

UKS2 – Year 5/6 - Cycle 1- 2019-2020

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Driver - History		Key Driver - Science		Key Driver - Geography	
	Topic – Legacy of Ancient Greece Enriching Experiences-Greek Food Tasting/Greek Experience Day/ Royal Armouries Y5 – Lineham Farm Residential		Topic – Space & Light Enriching Experiences- Planetarium		Topic – WWII Geography Enriching Experiences- Eden Camp Y6 – Weardale Residential	
Cycle 1 2019 - 2020	<u>Texts</u> The Hero and the Minotaur by Robert Byrd: Fiction (Lexile: 1050)	<u>Texts:</u> Ancient Greece: Christine Hatt (1090) Battle of Marathon	<u>Texts</u> Neil Armstrong by Jim Ollhoff: Non Fiction (Lexile 980)	<u>Texts</u> Light: Eric Kently (1070)	<u>Texts</u> Good Night Mr Tom by Michelle Magorian: Fiction (Lexile 760)	<u>Texts</u> The Boy In The Striped Pyjamas (Lexile 1010)
	<u>Genres:</u> Narrative: Myths Poetry: Homer	<u>Genres:</u> Non- Narrative: Newspaper Report Narrative: Battle of Marathon	<u>Genres:</u> Narrative: Alien Adventure Non-Narrative – Recount of Moon Landing	<u>Genres:</u> Non -Narrative: Light investigation Poetry : Planet Poetry	<u>Genres:</u> Non -Narrative: Diary Poetry: WWII Poetry	<u>Genres:</u> Narrative: The Boy in the striped pyjamas Non-Narrative: Letter
	English: Writing - Year 5 - Basic Fluency – spelling and handwriting.		English: Writing - Year 5 - Grammar, Punctuation and Spelling		English: Writing - Year 5 - Grammar, Punctuation and Spelling	
	English: Writing - Year 6 - Basic Fluency – spelling and handwriting.		English: Writing - Year 6 - Grammar, Punctuation and Spelling		English: Writing - Year 5 - Grammar, Punctuation and Spelling	
	English: Writing - Year 6 - Basic Fluency – spelling and handwriting.		English: Writing - Year 6 - Grammar, Punctuation and Spelling		English: Writing - Year 6 – Composition	
	For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/					
	Maths - Year 5 - Basic Fluency Forest Schools & P4C		Maths - Year 5 – Number Forest Schools & P4C		Maths - Year 5- Measure/Geometry/Statistics Forest Schools & P4C	
	Maths - Year 6 - Basic Fluency		Maths - Year 6 - Number		Maths - Year 6 - Measure/Geometry/Statistics	
	For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/					
		<u>Geography:</u> Place knowledge - 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 Human and Physical describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork: use the eight points of a compass, four and six-figure grid references,		<u>Geography:</u> Place knowledge 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 Human and Physical Geographical skills and fieldwork: 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.		<u>Geography:</u> Locational - 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. - 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. Place knowledge - 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

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<p>symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>History</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day 				<p>Human and Physical Geographical skills and fieldwork: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>History:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
<p>Science: Working scientifically</p> <p>Build volcanoes</p> <p>Structure of buildings – spaghetti and marshmallows</p> <p>ASE – It's not fair</p> <p>Science Enquiry Games</p>	<p>Science: Working scientifically</p> <p>Greek hygiene – making of Greek Yoghurt</p> <p>Mould experiment</p> <p>Vegetation belts , rivers, biomes -</p>	<p>Earth and Space (Y5) Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Scale distances between planets down</p> <p>Each class make a spherical planet and information (Reporting using secondary sources)</p> <p>Comparisons, groupings, similarities and differences between us visiting the different planets</p> <p>Postcard back from a planet</p>	<p>Science: Light (Y6) Pupils should be taught to:</p> <ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - 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 - 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 - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Trinity take over day ideas Lazar session from Trinity Eye dissection</p> <p>Puppet show – shadows "Space/planets" focus/ theme Using teaching from last half term</p>	<p>Properties and changes of materials (Y5) Autumn Term? Whole term! Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets <p>Plane materials</p> <ul style="list-style-type: none"> • 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, including through filtering, sieving and evaporating <p>Forest school – hide equipment around the field, sieves, fire etc. Plane has crashed and you have to purify the water – sand, mud, salt</p> <p>How to reverse the salt in the water? What bits of the plane have survived and what hasn't? Use of materials etc. Built using their properties.</p> <ul style="list-style-type: none"> • give reasons, based on 	<p>Forces (Y5) Pupils should be taught to:</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 • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Parachutes</p> <p>Make submarines instead of boats</p> <p>War related squashed tomatoes activity – medical kit transporting from the top to the bottom of the hill etc.</p>

			<p>Meteor and crater size – sand tray/ pit and measuring the crater as you change the mass and size</p>		<p>evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Plastic vs paper straws. McDonald's – set their own investigation up about what McDonald's want/ need</p> <ul style="list-style-type: none"> • 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, including changes associated with burning and the action of acid on bicarbonate of soda. Make bath bombs – can't make real bombs – reaction happening etc. 	
	<p>Working scientifically coverage: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Working scientifically coverage: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Working scientifically coverage: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments 			

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<p>Forest School Children should be confident and able to make choices and plan activities for themselves – they should effectively choose their own boundaries, choosing the appropriate distances to be from the adults dependent on terrain and activities. Children would also be expected to have more control and choice over clothing – e.g. choosing trainers over wellies if wanting to climb*</p>		<p>Forest School Children should be confidently able to identify common woodland species and talk about the relationships between them and their habitats.</p>		<p>Forest School Children should be able to collaborate and work together, negotiating with each other and responding positively to others ideas. Groups should be more fluid and alter according to the activities undertaken.</p>	
<p>Computing: E-safety, Using the internet</p> <p>NC10) understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>NC13) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Computing: Databases and data Handling</p> <p>NC12) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computing: Text and graphics</p> <p>NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Computing: Digital Media</p> <p>NC12) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computing: Digital Media</p> <p>NC12) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computing: Algorithms and programming</p> <p>NC9) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
<p>DT: Greek Temples eg Parthenon Design Make Evaluate Technical knowledge</p>	<p>Art: Ancient Greek Pottery (painting vases)</p>	<p>DT: Creating a model solar system</p>	<p>Art: Landscapes of planets eg Saturn/Jupiter</p>	<p>DT: Model planes/ships/battle scenes eg Stalingrad or Kursk</p>	<p>Art: The Blitz Nightscape</p>
<p>Music: Play and perform</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Music: Play and perform</p> <p>Create and compose Improvise and compose music for a range of purposes using the inter – related dimensions of music.</p>	<p>Music: Listen and rehearse sounds accurately</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Music: Patterns: use and apply musical notation</p> <p>Use and understand staff and other musical notation.</p>	<p>Music: Listening to and appreciate a range of music</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Music: Music over time</p> <p>Develop an understanding of the history of music.</p>
<p>PE - Teacher led – Athletics</p> <p>NC 1 - use running, jumping, throwing and catching in</p>	<p>PE - Teacher led – Dance</p> <p>NC 4 - perform dances using a range of movement patterns</p>	<p>PE - Teacher led - Fitness:</p> <p>NC 3 - develop flexibility, strength, technique, control and</p>		<p>PE - Teacher led – Rugby</p> <p>NC 1 - use running, jumping, throwing and catching in isolation and in</p>	<p>PE - Teacher led – Rounders</p> <p>NC 2 - play competitive games, modified where appropriate and</p>

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	isolation and in combination	NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	balance		combination NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	apply basic principles suitable for attacking and defending NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	PE – PE Coordinator PPA – Tennis NC 1 - use running, jumping, throwing and catching in isolation and in combination	PE – PE Coordinator PPA – Gymnastics NC 3 - develop flexibility, strength, technique, control and balance NC 4 - perform dances using a range of movement patterns	PE – PE Coordinator PPA – Boxercise NC 3 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		PE – PE Coordinator PPA – Cricket NC 1 - use running, jumping, throwing and catching in isolation and in combination NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	PE – PE Coordinator PPA – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination
	PSHCE: Physical health and wellbeing: Year 5 Cross curricular links Mind mate lesson: Feeling good and being me: Self belief Sex and relationship education: Year 6 Cross curricular links Mind mate lesson: Feeling good and being me: Self integrity	PSHCE: Careers, financial capability and economic wellbeing: Year 5: Cross curricular links Mind mate lesson: Friends and family: Unhealthy friendships and relationships Sex and relationship education: Year 6 - Cross curricular links Mind mate lesson: Friends and family: Celebrating friendship	PSHCE: Identity, society and equality: Year 5 Cross curricular links Mind mate lesson: Life changes: Aspirations to manage change positively) Human rights Year 6 Cross curricular links Mind mate lesson: Life changes: Moving on)	PSHCE: Mental health and emotional wellbeing: Year 5 Cross curricular links Mind mate lesson: Strong emotions: Strong emotions and mental health) Discrete lesson taught P4C Healthy minds Year 6 Cross curricular links Mind mate lesson: Strong emotions: happiness	PSHCE: Drug, alcohol and tobacco education: Year 5 Cross curricular links Mind mate lesson: Being the same being different: Stigma Weighing up risk Year 6 Cross curricular links Mind mate lesson: Body image and social media	PSHCE: Keeping safe and managing risk: Year 5 Cross curricular links Mind mate lesson: Solving problems and making it better: talking it through restorative justice Keeping safe - out and about Year 6 FGM Cross curricular links (Mind mate lesson: Solving problems and making it better: winning what does it take?)
	RE: Theme: Year 5 – Unit 5.1 -Why are some places and journeys special? Year 6 – Unit 6.4 -How does growing up bring responsibilities and commitments?	RE: Theme: Year 5 – Unit 5.1 -Why are some places and journeys special? Year 6 – Unit 6.4 -How does growing up bring responsibilities and commitments?	RE: Theme: Year 5 – Unit 5.4 - What matters most to believers? Year 6 - Unit 6.3 - What is compassion and how can it be shown?	RE: Theme: Year 5 – Unit 5.3 - Should we forgive others? (link to Easter.) Year 6 – Unit 6.2 - How do Christians express their beliefs? (link to Easter.)	RE: Theme: Year 5 - Unit 5.2- What do we know about Islam? (visit to mosque.) Year 6 – Unit 6.1 - What does it mean to be a Sikh? (visit from representative of Gurwara)	RE: Theme: Year 5 - Unit 5.2- What do we know about Islam? (visit to mosque.) Year 6 – Unit 6.1 - What does it mean to be a Sikh? (visit from representative of Gurwara)

MFL: French FL2/1.1 Listening & Comprehension FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL2/1.2d present ideas and information orally to a range of audiences*	FL2/1.3 Reading & Comprehension FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	FL2/1.4 Writing FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally* and in writing FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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UKS2 – Year 5/6 - Cycle 2- 2020-2021

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Driver – History/Science		Key Driver - History		Key Driver – History/Science	
	Topic – Victorians Enriching Experiences- Armley Mills Y5 – Lineham Farm Residential		Topic – Norman Rule – post 1066 Enriching Experiences- Battle of 1066 workshop		Topic – Aztecs Enriching Experiences- York University, DWF World of Work, Breary Marsh (Transition) Y6 – Weardale Residential	
Cycle 1 2019 - 2020	<u>Texts</u> The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle: Fiction (Lexile – 1020)	<u>Texts</u> Charles Dickens a Christmas Carol (Lexile – 910)	<u>Texts</u> I was there 1066 by Jim Eldridge: Diary/Faction (Lexile – 940)	<u>Texts</u> Opening Doors to Famous Poetry and Prose (Lexile - 1090) Beowulf (Lexile – 1070)	<u>Texts</u> The Science of Natural disasters by Alex Woolf: Non Fiction (Lexile 960)	<u>Texts</u> Aztec: Erin Long (Lexile – 910)
	<u>Genres:</u> Narrative: Murder Mystery Non - Narrative: Newspaper Report	<u>Genres:</u> Narrative: Script writing/Performance Song/Poetry Non- Narrative: Police Report/Diary	<u>Genres:</u> Narrative: To write a short Norman/Anglo Saxon story Non-Narrative – Recount of 1066	<u>Genres:</u> Non -Narrative: Balanced Argument Poetry : Personification	<u>Genres:</u> Non -Narrative: Letter, Scientific report	<u>Genres:</u> Narrative: Pompei Non-Narrative: Information Brochure

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English: Writing - Year 5 - Basic Fluency – spelling and handwriting.		English: Writing - Year 5 - Grammar, Punctuation and Spelling		English: Writing - Year 5 - Grammar, Punctuation and Spelling	
English: Writing - Year 6 - Basic Fluency – spelling and handwriting.		English: Writing - Year 6 - Grammar, Punctuation and Spelling		English: Writing - Year 6 – Composition	
For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/					
Maths - Year 5 - Basic Fluency Forest Schools & P4C		Maths - Year 5 – Number Forest Schools & P4C		Maths - Year 5- Measure/Geometry/Statistics Forest Schools & P4C	
Maths - Year 6 - Basic Fluency		Maths - Year 6 - Number		Maths - Year 6 - Measure/Geometry/Statistics	
For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/					
<p style="text-align: center;"><u>Geography:</u></p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - 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 <p><u>Human and Physical</u></p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork:</u></p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>History</u></p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day 		<p style="text-align: center;"><u>Geography:</u></p> <p><u>Place knowledge</u></p> <p>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</p> <p><u>Human and Physical</u></p> <p><u>Geographical skills and fieldwork:</u></p> <p>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 style="text-align: center;"><u>Geography:</u></p> <p><u>Locational</u></p> <ul style="list-style-type: none"> - 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. - 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><u>Place knowledge</u></p> <ul style="list-style-type: none"> - 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 <p><u>Human and Physical</u></p> <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>History:</u></p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 	
<p><u>Science: Evolution (Darwin) & Inheritance (Y6) P4C</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. - Recognise that living things produce offspring of the same kind, but 		<p><u>Science: Evolution (Darwin) & Inheritance (Y6)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not 		<p><u>Science: Electricity (Y6)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit - compare and give reasons for variation in how components function, including brightness of bulbs, loudness of buzzers and 	
<p><u>Science: Electricity (Y6)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit - compare and give reasons for variation in how components function, including brightness of bulbs, loudness of buzzers and 		<p><u>Science: Electricity (Y6)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit - compare and give reasons for variation in how components function, including brightness of bulbs, loudness of buzzers and 		<p><u>Living things and their habitats (Y5)</u></p> <p>Forest Schools</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • e process of reproduction in some plants and animals. <p><u>Living things and their habitats (Y6)</u></p> <p>Forest Schools</p> <p>Pupils should be taught to:</p>	
				<p><u>Animals including humans (Y5)</u></p> <p>Forest Schools</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - describe the changes as humans develop to old age. <p><u>Animals including humans (Y6)</u></p> <p>Forest Schools</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - identify and name the main parts of the human circulatory system, and describe the functions of 	

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	<p>normally offspring vary and are not identical to your parents. Identify how animals and plants are adapted to suit their environment in different ways and their adaptation may lead to evolution</p> <p>ASE – evolution book</p>	<p>identical to your parents. Identify how animals and plants are adapted to suit their environment in different ways and their adaptation may lead to evolution</p> <ul style="list-style-type: none"> • 	<p>the on/off position of switches</p> <ul style="list-style-type: none"> - Use and recognise symbols when representing a simple circuit in diagram 	<p>the on/off position of switches</p> <p>Use and recognise symbols when representing a simple circuit in diagram</p>	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals <p>give reasons for classifying plants and animals based on specific characteristics.</p> <p>Imagine they travelled to Africa and to Britain. What animals would they find? How would they classify and organise them? Poster/ presentation feedback</p>	<p>the heart, blood vessels and blood</p> <ul style="list-style-type: none"> - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.
	<p>Working scientifically coverage: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Working scientifically coverage: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Working scientifically coverage: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments 			
	<p>Forest Schools Activities should, ideally, be entirely child led, with adults providing low key, minimal support as needed. Children should be confident in seeking advice and support when needed.</p>	<p>Forest Schools Building more complex objects – e.g. making wooden mallets or animals</p> <ul style="list-style-type: none"> • Shelter building with tarpaulins on site <p>Building different forms of fire, or building and controlling individual fires</p> <ul style="list-style-type: none"> • Cooking more complex items, or using a cooking stove 	<p>Forest Schools More specialised work with wildlife – e.g. twig traps to track animals, or photography</p> <ul style="list-style-type: none"> • Creation of more complex and advanced shelters, or group shelters <p>Creation of activities for younger children – eg making a treasure hunt trail</p> <ul style="list-style-type: none"> • Visiting more remote locations – eg Eccup Reservoir/Paul’s Pond and Otley Chevin – for longer periods of time 			

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		• Use of more complex tools, independent/ chosen tool use		• Using tools on offsite sessions	
<p>Computing: E-safety, Using the internet P4C</p> <p>NC10) understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>NC13) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Computing: Databases and data Handling</p> <p>NC12) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computing: Text and graphics</p> <p>NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Computing: Digital Media</p> <p>NC12) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computing: Digital Media</p> <p>NC12) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computing: Algorithms and programming</p> <p>NC9) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
<p>DT: Model of Victorian Workhouse/ Victorian Ice Cream Design Make Evaluate Technical knowledge</p>	<p>Art: Victorian Wall paper – William Morris</p>	<p>DT: Anglo Saxon/Norman shields</p>	<p>Art: Norman ships/castles</p>	<p>DT: Model of Volcano</p>	<p>Art: Tsunami drawings – Japanese drawing</p>
<p>Music: Play and perform</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Music: Play and perform</p> <p>Create and compose improvise and compose music for a range of purposes using the inter – related dimensions of music.</p>	<p>Music: Listen and rehearse sounds accurately</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Music: Patterns: use and apply musical notation</p> <p>Use and understand staff and other musical notation.</p>	<p>Music: Listening to and appreciate a range of music P4C</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Music: Music over time Forest Schools</p> <p>Develop an understanding of the history of music.</p>
<p>PE - Teacher led – Athletics</p> <p>NC 1 - use running, jumping, throwing and catching in isolation and in combination</p>	<p>PE - Teacher led – Dance</p> <p>NC 4 - perform dances using a range of movement patterns</p> <p>NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>PE - Teacher led - Fitness:</p> <p>NC 3 - develop flexibility, strength, technique, control and balance</p>	<p>PE - Teacher led - Gymnastics</p> <p>NC 3 - develop flexibility, strength, technique, control and balance</p> <p>NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their</p>	<p>PE - Teacher led - Gymnastics</p> <p>NC 3 - develop flexibility, strength, technique, control and balance</p> <p>NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>PE - Teacher led – Football</p> <p>NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>NC 5 - take part in outdoor and adventurous activity challenges both individually and within a</p>

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			personal best.		team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PE – PE Coordinator PPA – Netball NC 1 - use running, jumping, throwing and catching in isolation and in combination	PE – PE Coordinator PPA – Dance NC 3 - develop flexibility, strength, technique, control and balance NC 4 - perform dances using a range of movement patterns NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE – PE Coordinator PPA – Boxercise NC 3 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	PE – PE Coordinator PPA – Handball NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE – PE Coordinator PPA – Netball NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	PE – PE Coordinator PPA – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PSHCE: Physical health and wellbeing: Year 5 Cross curricular links Mind mate lesson: Feeling good and being me: Self belief Sex and relationship education: Year 6 Cross curricular links Mind mate lesson: Feeling good and being me: Self integrity	PSHCE: Careers, financial capability and economic wellbeing: Year 5: Cross curricular links Mind mate lesson: Friends and family: Unhealthy friendships and relationships Sex and relationship education: Year 6 - Cross curricular links Mind mate lesson: Friends and family: Celebrating friendship	PSHCE: Identity, society and equality: Year 5 Cross curricular links Mind mate lesson: Life changes: Aspirations to manage change positively) Human rights Year 6 Cross curricular links Mind mate lesson: Life changes: Moving on)	PSHCE: Mental health and emotional wellbeing: Year 5 Cross curricular links Mind mate lesson: Strong emotions: Strong emotions and mental health) Discrete lesson taught P4C Healthy minds Year 6 Cross curricular links Mind mate lesson: Strong emotions: happiness	PSHCE: Drug, alcohol and tobacco education: Year 5 Cross curricular links Mind mate lesson: Being the same being different: Stigma Weighing up risk Year 6 Cross curricular links Mind mate lesson: Body image and social media	PSHCE: Keeping safe and managing risk: Year 5 Cross curricular links Mind mate lesson: Solving problems and making it better: talking it through restorative justice Keeping safe - out and about Year 6 FGM Cross curricular links (Mind mate lesson: Solving problems and making it better: winning what does it take?)
RE: Theme: Year 5 – Unit 5.1 -Why are some places and journeys special? Year 6 – Unit 6.4 -How does growing up bring responsibilities and commitments?	RE: Theme: Year 5 – Unit 5.1 -Why are some places and journeys special? Year 6 – Unit 6.4 -How does growing up bring responsibilities and commitments?	RE: Theme: Year 5 – Unit 5.4 - What matters most to believers? Year 6 - Unit 6.3 - What is compassion and how can it be shown?	RE: Theme: Year 5 – Unit 5.3 - Should we forgive others? (link to Easter.) Year 6 – Unit 6.2 - How do Christians express their beliefs? (link to Easter.)	RE: Theme: Year 5 - Unit 5.2- What do we know about Islam? (visit to mosque.) Year 6 – Unit 6.1 - What does it mean to be a Sikh? (visit from representative of Gurwara)	RE: Theme: Year 5 - Unit 5.2- What do we know about Islam? (visit to mosque.) Year 6 – Unit 6.1 - What does it mean to be a Sikh? (visit from representative of Gurwara)

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	<p>MFL: French. All objectives will be covered throughout each half term</p> <p>FL2/1.1 Listening & Comprehension FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL2/1.2d present ideas and information orally to a range of audiences*</p>	<p>FL2/1.3 Reading & Comprehension FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c 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>FL2/1.4 Writing FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally* and in writing FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
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