 		<p>(Taught to Year 5 through Goblin Car Unit - Hawkthirst Week, taught Year 6 through Goblin Car Unit)</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object. • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. <hr/> <ul style="list-style-type: none"> • Identify the effects of air resistance, water resistance and friction that act between moving surfaces. (*taught as a stand alone objective during Forces unit.) 	<p>(To be taught to Year 5 in Autumn 1/2)</p> <ul style="list-style-type: none"> • Describe differences in life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according. • Give reasons for classifying plants and animals based on specific characteristics.
	<p><u>School Challenge Award:</u></p> <ul style="list-style-type: none"> - Explain why weather is different across the globe at different times. 		<p><u>School Challenge Award:</u></p> <p>-</p>		<p><u>School Challenge Award:</u></p> <p>Create a presentation about an architect or engineer who has had an impact on everyday life</p>	<p><u>School Challenge Award:</u></p> <p>Grow a plant and record its lifecycle. Alter a habitat to encourage specific wildlife.</p>

Phase Leader: Lucy Dawson

Staff: Jill Nicholson (Class 10), Lucy Dawson (Class 11), Nicola Hurst (Class 12) and Dawn Wallace and Natalie Harrison (Class 13)



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History		<u>Ancient Greece</u>			<u>Victorians</u>	
		<ul style="list-style-type: none"> • Who the Ancient Greeks were and why we remember them • Democracy in Ancient Greece – compare to UK <ul style="list-style-type: none"> ○ (Polis/City states-own governments) ○ PEE - which city-state would you choose to live in and why? • Significant figure (Alexander the Great) and impact on Ancient Greece • Compare and contrast city states of Sparta and Athens <ul style="list-style-type: none"> ○ Gender differences/daily life/education/defence ○ Would you rather be a boy/girl living in Athens/Sparta? Why? • Battle of Marathon – recount of the Battle of Marathon <ul style="list-style-type: none"> ○ Hoplites/Triremes: link to Ancient Greek warfare. Create hoplite shield and recreate phalanx formation. Reflect on Ancient Greek warfare tactics. (Clay vase) • Explore everyday life through primary and secondary resources <ul style="list-style-type: none"> ○ Artefacts and what the ancient buildings also tell us. • How modern day has been influenced by Ancient Greeks. • Gods/Goddesses: belief system and its importance. <ul style="list-style-type: none"> ○ Trojan War (model of Trojan horse) 			<ul style="list-style-type: none"> • Study Queen Victoria and her family. • Explore Industrial Revolution and its impact on Britain • Inventions (trains/cars/telephone) and architecture (link to Newcastle’s architecture: Grey St, Theatre Royal, Central Station) • Investigate public health and medical care • Compare lives of rich and poor Victorians • How Newcastle developed in Victorian times (electric lightbulb, Central Station, John Clayton, Richard Grainger, John Dobson, Victoria Tunnel, Grey St, redevelopment of Theatre Royal) • Key engineers and achievements (E.g. Isambard Kingdom Brunel and the impact of his work) 	
		<u>School Challenge Award:</u> - An active role in a debate about equality in society (past/present). - Join a debate about the purpose of the government.			<u>School Challenge Award:</u> -	
Geography	<u>Ancient Greece/ Latitude and Longitude</u>			<u>Rivers and Mountains of Europe</u>		
	<ul style="list-style-type: none"> • Greece – location, surrounding countries and waters, <i>climate, rainfall (link to maths – plotting line graphs using data)</i> • Compare Greece to other known contrasting and similar countries around the world (Biomes) • Plot locations of Greece using latitude and longitude Look at, for example, “the polar night” (Science) 			<ul style="list-style-type: none"> • Look at rivers around UK, using OS maps locate these with four and six figure reference points. • Look at rivers around Europe using atlases, <i>Google Maps</i>. • Water cycle revision from Y4 in relation to mountains, rivers, seas, linked with science unit, Properties and their Materials – evaporation, condensation. Discuss the difference between physical and human geography. 		
	<u>School Challenge Award:</u> - Monitor and record the weather over an extended period. - Explain why the weather is different across the globe at different times. -Research climate change and present your findings.			<u>School Challenge Award:</u>		

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Design and Technology			<p style="text-align: center;"><u>Links to Ancient Greece (DT and A&D)</u></p> <ul style="list-style-type: none"> • Hoplite shield: design logo based on knowledge of city states and Ancient Greek warfare. <ul style="list-style-type: none"> ○ Investigate the arm hold: how to make the shield secure on the arm. ○ Measuring/cutting skills. • Design a front face of an Ancient Greek vase and then reproduce on clay. <ul style="list-style-type: none"> ○ Use of tools and precision. 		<p style="text-align: center;"><u>Goblin Car</u></p> <p style="text-align: center;"><small>(Taught to Year 5 through Goblin Car Unit - Hawkhurst Week, taught Year 6 through Goblin Car Unit)</small></p> <ul style="list-style-type: none"> • mechanics of the car: <ul style="list-style-type: none"> ○ how wheels and axles act like a machine to gain speed and reduce friction • understanding the role of gravity in assisting and hindering driving • consider air resistance when designing and building the car's chassis • Develop their understanding of mechanical devices fitted to the car • PISTONS/CAMS 	<p style="text-align: center;"><u>Cracking Ideas</u></p> <ul style="list-style-type: none"> • Introduction and Finding everyday objects: <ul style="list-style-type: none"> ○ Identify and think about everyday objects that people commonly use ○ Think about how to re-design objects to help solve problems or make everyday life easier • 'Be an inventor' Design Challenge: <ul style="list-style-type: none"> ○ Think about how objects might be re-designed so they could be used in different ways and to suit different purposes • Research an object: <ul style="list-style-type: none"> ○ Analyse the design and use of an everyday object and think about how to make the design better • Design your object: <ul style="list-style-type: none"> ○ Re-design and improve an everyday object and create an annotated drawing of the idea • Evaluate your object: <ul style="list-style-type: none"> ○ Evaluate own design idea and consider how to improve it. • Share your object: <ul style="list-style-type: none"> ○ Prototype or drawing of idea to share, evaluate object template
			<p><u>School Challenge Award:</u></p> <p>-Create a structure.</p>	<p><u>School Challenge Award:</u></p> <p>-</p>	<p><u>School Challenge Award:</u></p> <p>- Create a presentation about an architect or engineer who has had an impact on everyday life.</p>	

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Art and Design	<p align="center">Eyes</p> <ul style="list-style-type: none"> • Experiment with light and dark using shading from pencils. • Observational drawing of eyes from different animals <ul style="list-style-type: none"> ○ Size/proportion • Use pencils to create patterns, showing fine detail and precision in technique • Build-up and combine collage and zentangle, missing textures of paper, to create part of final art piece • Use coloured pencils/pastels/watercolours and acrylic paints to build up colours and create animal image • Combine skills taught to create piece • Critique final piece of work, identifying PMI 		<p align="center">Links to Ancient Greece (DT and A&D)</p> <ul style="list-style-type: none"> • Hoplite shield: design logo based on knowledge of city-states and Ancient Greek warfare. <ul style="list-style-type: none"> ○ Investigate the arm hold: how to make the shield secure on the arm. ○ Measuring/cutting skills. • Design a front face of an Ancient Greek vase and then reproduce on clay. <ul style="list-style-type: none"> ○ Use of tools and precision. • Realistic landscape/perspective using watercolours– Greek coastline <ul style="list-style-type: none"> ○ Sketch light before combining line and colour. ○ Use a single colour to create tints and tones. ○ Use brush techniques to create textures and add shadows or show reflection 			
	<p>School Challenge Award:</p> <ul style="list-style-type: none"> -Critique a piece of artwork such as sculpture or paintings. -Create a piece of artwork at home and present with reasons for choices of materials/media etc. 		<p>School Challenge Award:</p> <ul style="list-style-type: none"> -Create a structure. 			

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

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P.E.	<p style="text-align: center;"><u>Basketball and Football (Outdoor)</u></p> <ul style="list-style-type: none"> • dribble with the ball using some elements of the correct technique • occasionally look up when dribbling with the ball • use elements of the correct technique to pass the ball over a range of distances • sometimes combine dribbling and passing at a walking pace • sometimes move around the court using an effective technique without a ball but find it more challenging when a ball is introduced • know rules for pivoting and sometimes perform skill, using correct footwork • occasionally combine more than one skill at a walking pace • use at least one technique while dribbling to protect the ball from a defender to keep possession • know what to do when an opposition player is in possession of the ball and sometimes adopt elements of the defensive stance when marking • know how to man-to-man mark and sometimes do with success • attempt to get free from a defender, sometimes with success • understand and sometimes use attacking and defending skills and tactics to contribute towards the success of their team • understand what being part of a team involves • evaluate their own performance, with support 		<p style="text-align: center;"><u>Rugby and Hockey (Outdoor)</u></p> <ul style="list-style-type: none"> • evade and tag opponents • pass and receive a pass at speed • pass and receive a pass at speed in a game situation • refine attacking and defending skills • develop tactics as a team • apply learned skills in a game of tag rugby • uses more than one technique to pass with feet, stick or hands 		<p style="text-align: center;"><u>Athletics and Cricket/Rounders (Outdoor)</u></p> <ul style="list-style-type: none"> • can throw effectively using both overarm and underarm • Throw and catch a ball with control and accuracy • Strike and field a ball with control • Use running and jumping in isolation and in combination • Can sprint over a short distance maintaining good running form • Can run over a longer distance (up to 400m), conserving energy • how accurate control, speed, strength and stamina in athletics 	
	<p><u>School Challenge Award:</u></p> <ul style="list-style-type: none"> -Fun run (not school based). -After-school club. -Certificate or a medal for an achievement outside of school in a report. 		<p><u>School Challenge Award:</u></p> <ul style="list-style-type: none"> -Fun run (not school based). -After-school club. -Certificate or a medal for an achievement outside of school in a report. 		<p><u>School Challenge Award:</u></p> <ul style="list-style-type: none"> -Fun run (not school based). -After-school club. -Certificate or a medal for an achievement outside of school in a report. 	

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Music	<p>Year 5 <u>Violin – whole class tuition with music hub tutor.</u></p> <ul style="list-style-type: none"> Performing: Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C range. Initially as a whole class progressing to smaller group performance. Performing: Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Performing: Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Notation: Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Notation: Understand the differences between 2/4, 3/4 and 4/4 time signatures. Notation: Read and perform pitch notation within an octave. Notation: Read and play short rhythmic phrases at sight from prepared cards using conventional symbols for known rhythms and durations. 			<p>Year 5 <u>Recorder – Whole Class with class teacher (3-4 weeks)</u></p> <ul style="list-style-type: none"> Recap year 4 and learn 2 further notes Performing – all objectives <p><u>Sing up Sing 1 Sea Shanties (3-4 weeks)</u></p> <ul style="list-style-type: none"> Singing: Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Observe phrasing, accurate pitch and appropriate style. Performing: Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs. Composing: Compose - Introduce major and minor chords Composing: Compose - Capture and record ideas using; graphic symbols, rhythm notation and time signatures, staff notation, technology 		<p>Year 5</p>	<p>Year 5</p>

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<p>Year 5 <u>Recorder – Whole Class with class teacher. Recap year 4 and learn 2 further notes (3-4 weeks)</u></p> <ul style="list-style-type: none"> Performing – all objectives <p><u>Sing up Sing 1 Sea Shanties (3-4 weeks)</u></p> <ul style="list-style-type: none"> Singing: Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Observe phrasing, accurate pitch and appropriate style. Performing: Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs. Composing: Compose - Introduce major and minor chords Composing: Compose - Capture and record ideas using; graphic symbols, rhythm notation and time signatures, staff notation, technology 	<p>Year 5 <u>BBC Trailblazer Grazyna Bacewicz</u></p>	<p>Year 5 <u>Sing up Compose Building a Groove</u></p> <p><u>Sing up Sing 4 Three Little Birds</u></p>	<p>Year 5 <u>Violin – whole class tuition with music hub tutor.</u></p> <ul style="list-style-type: none"> 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. Performing: Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Performing: Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Notation: Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Notation: Understand the differences between 2/4, 3/4 and 4/4 time signatures. Notation: Read and perform pitch notation within an octave. Notation: Read and play short rhythmic phrases at sight from prepared cards using conventional symbols for known rhythms and durations. 		
<p>Year 6 <u>Recorder – Whole Class tuition with class teacher (10 weeks)</u></p> <ul style="list-style-type: none"> Performing: Play a melody following staff notation written on one staff and using notes within an octave range. Performing: Make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud 	<p>Year 6 <u>Sing up Sing 1 Hey, Mr Miller (4-5 weeks)</u></p> <ul style="list-style-type: none"> Singing: 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. 	<p>Year 6 <u>Sing up Compose 1 (3 weeks)</u></p> <ul style="list-style-type: none"> Compose: Improvise: create music with multiple sections that includes repetition and contrast. Composing: Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. These can be enhanced 	<p>Year 6 <u>BBC Trailblazers Hans Zimmer Earth (4-5 weeks)</u></p>	<p>Year 6</p>	<p>Year 6 <u>Sing up Sing 6 Nobody Knows (6 weeks)</u></p> <ul style="list-style-type: none"> Singing: 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.

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<ul style="list-style-type: none"> (mf) and moderately quiet (mp) Performing: Engage with others through ensemble playing, taking on melody or accompaniment roles e.g. chords or a single-note base line. Notation: Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Notation: Further develop the skills to read and perform pitch from notation within an octave. Notation: Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Notation: Read and play from notation a four-bar phrase, confidently identifying note names and durations. 	<ul style="list-style-type: none"> Singing: 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. Singing: Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Listening: Listen with concentration to a variety of music from different styles traditions and times confidently identifying different style indicators and instruments. Listening: Confidently place different styles of music within their historical context justifying choices with evidence Listening: Discuss and appraise music using technical vocabulary as set out for year 6 in the MMC p.20. 	<ul style="list-style-type: none"> with rhythmic or chordal accompaniment. Compose a ternary piece, or another musical structure, use available software/apps to create and record it, discussing how musical contrast are achieved. Performing: Engage with others through ensemble playing, taking on melody or accompaniment roles e.g. chords or a single-note base line. Listening: Listen with concentration to a variety of music from different styles traditions and times confidently identifying different style indicators and instruments. Listening: Confidently place different styles of music within their historical context justifying choices with evidence Listening: Discuss and appraise music using technical vocabulary as set out for year 6 in the MMC p.20. 				<ul style="list-style-type: none"> Singing: Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Composing: Improvise - Create music with multiple sections that include repetition and contrast. Composing: Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. These can be enhanced with rhythmic or chordal accompaniment. Performing: Accompany melodies using block chords or a base line (keyboard, tuned percussion or tablets) Performing: Play a melody following staff notation written on one stave and using notes within an octave range. Performing: Engage with others through ensemble playing, taking on melody or accompaniment roles e.g. chords or a single-note base line. Notation: Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Notation: Further develop the skills to read and perform pitch from notation within an octave. Notation: Read and play from notation a four-bar phrase, confidently identifying note names and durations.
<p>School Challenge Award: Learn an instrument</p>	<p>School Challenge Award: Write a biography about a musician you admire</p>	<p>School Challenge Award: Read and write music using notation</p>	<p>School Challenge Award: Learn an instrument</p>	<p>School Challenge Award: -</p>	<p>School Challenge Award: -</p>	<p>School Challenge Award: -</p>

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	Read and write music using notation Lead a group of children playing a musical piece	Perform using an instrument to an audience (including voice).	-	Read and write music using notation Lead a group of children playing a musical piece		
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French	<p style="text-align: center;"><u>Getting to Know You</u></p> <p><i>Look what I can do, when I grow up, how are you feeling</i></p> <ul style="list-style-type: none"> • Use simple/near future tense • Respond appropriately to what someone says • Use appropriate pronunciation to help other understand • Select appropriate form of a word for the context • Use a dictionary to develop sentences • Follow a simple story • Remember appropriate language to express ideas • Select key words for descriptions 	<p style="text-align: center;"><u>All About Ourselves</u></p> <p><i>The body, what are you doing, what do I look like</i></p> <ul style="list-style-type: none"> • Demonstrate listening skill showing an understanding of spoken language • Order sentences correctly • Adapt words according to grammar rules • Apply sentence structure knowledge and vocabulary to hold short conversations • Alter an adjective to match gender • Pronounce the difference between two versions of the same adjective • Follow a simple story using known language to help understand unfamiliar parts 	<p style="text-align: center;"><u>That's Tasty</u></p> <p><i>I'm thirsty, I like to eat..., breakfast</i></p> <ul style="list-style-type: none"> • Ask and answer questions about drink choices • Interpret a chart written in French • Write a sentence to express my choices • Write sentences express preferences • Use adjectives to describe nouns • Use correct French form for "some" 	<p style="text-align: center;"><u>Family and Friends</u></p> <p><i>Meet the family, I live in ... In my house</i></p> <ul style="list-style-type: none"> • Recognise and repeat rhyming words in a song • Make sentences about belonging • Vary sentences by changing vocabulary • Join in a French version of a familiar song • Add detail to a sentence with an adjective • Use a bilingual dictionary to translate unknown words • Use suitable adjectives to describe a subject • Use a description to support my own opinion 	<p style="text-align: center;"><u>School Life</u></p> <p><i>School subject/objects, maths lesson</i></p> <ul style="list-style-type: none"> • Use pronouns il and elle • Show understanding of a sentence by saying whether it is true or false • Say and write a sentence to answer a question • Use comparative adverbs • Ask and answer questions in French • Take part in conversation 	<p style="text-align: center;"><u>Time Travelling</u></p> <p><i>Count with me, French history, I was born</i></p> <ul style="list-style-type: none"> • Use known vocabulary to help identify new language in a sentence • Build a sentence using a given range of vocabulary choices • Recognise how verbs change according to the subject • Identify specific parts of a written sentence • Identify key information by listening for significant vocabulary • Make a simple sentence in the past tense • Apply learning about passe compose to make new sentences
	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>
R.E.	<p style="text-align: center;"><u>Worship</u></p> <ul style="list-style-type: none"> • Having worth • Reflecting on music and its use in worship • How believers pray • Compare expressions of worship • Explore religious freedom 	<p style="text-align: center;"><u>The True Meaning of Christmas</u></p> <ul style="list-style-type: none"> • What Christmas means to me and Christians • Importance of Christmas in Christianity • Explain how God took human form and its importance in society • Compare Christmas cards • Analyse Christmas carols • Debate: "Is Christmas lost?" 	<p style="text-align: center;"><u>Peace</u></p> <ul style="list-style-type: none"> • Know the meaning of peace • Explain different religious views of peace • Compare different religion's views on peace • Reflect on inner peace • Community cohesion in relation to peace • Recognise peace symbols 	<p style="text-align: center;"><u>Forgiveness</u></p> <ul style="list-style-type: none"> • Explore forgiveness • Explore forgiveness in the religion of Judaism • Explore significance of Yom Kippur • Explore forgiveness in the religion of Buddhism • Compare forgiveness in Buddhism and Judaism • Explain forgiveness 	<p style="text-align: center;"><u>Jesus the Healer</u></p> <ul style="list-style-type: none"> • Explain the concept of a miracle • Retell a healing miracle • Consider different viewpoints • Express reactions and emotions in healing • Use music to explain scripture • Summarise "Jesus the Healer" 	<p style="text-align: center;"><u>Commitment</u></p> <ul style="list-style-type: none"> • Understand commitment • Relate to commitment in coming-of-age rituals • Understand why sacrifices are made • Summarise fasting in Islam • Identify how commitment is shown in marriage • Reflect on commitment in life
	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>

Phase Leader: Lucy Dawson

Staff: Jill Nicholson (Class 10), Lucy Dawson (Class 11), Nicola Hurst (Class 12) and Dawn Wallace and Natalie Harrison (Class 13)



Upper Key Stage 2 Long Term Plan (2022-2023)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	<u>Mental Health and Wellbeing</u>		<u>Money</u>	<u>Mindfulness</u>	<u>RSE</u>	<u>Emotional Exploration</u> <u>(linked to ZoR)</u>
	<ul style="list-style-type: none"> • Lockdown memories (positive and negative) • What makes a good friend? • What is mental health? What is wellbeing? • Reflecting on and returning to school • Recognising and dealing with anxiety • What is anxiety and what are the triggers? • Fight or flight • Toolkit for wellbeing • Positive thoughts • Managing grief and bereavement • What keeps our bodies healthy? • Hygiene • What do I do in an emergency? Basic first aid skills • Recognise habits (drugs, smoking alcohol) and understand risks 		<ul style="list-style-type: none"> • talk about what financial risk is • discuss ways advertisers try to influence us • identify what it means to be a 'critical consumer' • describe what 'value for money' means • explain what 'interest' is • talk about what 'tax' is 	Explore the themes of: <ul style="list-style-type: none"> • failure • loss/bereavement • friendship • freedom • acceptance • tolerance <u>Book used:</u> The Barnabus Project	<ul style="list-style-type: none"> • Understand physical changes to body during puberty (menstruation/ wet dreams) • Ask/answer questions about puberty, becoming familiar with • Body hygiene, similarities and differences between girls/boys • Understand feelings and how these affect behaviour and manage relationships • Empathise with feelings/emotions of others in relationships they have/experience 	<ul style="list-style-type: none"> • Accept all emotions are valid and part of being human • Learn how to manage emotions • Recognise how emotions are experienced in the body <u>Books used:</u> Unlocked, A Shelter For and the poetry anthology A menagerie of emotions.
	<u>School Challenge Award:</u>		<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>
				-Explain what tolerance means to you (discussion) -Discuss what values are important to yourself. -Discuss what behaviour/attitudes demonstrate Northburn's key values of: respect, resilience, inquisitiveness and ambition.		
RSE						
	<u>School Challenge Award:</u>		<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>	<u>School Challenge Award:</u>

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