

UKS2 – Year 5/6 - Cycle 1- 2023-2024

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC DRIVERS	Key Driver - Humanities		Key Driver - Humanities		Key Driver - Humanities	
	Legacy of Ancient Greece Enriching Experiences-Greek Food Tasting/Greek Experience Day/ Royal Armouries Y5 – Lineham Farm Residential		Our World – South America (compare and contrast) Enriching Experiences -		WWII Enriching Experiences- Eden Camp Y6 – Weardale Residential	
ENGLISH:	Whole Class Texts		Whole Class Texts		Whole Class Texts	
	Greek Myths by Ann Turnbull –Lexile – 910L		What Darwin Saw: The Journey That Changed the World – Lexile – 1020L		World War II Visual Encyclopaedia – Lexile – 1000L	
	Battle Books – Marathon – Lexile – 950L		Shaman's Apprentice: A Tale of the Amazon Rainforest – Lexile – 960L		Letters from the Lighthouse – Lexile – 990L	
	Hero and the Minotaur – Lexile – 1050L					
	Writing Genres	Writing Genres	Writing Genres	Writing Genres	Writing Genres	Writing Genres
	Non-narrative: Information Leaflet – Gods and Goddesses Narrative: Historical Narrative - Battle of Marathon -	Non-Narrative: Balanced Argument – Icarus Narrative: Adventure Narrative - Theseus and the Minotaur	Non-Narrative: Diary – Charles Darwin Narrative: Descriptive Narrative - Amazon Explorers	Non-Narrative: Persuasive Letter – Visit Galapagos Narrative: Traditional Fiction - Amazon Tribe	Non-Narrative: Recount - Battle of Britain Narrative: Historical Fiction - D-Day	Non-Narrative: Newspaper Report - VE Day Narrative: Viewpoint Narrative - Boy in the Striped Pyjamas
1 poetry block over the term		1 poetry block over the term		1 poetry block over the term		
MATHS	Maths - Year 5 - Basic Fluency FOCUS	Maths - Year 5 – Number FOCUS		Maths - Year 5 – Calculation - FOCUS	Maths - Year 5 - Measure/Geometry/Statistics FOCUS	
	Maths - Year 6 - Basic Fluency FOCUS	Maths - Year 6 – Number FOCUS		Maths - Year 6 – Calculation - FOCUS	Maths - Year 6 - Measure/Geometry/Statistics FOCUS	
	We use White Rose Maths scheme to help with coverage and sequencing For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/					

HISTORY	<p>History:</p> <p>Historical Interpretation (a)To understand and analyse primary and secondary evidence. (b)To determine the accuracy and reliability of evidence and link this to factual understanding of the past.</p> <p>Historical Investigation (a)Use a wide range of different evidence to collect information about the past and select relevant sections of information to address historically valid questions and construct detailed, informed responses. (Such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites).</p> <p>Chronological Understanding (a)Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past (b)Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	<p>History:</p> <p>Historical Interpretation (a)To understand and analyse primary and secondary evidence. (b)To determine the accuracy and reliability of evidence and link this to factual understanding of the past.</p> <p>Historical Investigation (b)Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological Understanding (c)Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Presenting, Organising and Communicating (a)Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. (b)Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. (c)Plan and present a self-directed project or research about the studied period.</p>	<p>History:</p> <p>Historical Interpretation (a)To understand and analyse primary and secondary evidence. (b)To determine the accuracy and reliability of evidence and link this to factual understanding of the past. (c)Know that people in the past represent events or ideas in a way that may be to persuade others (including propaganda).</p> <p>Chronological Understanding (a)Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past (a)Identify and note connections, contrasts and trends over time in the everyday lives of people.</p>
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GEOGRAPHY	<p>Geography:</p> <p><u>Geographical Skills and Fieldwork (a)</u> (a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (b) Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (c) Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.</p>		<p>Geography:</p> <p><u>Locational Knowledge</u> (a) Locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions and key physical and human characteristics, and major cities.</p> <p><u>Place Knowledge</u> (a) Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, and a region within South America. (b) Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within South America.</p> <p><u>Human and Physical Geography</u> (a) Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. (b) Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and trade links.</p> <p><u>Geographical Skills and Fieldwork</u> (a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies. (b) Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (c) Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.</p>		<p>Geography:</p> <p><u>Locational Knowledge</u> (b) Name and locate most counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountain, coasts and rivers, and land-use patterns as well as showing change over time.</p> <p><u>Place Knowledge</u> (a) Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, and a region within South America. (b) Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within South America.</p> <p><u>Geographical Skills and Fieldwork</u> (a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies. (b) Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (c) Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.</p>	
SCIENCE	<p>Science: <u>Working scientifically</u> ScIn1.1: I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>ScIn2.1: I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>ScIn3.1: I can record data and results of increasing complexity using scientific diagrams and</p>	<p><u>Properties and changes of materials (Y5)</u></p> <p>SC1.1: I can 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. (Y5)</p> <p>SC2.1: I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution and demonstrate that</p>	<p><u>Science: Evolution & Inheritance (Y6)</u></p> <p>SC6.1: I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6)</p> <p>SC7.1: I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6)</p>	<p><u>Science: Evolution & Inheritance (Y6)</u></p> <p>SC6.1: I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6)</p> <p>SC7.1: I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6)</p> <p>SC8.1: I can recognise that living things produce offspring of the</p>	<p><u>Animals including humans (Y5)</u></p> <p>SC9.1: I can describe the changes as humans develop to old age. (Y5)</p> <p>SC10.1: I can describe the ways in which nutrients and water are transported within animals, including humans. (Y6)</p> <p>SC11.1: I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6).</p> <p>SC12.1: I can recognise the impact</p>	<p><u>Animals including humans (Y6)</u></p> <p>SC9.1: I can describe the changes as humans develop to old age. (Y5)</p> <p>SC10.1: I can describe the ways in which nutrients and water are transported within animals, including humans. (Y6)</p> <p>SC11.1: I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6).</p>

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	<p>labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>ScIn4.1: I can use test results to make predictions to set up further comparative and fair tests.</p> <p>ScIn5.1: I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>ScIn6.1: I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>dissolving, mixing and changes of state are reversible changes. (Y5)</p> <p>SC3.1: I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. (Y5)</p> <p>SC4.1: I can 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. (Y5)</p> <p>SC5.1: I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastics.</p>	<p>SC8.1: I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6)</p>	<p>same kind, but normally offspring vary and are not identical to their parents. (Y6)</p>	<p>of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6)</p>	<p>SC12.1: I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6)</p>
	<p><u>Working scientifically: coverage</u></p> <p>ScIn1.1: I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>ScIn2.1: I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>ScIn3.1: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>ScIn4.1: I can use test results to make predictions to set up further comparative and fair tests.</p> <p>ScIn5.1: I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>ScIn6.1: I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
FOREST SCHOOLS	<p>Forest School is a child-centred inspirational learning pedagogy, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.</p> <p>Here at Cookridge, we use Forest School as a vehicle for promoting and developing the skills mentioned above which directly impacts on pupils' progress and attainment across the national curriculum. Pupils have access to weekly sessions with Level 3 trained practitioners who deliver sessions focussing on speech and language, health and wellbeing and resilience whilst also running Forest School skill sessions, seasonal and nature inspired lessons and cross curricular themed days to support pupils' development throughout their time at school. Planning is done in a way which enriches the curriculum, helps develop the needs of the pupils and is highly flexible based on their interests, nature and the seasons.</p>					

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COMPUTING	<p>Computing:</p> <p>Digital Literacy E-Safety/PSHE Cross-curricular</p> <p>KS2 DL1 - I can 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:</p> <p>Computer Science Communicate and Present eg. Blog/Podcast</p> <p>KS2 CS4 – I can 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>Computing:</p> <p>Computer Science Pro-bots/logo</p> <p>KS2 CS1 – I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Computing:</p> <p>Computer Science Coding</p> <p>KS2 CS2 – I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>KS2 CS3 – I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Computing:</p> <p>Information Technology Data Handling eg. Excel</p> <p>KS2 IT1 – I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>KS2 IT2 – I can 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:</p> <p>Information Technology Animation</p> <p>KS2 IT2 – I can 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>
ART	<p>ART Design and create a Greek Amphora</p> <p>FOCUS: Sculpture. Children can A plan and design a sculpture B Use tools and materials to carve, add shape, add texture and pattern C Develop cutting and joining skills e.g. using wire, coils, slabs, and slips. D Use key vocabulary from this strand to demonstrate knowledge of sculptural techniques.</p>	<p>Art: Ancient Greek Pottery (painting vases) FOCUS: SCULPTURE: Children can: FOCUS: WORK OF OTHER ARTISTS: Children can:</p> <p>A. Explore the artwork from ancient cultures e.g. Greek and compare with artists working today e.g. Grayson Perry. B. Use digital technology as sources for developing ideas. C. Use materials other than clay to create a 3D sculpture. D. Think critically about their art and design work.</p>	<p>Art Portraits- compare Lowry /Kahlo portraits and use of colour. Create own self portrait</p> <p>FOCUS: DRAWING & PAINTING: Children can:</p> <p>A. Introduce perspective and proportion in their drawing. B. Use a range of mediums on a range of backgrounds. C. Work indoors and outdoors. D. Develop watercolour techniques. E. Explore restricting colour palette (example, only use tertiary colours) F. Develop brushwork control. G. Give detailed observations about notable artists work.</p>	<p>Art: Textiles/collage Explore the work of notable South American textile Artist- create shoulder bag using designer as influence Children can A Experiment with a range of media by overlapping and layering in order to create texture, effect and colour B add decoration to create effect C use key vocabulary to demonstrate knowledge and understanding in this strand. Weave, fabric, pattern, colour</p>	<p>Art Drawing and painting Henry Moore-shelter drawings Children can:</p> <p>A. Give detailed observations about notable artist's work. B. Use a variety of techniques to add effects eg, shadows ,reflections, crosshatching, perspective. C. Use key vocabulary to demonstrate knowledge and understanding in this strand-sketch book, develop, refine, texture, structure etc.</p>	<p>Art: Printmaking /digital FOCUS: EXPLORING AND DEVELOPING IDEAS Children can:</p> <p>A. Select and develop ideas confidently, using suitable materials confidently. B. Improve quality of sketchbook with mixed media, ICT and annotations. C. Develop artistic/visual vocabulary when talking about own work and that of others. D. Explore propaganda/political art- WW2 posters, Banksy, Graffiti art e.g. Keith Haring.</p>

D&T	<p>DT Build a model version of a famous Greek monument</p> <p>Design</p> <ul style="list-style-type: none"> a. use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; b. use their knowledge of a broad range of existing products to help generate their ideas; c. design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; d. explain how particular parts of their products work; e. use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; f. generate a range of design ideas and clearly communicate final designs; g. consider the availability and costings of resources when planning out designs; h. work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment. <p>Make</p> <ul style="list-style-type: none"> a. independently plan by suggesting what to do next; b. with growing confidence, select from a wide range of tools and equipment, explaining their choices; c. select from a range of materials and components according to their functional properties and aesthetic qualities; d. create step-by-step plans as a guide to making; e. learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; f. independently take exact measurements and mark out, to within 1 millimetre; g. use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; h. cut a range of materials with precision and accuracy; i. shape and score materials with precision and accuracy; j. assemble, join and combine materials and components with accuracy; k. demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; l. join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; m. refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape. <p>Evaluate</p> <ul style="list-style-type: none"> a. complete detailed competitor analysis of other products on the market; b. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; c. evaluate their ideas and products against the original design criteria, making changes as needed. <p>Technical Skills</p>	<p>DT Create the HMS Beagle – The ship that carried Charles Darwin</p> <p>Design</p> <ul style="list-style-type: none"> a. use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; b. use their knowledge of a broad range of existing products to help generate their ideas; c. design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; d. explain how particular parts of their products work; e. use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; f. generate a range of design ideas and clearly communicate final designs; g. consider the availability and costings of resources when planning out designs; h. work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment. <p>Make</p> <ul style="list-style-type: none"> a. independently plan by suggesting what to do next; b. with growing confidence, select from a wide range of tools and equipment, explaining their choices; c. select from a range of materials and components according to their functional properties and aesthetic qualities; d. create step-by-step plans as a guide to making; e. learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; f. independently take exact measurements and mark out, to within 1 millimetre; g. use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; h. cut a range of materials with precision and accuracy; j. assemble, join and combine materials and components with accuracy; k. demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; l. join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; m. refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape. <p>Evaluate</p> <ul style="list-style-type: none"> a. complete detailed competitor analysis of other products on the market; b. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; c. evaluate their ideas and products against the original design criteria, making changes as needed. 	<p>DT Create a model WWII vehicle</p> <p>Design</p> <ul style="list-style-type: none"> a. use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; b. use their knowledge of a broad range of existing products to help generate their ideas; c. design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; d. explain how particular parts of their products work; e. use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; f. generate a range of design ideas and clearly communicate final designs; g. consider the availability and costings of resources when planning out designs; h. work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment. <p>Make</p> <ul style="list-style-type: none"> a. independently plan by suggesting what to do next; b. with growing confidence, select from a wide range of tools and equipment, explaining their choices; c. select from a range of materials and components according to their functional properties and aesthetic qualities; d. create step-by-step plans as a guide to making; e. learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; f. independently take exact measurements and mark out, to within 1 millimetre; g. use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; h. cut a range of materials with precision and accuracy; i. shape and score materials with precision and accuracy; j. assemble, join and combine materials and components with accuracy; k. demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; l. join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; m. refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape. <p>Evaluate</p> <ul style="list-style-type: none"> a. complete detailed competitor analysis of other products on the market; b. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; c. evaluate their ideas and products against the original design criteria, making changes as needed. <p>Technical Skills</p> <ul style="list-style-type: none"> a. apply their understanding of how to strengthen, stiffen and reinforce
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Cooking	<p>Cooking</p> <p>Make Greek salad, Greek kebabs, potato skins, sausage rolls</p> <p>a. know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</p> <p>b. understand about seasonality, how this may affect the food availability and plan recipes according to seasonality</p> <p>c. understand that food is processed into ingredients that can be eaten or used in cooking;</p> <p>d. demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;</p> <p>e. demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</p> <p>f. explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes;</p> <p>g. adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;</p> <p>h. alter methods, cooking times and/or temperatures;</p> <p>i. measure accurately and calculate ratios of ingredients to scale up or down from a recipe;</p> <p>j. independently follow a recipe.</p>	<p>Cooking</p> <p>Make Peruvian chicken, fajitas, chilli, shortcrust tart</p> <p>a. know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</p> <p>b. understand about seasonality, how this may affect the food availability and plan recipes according to seasonality</p> <p>c. understand that food is processed into ingredients that can be eaten or used in cooking;</p> <p>d. demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;</p> <p>e. demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</p> <p>f. explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes;</p> <p>g. adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;</p> <p>h. alter methods, cooking times and/or temperatures;</p> <p>i. measure accurately and calculate ratios of ingredients to scale up or down from a recipe;</p> <p>j. independently follow a recipe.</p>	<p>Cooking</p> <p>Make starter, main and dessert linked with wartime recipes</p> <p>a. know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</p> <p>b. understand about seasonality, how this may affect the food availability and plan recipes according to seasonality</p> <p>c. understand that food is processed into ingredients that can be eaten or used in cooking;</p> <p>d. demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;</p> <p>e. demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</p> <p>f. explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes;</p> <p>g. adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;</p> <p>h. alter methods, cooking times and/or temperatures;</p> <p>i. measure accurately and calculate ratios of ingredients to scale up or down from a recipe;</p> <p>j. independently follow a recipe.</p>
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Upper Key Stage 2 Long Term Plan

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MUSIC	Music: Year 5: Greece topic songs	Music: Year 5: Greece topic songs Olympic Game Rondo Compositions	Music: Year 5: Singing rounds and part songs	Music: Year 5: Singing rounds and part songs	Music: Year 5: Songs from WWII	Music: Year 5: Songs from WWII
	Greek God rhythm grids Theseus and the Minotaur maze signals	Comparing ancient and modern Greek Music	Samba rhythms	Samba rhythms	Writing extra verses (Quartermaster’s Stores)	WWII slogan ostinato patterns
	Body percussion routines and compositions	Body percussion/ cup/ stick routines and compositions	Singing rounds and part songs	MMC listening	Tuned percussion ensemble pieces	Tuned percussion ensemble pieces
	Rhythm roundup (semiquavers)	Reading a treble stave	Samba rhythms	Year 6: Origins of jazz	MMC listening	Improvisation and compositions linked to MMC listening
	Reading a treble stave	MMC listening	MMC listening	MMC listening	Improvisation	
	MMC listening	Year 6: Origins of jazz			Year 6: Garage band project	Year 6: Garage band project
	Year 6: Greece topic songs	MMC listening				
	Greek God rhythm grids Theseus and the Minotaur maze signals	Greece topic songs Olympic Game Rondo Compositions				
	Musical signals	MMC listening				
	MMC listening	Reading drum notation				
Cup/stick/ boomwhacker compositions						
PE	PE - Teacher led – Hockey and gymnastics		PE - Teacher led – Dance and Badminton:		PE - Teacher led – Athletics and cricket	
	Hockey		Dance		Athletics	
	NC 1 - use running, jumping, throwing and catching in isolation and in combination		NC 4 - perform dances using a range of movement patterns		NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	
	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.		NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team	
	NC 3 - develop flexibility, strength, technique, control and balance		NC 3 - develop flexibility, strength, technique, control and balance		NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
	Gymnastics		Badminton		Cricket	
	NC 3 - develop flexibility, strength, technique, control and balance		NC 1 - use running, jumping, throwing and catching in isolation and in combination		NC 1 - use running, jumping, throwing and catching in isolation and in combination	
	NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending		NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	

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PSHE	<p>PSHE: Year 5 Health and wellbeing What makes up our identity?</p> <p>Mind mate lesson: Feeling good and being me: Self belief</p> <p>Year 6 Health and wellbeing How can we keep healthy as we grow?</p> <p>Mind mate lesson: Feeling good and being me: Self integrity</p> <p>British Values: an understanding of how citizens can influence decision-making through the democratic process.</p>	<p>PSHE: Year 5: Living in the wider world What decisions can people make with money?</p> <p>Mind mate lesson: Friends and family: Unhealthy friendships and relationships</p> <p>Year 6 Health and wellbeing How can we keep healthy as we grow?</p> <p>Mind mate lesson: Friends and family: Celebrating friendship</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>PSHE: Year 5: Health and well-being How can we help in an accident or emergency?</p> <p>Mind mate lesson: Life changes: Aspirations to manage change positively)</p> <p>Year 6 Living in the wider world How can the media influence people?</p> <p>Mind mate lesson: Life changes: Moving on</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law.</p>	<p>PSHE: Year 5: Relationships How can friends communicate safely?</p> <p>Mind mate lesson: Strong emotions: Strong emotions and mental health</p> <p>Year 6 Living in the wider world How can the media influence people?</p> <p>Mind mate lesson: Strong emotions: happiness</p> <p>British Values: an understanding of the importance of identifying and combatting discrimination.</p>	<p>PSHE: Year 5: Health and Well-being How can drugs common to everyday life affect health?</p> <p>Mind mate lesson: Being the same being different: Stigma</p> <p>Year 6 Relationships What will change as we become more independent? How do friendships change as we grow?</p> <p>Mind mate lesson: Body image and social media</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>PSHE: Year 5: Living in the Wider World What jobs would we like?</p> <p>Mind mate lesson: Solving problems and making it better: talking it through restorative justice</p> <p>Year 6 Relationships What will change as we become more independent? How do friendships change as we grow?</p> <p>Mind mate lesson: Solving problems and making it better: winning what does it take?</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law.</p>
RE	<p>RE: Unit: 5.1. Why are some journeys and places special? Religion: Islam, Christianity and Judaism</p>	<p>RE: Unit: 5.2. What values are shown in codes for living? Religion: Islam and Christianity</p>	<p>RE: Unit: 6.2. What do Christians believe about Jesus' death and resurrection? Religion: Christianity</p>	<p>RE: Unit: 5.3. Should we forgive others? Religion: Christianity and Islam</p>	<p>RE: Unit: 6.1. How do Sikhs show commitment? Religion: Sikhism</p>	<p>RE: Unit: 6.3. How does growing up bring responsibilities? Religion: Judaism</p>

MFL	MFL: French Topic: Getting to know you Listening and speaking: Listen attentively to spoken language and show understanding by joining in and responding. Develop accurate pronunciation and intonation. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Reading and writing: Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. Write phrases from memory to express ideas clearly. Describe people, places, things and actions orally and in writing. Grammar: Understand basic grammar appropriate to French. Aspects of French culture: Compare attitudes of different cultures.	MFL: French Topic: That's tasty Listening and speaking: Engage in conversations, ask and answer questions, express opinions and respond to those of others. Reading and writing: Read carefully and show understanding of words, phrases and simple writing. Write phrases from memory to express ideas clearly. Grammar: Understand basic grammar appropriate to French.	MFL: French Topic: School life Listening and speaking: Engage in conversations, ask and answer questions, express opinions and respond to those of others. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Reading and writing: Read carefully and show understanding of words, phrases and simple writing. Grammar: Understand basic grammar appropriate to French.	MFL: French Topic: Time travelling Listening and speaking: Listen attentively to spoken language and show understanding by joining in and responding. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Reading and writing: Read carefully and show understanding of words, phrases and simple writing. Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. Grammar: Understand basic grammar appropriate to French.	MFL: French Topic: Let's visit a French town Listening and speaking: Listen attentively to spoken language and show understanding by joining in and responding. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation. Reading and writing: Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. Describe people, places, things and actions orally and in writing. Grammar: Understand basic grammar appropriate to French. Aspects of French culture: Explore the similarities and differences between their own locality and that of a French speaking country.
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UKS2 – Year 5/6 - Cycle 2- 2024-2025

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Driver – Humanities		Key Driver - Humanities		Key Driver – Humanities	

Cycle 1 2022 - 2023		Natural Disasters Enriching Experiences- Y5 – Lineham Farm Residential		Anglo Saxons and Normans Enriching Experiences- Battle of 1066 workshop		Early Islamic Civilisation (Including Baghdad) Enriching Experiences- Y6 – Weardale Residential				
English:	Whole Class Texts			Whole Class Texts			Whole Class Texts			
	The science of Natural Disasters – Alex Woolf – Non-Fiction – Lexile - 960L Escape from Pompeii – Lexile – 920L			Beowulf – Michael Morpurgo – Fiction – Lexile - 1180L I was there 1066 – Jim Eldridge – Fiction – Lexile - 940L			Early Islamic Empires – Lizann Platt – Non-Fiction - Lexile - 1030L Aladdin and the enchanted lamp – Fiction – Philip Pullman – Lexile - 860L			
	Writing Genres		Writing Genres	Writing Genres		Writing Genres	Writing Genres		Writing Genres	
	Non-Narrative: Persuasive Leaflet - Live on a Volcano Narrative: Viewpoint Narrative - Japan Tsunami		Non-Narrative: Letter of Complaint - Disaster Narrative: Adventure Narrative - Pompeii	Non-Narrative: Diary - Anglo-Saxon child Narrative: Historical Narrative -		Non-Narrative: Newspaper Report - Battle of Hastings Narrative: Descriptive Narrative -		Non-narrative: Non-Chronological Report - Islamic Civilisation Narrative: Traditional Narrative -		Non-Narrative: Recount - Narrative: Adventure Narrative -
	1 poetry block over the term			1 poetry block over the term			1 poetry block over the term			
MATHS	Maths - Year 5 - Basic Fluency FOCUS		Maths - Year 5 – Number FOCUS			Maths - Year 5 – Calculation - FOCUS		Maths - Year 5 - Measure/Geometry/Statistics FOCUS		
	Maths - Year 6 - Basic Fluency FOCUS		Maths - Year 6 – Number FOCUS			Maths - Year 6 – Calculation - FOCUS		Maths - Year 6 - Measure/Geometry/Statistics FOCUS		
We use White Rose Maths scheme to help with coverage and sequencing For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/										
HISTORY	History: Historical Interpretation (a)To understand and analyse primary and secondary evidence. (b)To determine the accuracy and reliability of evidence and link this to factual understanding of the past. Historical Investigation (b)Investigate their own lines of enquiry by posing historically valid questions to answer. Knowledge and Understanding of Events, People and Changes in the Past (c)Examine causes and results of great events and the impact these had on people. Presenting, Organising and Communicating (a)Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. (b)Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. (c)Plan and present a self-directed project or research about the studied period.			History: Historical Interpretation (a)To understand and analyse primary and secondary evidence. (b)To determine the accuracy and reliability of evidence and link this to factual understanding of the past. Historical Investigation (a)Use a wide range of different evidence to collect information about the past and select relevant sections of information to address historically valid questions and construct detailed, informed responses. (Such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites). Chronological Understanding (a)Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.			History: Historical Interpretation (a)To understand and analyse primary and secondary evidence. (b)To determine the accuracy and reliability of evidence and link this to factual understanding of the past. Chronological Understanding (a)Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately. (b)Understand and describe in some detail the main changes to an aspect in a period in history.			

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GEOGRAPHY	<p>Geography:</p> <p><u>Locational Knowledge</u> (c) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime Meridian and time zones and use longitude and latitude to find locations on a map.</p> <p><u>Human and Physical Geography</u> (a) Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. (b) Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and trade links.</p> <p><u>Geographical Skills and Fieldwork</u> (a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.</p>	<p>Geography:</p> <p><u>Locational Knowledge</u> (b) Name and locate most counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountain, coasts and rivers, and land-use patterns as well as showing change over time.</p> <p><u>Place Knowledge</u> (a) Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, and a region within South America. (b) Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within South America.</p> <p><u>Geographical Skills and Fieldwork</u> (a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies. (b) Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (c) Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.</p>	<p>Geography:</p> <p><u>Human and Physical Geography</u> (c) Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.</p> <p><u>Geographical Skills and Fieldwork</u> (a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies. (b) Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (c) Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.</p>			
SCIENCE	<p>Science: <u>Working scientifically</u></p> <p>Sc1n1.56: I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Sc1n2.56: I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Sc1n3.56: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Sc1n4.56: I can use test results to</p>	<p><u>Science: Electricity (Y6)</u></p> <p>SC1.6: I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, comparing and giving reasons for variations. (Y6)</p> <p>SC2.6: I can use recognised symbols when representing a simple circuit in a diagram. (Y6)</p> <p>SC3.6: I can 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. (Y6)</p>	<p><u>Forces (Y5)</u></p> <p>SC4.5: I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (Y5)</p> <p>SC5.5: I can identify the effects of air resistance, water resistance and friction, which act between moving surfaces. (Y5)</p> <p>SC6.5: I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (Y5)</p>	<p><u>Science: Light (Y6)</u> <u>Earth and Space (Y5)</u></p> <p>SC7.5: I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. (Y5)</p> <p>SC8.5: I can describe the movement of the Moon relative to the Earth. (Y5)</p> <p>SC9.5: I can describe the Sun, Earth and Moon as approximately spherical bodies. (Y5)</p> <p>SC10.5: I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. (Y5)</p> <p>SC11.6: I can explain that we see things because light travels from light sources to our eyes or from</p>	<p><u>Living things and their habitats (Y5)</u></p> <p>SC14.5: I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5)</p> <p>SC15.5: I can describe the life process of reproduction in some plants and animals. (Y5)</p>	<p><u>Living things and their habitats (Y6)</u></p> <p>SC16.6: I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (Y6)</p> <p>SC17.6: I can give reasons for classifying plants and animals based on specific characteristics. (Y6)</p>

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	<p>make predictions to set up further comparative and fair tests.</p> <p>ScIn5.56: I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>ScIn6.56: I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>			<p>light sources to objects and then to our eyes. (Y6)</p> <p>SC12.6: I can 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. (Y6)</p> <p>SC13.6: I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (Y6)</p>		
	<p><u>Working scientifically: coverage</u></p> <p>ScIn1.1: I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>ScIn2.1: I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>ScIn3.1: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>ScIn4.1: I can use test results to make predictions to set up further comparative and fair tests.</p> <p>ScIn5.1: I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>ScIn6.1: I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
FOREST SCHOOLS	<p>Forest School is a child-centred inspirational learning pedagogy, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.</p> <p>Here at Cookridge, we use Forest School as a vehicle for promoting and developing the skills mentioned above which directly impacts on pupils' progress and attainment across the national curriculum. Pupils have access to weekly sessions with Level 3 trained practitioners who deliver sessions focussing on speech and language, health and wellbeing and resilience whilst also running Forest School skill sessions, seasonal and nature inspired lessons and cross curricular themed days to support pupils' development throughout their time at school. Planning is done in a way which enriches the curriculum, helps develop the needs of the pupils and is highly flexible based on their interests, nature and the seasons.</p>					

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COMPUTING	<p>Computing:</p> <p>Digital Literacy E-Safety/PSHE Cross-curricular</p> <p>KS2 DL1 - I can 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:</p> <p>Computer Science Communicate and Present eg. Film/Podcast</p> <p>KS2 CS4 – I can 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>Computing:</p> <p>Computer Science Pro-bots/logo</p> <p>KS2 CS1 – I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Computing:</p> <p>Computer Science Coding</p> <p>KS2 CS2 – I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>KS2 CS3 – I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Computing:</p> <p>Information Technology Data Handling eg. Excel</p> <p>KS2 IT1 – I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>KS2 IT2 – I can 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:</p> <p>Information Technology Animation</p> <p>KS2 IT2 – I can 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>
ART	<p>ART Drawing Printmaking Disaster Artists. Hokusai/ Contemporary</p> <p>FOCUS: DRAWING & PAINTING: Children can:</p> <p>A. Introduce perspective and proportion in their drawing. B. Use a range of mediums on a range of backgrounds. C. Work indoors and outdoors. D. Develop watercolour techniques. E. Explore restricting colour palette (example, only use tertiary colours) F. Develop brushwork control.</p>	<p>Art: Tsunami drawings – Japanese drawing FOCUS: EXPLORING AND DEVELOPING IDEAS Children can:</p> <p>E. Select and develop ideas confidently, using suitable materials confidently. F. Improve quality of sketchbook with mixed media, ICT and annotations. G. Develop artistic/visual vocabulary when talking about own work and that of others.</p>	<p>Art Textiles The Bayeau Tapestry</p> <p>Explore and recreate the Tapestry Children can:</p> <p>A. Weave using fabric /mixed media to create a collage. B. Create a group embroidery using collage and sewing techniques. C. Introduce fabric block printing</p> <p>FOCUS: DRAWING & PAINTING: Children can: Offer facts about notable artists/designers from history</p>	<p>Art: Collage/ Sculpture</p> <p>Using the narrative of the Norman tapestry, explore the collage art of Romare Bearden and contemporary black sculptors. Create own sculpture. Children can</p> <p>A. Review and revisit ideas in their sketchbook B. Offer feedback using technical vocabulary C. Think critically about their art and design work D. Use key vocabulary to demonstrate understanding.</p>	<p>Art The Blue Mosque. Children create ceramic tile influenced by Islamic art</p> <p>Children can A use a variety of drawing techniques to add effects. B use a variety of drawing tools C Review and revisit ideas in their sketch book D Develop cutting and joining skills with clay e.g. using wire, coils, slabs and slips.</p>	<p>Cont.. Printmaking</p> <p>Explore Calligraphy as an art form. Children can</p> <p>A Design and create a printing block/tile Develop techniques in mono, block and relief printing Create and arrange accurate patterns Use key vocabulary to demonstrate knowledge and understanding in this strand- collagraph, tile ,block, stencil.</p>

DT	<p>Design and build a crane for clearing rubble</p> <p>Design</p> <p>a. use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market;</p> <p>b. use their knowledge of a broad range of existing products to help generate their ideas;</p> <p>c. design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user;</p> <p>d. explain how particular parts of their products work;</p> <p>e. use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas;</p> <p>f. generate a range of design ideas and clearly communicate final designs;</p> <p>g. consider the availability and costings of resources when planning out designs;</p> <p>Make</p> <p>a. independently plan by suggesting what to do next;</p> <p>b. with growing confidence, select from a wide range of tools and equipment, explaining their choices;</p> <p>c. select from a range of materials and components according to their functional properties and aesthetic qualities;</p> <p>d. create step-by-step plans as a guide to making;</p> <p>e. learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>f. independently take exact measurements and mark out, to within 1 millimetre;</p> <p>g. use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</p> <p>h. cut a range of materials with precision and accuracy;</p> <p>i. shape and score materials with precision and accuracy;</p> <p>j. assemble, join and combine materials and components with accuracy;</p> <p>m. refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p> <p>Evaluate</p> <p>a. complete detailed competitor analysis of other products on the market;</p> <p>b. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</p> <p>c. evaluate their ideas and products against the original design criteria, making changes as needed.</p> <p>Technical Skills</p> <p>a. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>b. understand and demonstrate that mechanical and electrical systems have an input, process and output;</p> <p>c. explain how mechanical systems, such as cams, create movement</p>	<p>Create Anglo Saxon weaponry and a Bayeux tapestry</p> <p>Design</p> <p>a. use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market;</p> <p>b. use their knowledge of a broad range of existing products to help generate their ideas;</p> <p>c. design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user;</p> <p>d. explain how particular parts of their products work;</p> <p>e. use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas;</p> <p>f. generate a range of design ideas and clearly communicate final designs;</p> <p>g. consider the availability and costings of resources when planning out designs;</p> <p>Make</p> <p>a. independently plan by suggesting what to do next;</p> <p>b. with growing confidence, select from a wide range of tools and equipment, explaining their choices;</p> <p>c. select from a range of materials and components according to their functional properties and aesthetic qualities;</p> <p>d. create step-by-step plans as a guide to making;</p> <p>e. learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>f. independently take exact measurements and mark out, to within 1 millimetre;</p> <p>g. use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</p> <p>h. cut a range of materials with precision and accuracy;</p> <p>i. shape and score materials with precision and accuracy;</p> <p>j. assemble, join and combine materials and components with accuracy;</p> <p>k. demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</p> <p>l. join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;</p> <p>m. refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p> <p>Evaluate</p> <p>b. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</p> <p>c. evaluate their ideas and products against the original design criteria, making changes as needed.</p> <p>Technical Skills</p> <p>a. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p>	<p>Design and build a crane for clearing rubble</p> <p>Design</p> <p>a. use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market;</p> <p>b. use their knowledge of a broad range of existing products to help generate their ideas;</p> <p>c. design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user;</p> <p>d. explain how particular parts of their products work;</p> <p>e. use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas;</p> <p>f. generate a range of design ideas and clearly communicate final designs;</p> <p>g. consider the availability and costings of resources when planning out designs;</p> <p>Make</p> <p>a. independently plan by suggesting what to do next;</p> <p>b. with growing confidence, select from a wide range of tools and equipment, explaining their choices;</p> <p>c. select from a range of materials and components according to their functional properties and aesthetic qualities;</p> <p>d. create step-by-step plans as a guide to making;</p> <p>e. learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>f. independently take exact measurements and mark out, to within 1 millimetre;</p> <p>g. use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</p> <p>h. cut a range of materials with precision and accuracy;</p> <p>i. shape and score materials with precision and accuracy;</p> <p>j. assemble, join and combine materials and components with accuracy;</p> <p>m. refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p> <p>Evaluate</p> <p>b. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</p> <p>c. evaluate their ideas and products against the original design criteria, making changes as needed.</p> <p>Technical Skills</p> <p>a. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>b. understand and demonstrate that mechanical and electrical systems have an input, process and output;</p> <p>c. explain how mechanical systems, such as cams, create movement and use mechanical 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Cooking	Cooking Make Italian salad, focaccia, tandoori wrap, banana and raisins cookies, pasta a. know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; b. understand about seasonality, how this may affect the food availability and plan recipes according to seasonality c. understand that food is processed into ingredients that can be eaten or used in cooking; d. demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; e. demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; f. explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; g. adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; h. alter methods, cooking times and/or temperatures; i. measure accurately and calculate ratios of ingredients to scale up or down from a recipe; j. independently follow a recipe.		Cooking Make Mediterranean salad, Italian bread, spaghetti Bolognese, biscuits a. know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; b. understand about seasonality, how this may affect the food availability and plan recipes according to seasonality c. understand that food is processed into ingredients that can be eaten or used in cooking; d. demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; e. demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; f. explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; g. adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; h. alter methods, cooking times and/or temperatures; i. measure accurately and calculate ratios of ingredients to scale up or down from a recipe; j. independently follow a recipe.		Cooking Design an Islamic menu including; starter, main and dessert a. know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; b. understand about seasonality, how this may affect the food availability and plan recipes according to seasonality c. understand that food is processed into ingredients that can be eaten or used in cooking; d. demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; e. demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; f. explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; g. adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; h. alter methods, cooking times and/or temperatures; i. measure accurately and calculate ratios of ingredients to scale up or down from a recipe; j. independently follow a recipe.	
	Music: Year 5: Volcano topic songs Body percussion compositions MMC listening Year 6: Volcano topic songs MMC listening Cup routine compositions	Music: Year 5: Volcano topic songs Reading a treble stave MMC listening Year 6: Volcano topic songs MMC listening Reading drum notation	Music: Play and perform Year 5: Singing rounds and part songs MMC listening Year 6: Origins of jazz MMC listening	Music: Year 5: Singing rounds and part songs MMC listening Year 6: Origins of jazz MMC listening	Music: Year 5: Tuned percussion ensemble pieces MMC listening Year 6: British Songwriting legends Songs with a historical context MMC listening	Music: Year 5: Tuned percussion ensemble pieces MMC listening Year 6: British Songwriting legends Writing a 12 bar blues song MMC listening

Upper Key Stage 2 Long Term Plan

<p>KS2</p>	<p>PE - Teacher led – Basketball and gymnastics</p> <p>Basketball</p> <p>NC 1 - use running, jumping, throwing and catching in isolation and in combination</p> <p>NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Gymnastics</p> <p>NC 3 - develop flexibility, strength, technique, control and balance</p>	<p>PE - Teacher led – Dance and fitness</p> <p>Dance</p> <p>NC 3 - develop flexibility, strength, technique, control and balance</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>Tennis:</p> <p>NC 1 - use running, jumping, throwing and catching in isolation and in combination</p> <p>NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>PE - Teacher led –Football, Athletics</p> <p>Year 6 – Golf – Coach led</p> <p>Football</p> <p>NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Athletics</p> <p>NC 1 - use running, jumping, throwing and catching in isolation and in combination</p> <p>NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Year 6 – Summer 2</p> <p>Golf</p> <p>NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team</p>
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Upper Key Stage 2 Long Term Plan

PSHE	<p>PSHE: Year 5 Health and wellbeing What makes up our identity?</p> <p>Mind mate lesson: Feeling good and being me: Self belief</p> <p>Year 6 Health and wellbeing How can we keep healthy as we grow?</p> <p>Mind mate lesson: Feeling good and being me: Self integrity</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law.</p>	<p>PSHE: Year 5: Living in the wider world What decisions can people make with money?</p> <p>Mind mate lesson: Friends and family: Unhealthy friendships and relationships</p> <p>Year 6 Health and wellbeing How can we keep healthy as we grow?</p> <p>Mind mate lesson: Friends and family: Celebrating friendship</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>PSHE: Year 5: Health and well-being How can we help in an accident or emergency?</p> <p>Mind mate lesson: Life changes: Aspirations to manage change positively)</p> <p>Year 6 Living in the wider world How can the media influence people?</p> <p>Mind mate lesson: Life changes: Moving on</p> <p>British Values: an understanding of how citizens can influence decision-making through the democratic process.</p>	<p>PSHE: Year 5: Relationships How can friends communicate safely?</p> <p>Mind mate lesson: Strong emotions: Strong emotions and mental health</p> <p>Year 6 Living in the wider world How can the media influence people?</p> <p>Mind mate lesson: Strong emotions: happiness</p> <p>British Values: an understanding of how citizens can influence decision-making through the democratic process.</p>	<p>PSHE: Year 5: Health and Well-being How can drugs common to everyday life affect health?</p> <p>Mind mate lesson: Being the same being different: Stigma</p> <p>Year 6 Relationships What will change as we become more independent? How do friendships change as we grow?</p> <p>Mind mate lesson: Body image and social media</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>PSHE: Year 5: Living in the Wider World What jobs would we like?</p> <p>Mind mate lesson: Solving problems and making it better: talking it through restorative justice</p> <p>Year 6 Relationships What will change as we become more independent? How do friendships change as we grow?</p> <p>Mind mate lesson: Solving problems and making it better: winning what does it take?</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law.</p>
RE	<p>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?</p>	<p>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?</p>	<p>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?</p>	<p>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.)</p>	<p>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)</p>	<p>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)</p>

Upper Key Stage 2 Long Term Plan

MFL	<p>MFL: French Topic: All about ourselves</p> <p>Listening and speaking: Listen attentively to spoken language and show understanding by joining in and responding. Develop accurate pronunciation and intonation.</p> <p>Reading and writing: Write phrases from memory to express ideas clearly. Describe people, places, things and actions orally and in writing.</p> <p>Aspects of French culture: Compare attitudes of different cultures.</p>	<p>MFL: French Topic: Family and friends</p> <p>Listening and speaking: Engage in conversations, ask and answer questions, express opinions and respond to those of others. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Reading and writing: Read carefully and show understanding of words, phrases and simple writing. Describe people, places, things and actions orally and in writing.</p> <p>Grammar: Understand basic grammar appropriate to French.</p>	<p>MFL: French Topic: All in a day</p> <p>Listening and speaking: Speak and present in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Reading and writing: Read carefully and show understanding of words, phrases and simple writing. Describe people, places, things and actions orally and in writing.</p> <p>Grammar: Understand basic grammar appropriate to French.</p> <p>Aspects of French culture: Explore the similarities and differences between their own locality and that of a French speaking country.</p>	<p>MFL: French Topic: Let's go shopping</p> <p>Listening and speaking: Engage in conversations, ask and answer questions, express opinions and respond to those of others.</p> <p>Reading and writing: Read carefully and show understanding of words, phrases and simple writing.</p> <p>Grammar: Understand basic grammar appropriate to French.</p>	<p>MFL: French Topic: This is France</p> <p>Listening and speaking: Engage in conversations, ask and answer questions, express opinions and respond to those of others.</p> <p>Reading and writing: Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. Write phrases from memory to express ideas clearly. Describe people, places, things and actions orally and in writing.</p> <p>Grammar: Understand basic grammar appropriate to French.</p> <p>Aspects of French grammar: Compare attitudes of different cultures.</p>
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