**Long Term Curriculum A- Upper Key Stage Two**

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| **Year 5** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Value** | **Courage** | **Belief** | **Welcoming difference** | **Love** | **Ambition** | **Integrity** |
| **Novel** | **Skellig** | | **The Red Tree** | **Romeo and Juliet** | **Holes** | |
|  | How much courage does to take to change your beliefs? | | Why is hope important? | What is the price of love? | Are we limitless? | |
| **Trips** | TBC | | TBC | TBC | TBC | |
| **Immersive environment** | Garage | | Bare Tree… add red leaves | Keep the red tree, and garden scenery and a balcony | Warden’s hut, oak trees and a hammock | |
| **English** | **Poetry** – William Blake  **Discussion** – book review  **Narrative** – mystery/ghost story  **Evaluation** – linked to a piece of Music from the album Skellig  **Explanation** – linked to circulatory system/reproduction in Science | | **Poetry** – Linked to Emily Dickinson Hope is the thing with feathers  **A blog** promoting ways to have good mental health | **Biography** – Shakespeare  **Poetry** – Sonnet  **Playscript** – modern day version | **Historical narrative** – based on Kate Barlow (prequel) – focus on building tension, link to music.  **Contrasting Letters** - Complaint letter to solicitor / letter home (contrasting formality)  **Short Story –** what happens next? (write mid-novel)  **Non-Chronological Report** – Camp Greenlake  **Persuasion** - Promotional Material/Propaganda for Camp Greenlake  **Explanation Text –** linked to Science | |
| **Science** | **Life (Yr5) Animals Inc Humans**  **L2, L4**  **Describe r**eproduction in humans, including the development of male and female reproductive organs and systems  **4.Discern** the processes of reproduction in plants and animals  **Life (Y6) Animals Inc Humans**  **L1, L2**  **BS 3,4**  1.Explain the mechanism of breathing and how this links to the circulatory system  2.Describe the effects of diet, exercise, drugs and lifestyle on the way bodies function and the consequences of imbalance in the diet (i.e. drug abuse, eating disorders, the impact of maternal lifecycle on a foetus) | **Energy (Y5) Forces**  **E2, E3**  **BS1-4**  2.**Relate** knowledge of air and water resistance to make predictions about the speed of movement  3.**Compare** and contrast how pulleys, levers and gears enable a smaller force to have a greater effect | **CHILD INITIATED INVESTIGATION** | **Energy (Y6) Circuits**  **E1, E2**  BS1,2  1.**Compare** and explain the effects of changes to voltage and position of components in an electrical circuit:  2.**Represent** circuits using recognised symbols | **Matter (Y5)**  **M1-M4**  **BS1-4**  **1.Demonstrate** that dissolving, mixing and changes of state are reversible changes  **2.Use** knowledge of solids, liquids and gases to separate materials  **3. Explore and identify** reversible and irreversible changes on the basis of temperature  **4. Justify** the grouping of everyday materials based on evidence from comparative and fair tests. | **Matter (Y6)**  **M1, M2**  **BS 1, 4**  **1.Explain** changes of state in terms of particle model  **1.Use and explain** simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography |
| **History** | **Pandemics and Vaccines (incl. Edward Jenner)**  **Chronology** – Parallel timelines (events in Britain alongside another country)  **Evidence** – Explore a range of sources based on differing perspectives  **Significance**- significant people, medicine through time, vaccine technology |  | **Life in the trenches (WW1 – to include impact of PTSD on soldiers)**  **Chronology** – Parallel timelines (events in Britain alongside another country)  **Evidence** – Explore a range of sources based on differing perspectives  **Significance**- impact on mental health / technology / power | **Henry VIII and his Wives (incl. Reformation)**  **Chronology** – Parallel timelines (events in Britain alongside another country)  **Evidence** – Use critical thinking to discuss reliability of sources  **Significance**- Impact of Henry’s quest for a legitimate - origin of Church of England. |  | |
| **Geography** | **Pandemic Places**  **Place** - Compare the position of countries experiencing pandemics such as: Black Death, Spanish Flu, COVID 19. Use Longitude and Latitude |  | **WW1**  **Place** - Compare the position of countries that played a part in WW1 using Longitude and Latitude.  **Impact of Trench Warfare**  **Place –** locate the location of WW1 trenches on an OS map.  **Space** - Explain how the physical features of the landscape lent themselves to trench warfare.  **Change** - Explain how the digging of trenches affected the environment  **Sustainability** - Analyse the impact of trenches and whether this could have been maintained |  | **Desertification**  **Place** – identify places most at risk of desertification  **Space** - Explain how global warming is impacting on the features of fertile land and contributing to global desertification  **Sustainability** - Analyse the impact of global warming on fertile land globally (desertification) and determine if this can be maintained.  **Change** - Explain how global warming is changing global landscapes (desertification) and determine if this can be maintained. | |
| **Art** | **Artist Focus: Colette Miller**  **Composition (formal elements) -**   * Y5 Tone – create a tone continuum. * Y5 Line – Interlocking * Y5 Texture – Think about how we can use line and tone to create visual texture * Y6 Proportion – Use proportion accurately relating to human features.   **Communication (outcomes and materials)** – small group chalk compositions of large pair of ‘wings’. Photograph of pupils in front of ‘wings’.  **Comprehension** -  Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. | |  | **Artist Focus: Gustav Klimt – The Kiss**  **Composition (formal elements) -**   * Y5 Colour – Explore a range of colours. Introduce complimentary colours. Look at colour for purpose and to express moods/feelings * Y5 Pattern – Create own abstract pattern to reflect personal experiences.   **Communication (outcomes and materials)** – mixed media piece using a range of materials incorporating complimentary colours and own pattern.  **Comprehension** -  Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. | **Artist Focus: Jonathan Harris - Desert Day**  **Composition (formal elements) -**   * Y6 Line – contour and cross hatching. * Y6 Tone – use tone to represent 3D forms * Y6 Texture - create visual texture using line, tone and shape. * Y6 Colour – colour theory – understand primary, secondary, complimentary, tertiary, monochrome and colour schemes. Use and justify use of colours. * Y6 Pattern – create own accurate pattern for a purpose   **Communication (outcomes and materials)** – Desert Landscape in acrylic  **Comprehension** -  Investigate how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values | |
| **DT** | **Textiles – screenprinted baby blanket**  **Innovation & Implementation**: design, screen print and sew a baby blanket  **Tools/materials:** fabric, screen printing tools, needle, cotton.  **User**: Skellig Character | | **Food – recipes for health**  **Innovation & Implementation**: Research and recreate a recipe to boost mental or physical health  **Tools/materials:** mustinclude heating (grill, oven, hob etc.), chopping  **User**: peers |  | **Structures – pulley and gear system**  **Innovation & Implementation**: design and make a small scale pulley/gear system to transport mud.  **Tools/materials:** pulleys, gears, wheels, wood, saws, screwdrivers  **User**: Holes characters | |
| **Music** | **Focus Music: David Gray Skellig [White Owl]**  **Shape**   * Y5/6 Duration - Identify 3/4 signatures. Identify syncopated rhythms and recognise this notation on a stave   **Comprehension [outcome focus]** – Listen and discuss: how does the piece reflect the events of the book? Justify their response using language of musical shape. | |  | **Focus Music: Taylor Swift – Love Story** (contrast with Tchaikovsky – Romeo and Juliet)  **Shape**   * Y5/6 Structure - Identify the melody in a piece of music * Y5/6 Pitch - Identify key changes   **Communication [outcome focus]** – Learn and perform the focus music; reflect structure and pitch accurately.  **Comprehension [2nd outcome focus]** – Listen and discuss: how time and culture affect the way a piece of music is composed and enjoyed. | **Focus Music: Ludwig van Beethoven: Symphony No. 5 in C Minor**  **Shape**   * Y5/6 Dynamics – Using ff, mf, pp, mp, describe dynamics * Y5/6 Texture/Timbre - Describe the role of an individual part/ instrument in an ensemble * Y5/6 Tempo - Identify musical canon and describe changes in the tempo   **Communication [outcome focus]** – Create and compose own symphony with elements of musical canon and changes in dynamics and tempo | |
| **Computing** | 5.1 Coding | 5.2 Online Safety  6.2 Online Safety | 6.4 Blogging  6.6 Networks | 5.8 Word Processing | 5.7 Concept Maps | 6.1 Coding |
| **PSHE / RSE** | **Health (Drug Education)**  **Examine** how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise)  **Establish** what support is available when choices go wrong. | **Relationships (Siblings)**  **Describe** the characteristics of a healthy family life and relate these to their own circumstances. **Recognise** the importance of respect in all relationships and use this to resolve conflicts | **Health (Mental Health – coping with pressure and worries)**  **Examine** how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise)  **Establish** what support is available when choices go wrong. | **Relationships**  **Know** that a person’s body belongs to them, and how to respond safely (e.g. permission seeking) | **Equality (Racial Equality, Sexism)**  **Understand** the term equality and explore the subtle differences in fairness and equality  **Challenge** negative attitudes and stereotypes (race, gender, disability, religion or belief, sexual orientation, age)  **Explain** how their actions affect themselves and others, and explore others’ feelings and points of view. | **Identity (Incl. roles in society, offender rehabilitation)**  **Identify** my own beliefs and values; know how they fit into a diverse society. **Express** pride in my personality, appearance and accomplishments. Know the importance of avoiding stereotypes |
| **RE** | **Understanding Christianity UKS2 (Core & Digging Deeper) Creation & Fall:**  Creation and science: conflicting or complementary?  **Texts**: Genesis 1:1–2:3 / Psalm 8 | **Understanding Christianity UKS2 (Core & Digging Deeper) Incarnation:**  Was Jesus the Messiah?  **Texts**: Matthew 1:18–24, 2:1–12/ Matthew 21:1–9 | [**KS2 LAS Compulsory Unit - God (Islam)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/134FC170D48A0D6DDA1681DD5E8D8FF7.pdf)  [**KS2 LAS Compulsory Unit - Life Journey (Islam)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/D0B1DC5E8DFF66AE609DBFC1BF4F6194.pdf) | **Understanding Christianity UKS2 (Y5 Core & Digging Deeper) Salvation:**  What did Jesus do to save human beings?  **Texts**: Mark’s Gospel C14–15 & Artwork – The Last Supper/ Isiah 53 & John 19 | **Understanding Christianity UKS2 (Core & Digging Deeper) Gospel:**  What would Jesus do?  **Texts**: Matthew 7:24–27, Matthew 5–7, Luke 7:1–10 | **Understanding Christianity UKS2 (Y6 Core & Digging Deeper) Salvation:**  What difference does the resurrection make to Christians?  **Texts**: Series of witness statements in Luke’s Gospel/John 11:25–26 |
| **PE**  Progression in skills outlined within Get Set for PE scheme of work | **Ball Skills – Basketball Y5 & y6 / Swimming**  **Lesson 1:** introduceskill  **Lesson 2:** Swimming  **Apply** refined large and small movements in a range of competitive activities  *Sending, tracking, dribbling, catching.*  *Strokes, breathing, Water safety.* | **Dance – Y5**  **Lesson 1:** introduce skill  **Lesson 2:** Consolidate  **Apply** refined large and small movements in a range of competitive activities  *Actions, dynamics, space, relationships and performance.* | **Ball Skills – Football Y5/6**  **Lesson 1:** introduce skill  **Lesson 2:** consolidate  **Apply** refined large and small movements in a range of competitive activities  *Sending, tracking, dribbling, catching.* | **Dance – Y6**  **Lesson 1:** introduce skil**l**  **Lesson 2:** Consolidate  **Apply** refined large and small movements in a range of competitive activities  *Actions, dynamics, space, relationships and performance.* | **OAA – Y5, then Y6**  **Lesson 1:** introduce skill  **Lesson 2:** introduce skill  **Apply** refined large and small movements in a range of competitive activities  *Problem solving, navigation, communication and reflection.* | **Fitness Y5/6**  **Lesson 1:** introduce skill  **Lesson 2:** consolidation  **Apply** refined large and small movements in a range of competitive activities  *Agility, balance, coordination, speed, strength and stamina.* |
| **MFL**  **2021-22**  **Stage 1 Spanish** | **A new start**  ​  1a) Getting to know you ​  Discover where Spain is in the world ​  Learn how to say greetings in Spanish​  Learn how to ask and answer how they are feeling​  Learn how to ask somebody their name, and how to introduce their name in Spanish​  1b) Numbers​  Learn to say and remember numbers from 1 to 10​  1c) Colours​  Learn to say colours in Spanish  Link to Novel:  How might Characters in Skellig feel  What colours describe this feeling? | **Calendar and Celebrations**  2a -  Bonfire Night colours​  Revisit and recall colours​  Learn new colours for Autumn/Bonfire Night​  ​  2b – Calendar Time​  Learn the names of days of the week​  Learn the months of the year​  Recognise the nouns written down​  Express their birthday month​  Link to Novel:  What times of the year is the story set? | **Animals I like and don’t like**  1a) Celebrating Epiphany​  Revisit colours and numbers​  Revisit days of the week​  ​  1b) Animals around us​  Learn the nouns for animals​  Learn the two ways to say ‘a’ in Spanish​  Learn how to express opinions about animals and say their favourite animal​  Learn the plurals of animals​  Follow a story about animals​  Link to Novel  Describe the story using colours.  Give opinions of the girl on the story. | **Carnival colours, playground games**  2a) Carnival​  Discover the culture and celebration of Carnival​  Learn a carnival song​  Make a carnival mask​  2a) Playground Games​  Revisit colours​  Revisit numbers​  Learn to ask and answer age​  Revisit days and months​  Link to Novel:  Romeo and Juliet meet at a masquerade ball. Link to Carnival masks and making a mask | **Breakfast, fruit nouns and a hungry giant**  ​​  1) Hungry Giant​  Nouns for fruits and vegetables​  Nouns for breakfast foods​  Games for repetition of nouns​  Polite request – asking for something using the structure ‘I would like… please’​  Story of Hungry Giant​  Link to Novel:  What fruit / vegetables would grow in camp green lake? | **Going on a picnic**  ​  2a) Map explorers and gingerbread men​  How to ask and answer where they live​  Practise asking and answering personal information​  Follow the story of the Gingerbread man in Spanish​  ​  2b) Going on a picnic​  Revisit colours and numbers through a new story​  Explore the names of possible locations for a picnic​  Learn the nouns for foods at a picnic​  Link to Novel  Stanley meets lots of boys in the camp. Ask and answer personal questions for the boys he meets. |
| **MFL**  **2022 – 23**  **Stage 2 Spanish** | **Welcome to our School**  1 – Welcome to school  Asking and responding to questions about themselves  Responding to classroom instructions  Revisiting and reading number words to 20  Revisiting months of the year  Following a story about days of the week  Writing names for rooms in a school  Saying and writing nouns for classroom objects (and designing a super learner utility belt!) | **My Local area, your local area**  2a - Bonfire Night poem  Revisit and recall colours  Write a Bonfire Night poem using colours  2b – Robot town, commands and directions  Revisit classroom instructions  Practise writing useful commands  Explore what shops look like in Spain  Practise asking where something is  Respond with the structure ‘Here is…’  Recognise the names of places in a town written down. | **Family tree and faces**  1a) Epiphany time again  Revisit months of the year  Find out about Epiphany in Spain  1b) Alien family and face  Learn the nouns for family members  Make a hand puppet of a family member and record personal information  Write the nouns for family members as part of a family tree  Learn the nouns for parts of the face  Use colours as adjectives to describe parts of the face | **Carnival / Parts of the body**  2a) Carnival of animals  Carnival-themed lesson with animal nouns  2b) Parts of the body and aliens  Revisit parts of the face  Learn nouns for body parts  Learn to use adjectives to describe body parts  Revisit commands  Create own alien/monster and write a description  Assessment lesson  Link to Novel:  Carnival is a time to celebrate and eat lots of nice food. They wear | **Feeling Unwell**  1a) I don’t feel well  Recall body part nouns  Learn phrases for aches and pains (I have \_\_\_\_ ache)  1b) Walking through the jungle  Learn nouns for jungle animals  Follow story with adjectives to describe jungle animals  Write sentences including nouns and adjectives in correct order  Opportunity for themed dragon and unicorn lesson, learning nouns for body parts and putting together with adjectives to write description | **Summer Time**  2a) Weather  Learn weather phrases and play games to practise the phrases  Make a weather windows chart  Look at typical weather in different parts of the world  2b) Ice creams  Learn names of ice cream flavours  Look at sounds in ice cream flavours  Look at the language for ordering an ice cream  Design own perfect ice cream creation  Option to have an ice cream as end of year celebration |

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Description automatically generatedLong Term Curriculum B- Upper Key Stage Two**

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| **Year 6** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Value** | Courage | Belief | Welcoming difference | Love | Ambition | Integrity |
| **Novel** | The Viewer | Into the Jungle | Wonder | | Macbeth | Orphans of the Tide |
|  | When does technology go too far? | Do our experiences shape our beliefs? | Can love overcome shame? | | Are our ambitions influences by others? | Does everyone have the right to freedom of thought, conscience and religion? |
| **Trips** | TBC | TBC | TBC | | TBC | TBC |
| **Immersive environment** | War Scene (to include faux Nuclear Warheads/Boat) | Rainforest | Stage (incorporating a Science Show) | | Stage | Workshop |
| **English** | **Recount**- Diary  **Poetry**- Free Verse  **Persuasion** – impact of technology on human rights i.e., CCTV | **Narrative** – additional chapter based on a different character  **Balanced argument –** deforestation  **Scene description** - Rousseau’s  Painting (NB. This is a recap from earlier YG, not focus artist for term) | **Narrative –** re-write chapter from a different character’s perspective  **Historical narrative** – describing changes to the inclusion of disabled people in society  **Non-fiction webpage** – focussed on the lives and work of disabled artists (linked to Art) <https://www.webdesignerdepot.com/2010/03/the-amazing-art-of-disabled-artists/>  **Internal monologue** - to document a character’s reflections  **Letter** – to apologise and explain | | **Playscript** – modern day  interpretation  **Poetry** – based on witches’ chant  **Non-chronological report**- Globe Theatre  **Balanced Argument** – Macbeth’s actions | **Persuasion –** letter in role as Ellie to inquisitors to persuade that Seth isn’t the vessel.  **Recount –** Diary of an earlier vessel (modelled on Claude Hestamire extracts)  **Extended Narrative** – alternative viewpoint – a chapter as ‘the enemy’ |
| **Science** | **Energy (Y5)**  E1, E4  BS 1-4  1.Explain the effect of the force of gravity, including its impact on the moon, planets and solar system  4.Explain the effect of the earth’s rotation, tilt and movement around the sun (i.e. day and night/movement of sun across sky/seasons) | **Life (Y5)**  L1  BS5  1.Describe the interdependence of organisms, including food webs and insect-pollinated crops. | **Energy (Y6)**  LIGHT  E3,E4  Bs 1,2  3.Compare and contrast how pulleys, levers and gears enable a smaller force to have a greater effect  4.Explain the effect of the earth’s rotation, tilt and movement around the sun (i.e. day and night/movement of sun across sky/seasons)  SCIENCE FAIR!! | **Life (Y5)**  L3  BS 4,5  3.Discern the differences in the life cycles of a mammal, amphibian, reptile, bird and fish.  LIFE (Y6)  L3  BS 5  3. Reason about the classification of living things according to common observable characteristics. | **Life (Y6)**  L4, L5  BS 4-5  4.Explain the concept of ‘natural selection’ and adaptation  5.Explain how fossils provide information about the changes to living things over time  **Child initiated investigation**  BS 3 | |
| **History** | **The Bay of Pigs (Potential for WW3 – Nuclear War)**  **Chronology** – Parallel timelines (events in America and Russia)  **Evidence** – Explore a range of sources based on differing perspectives  **Significance**- Power/ Potential impact of Nuclear technology use (link back to Hiroshima) |  | **Battle of Hastings)**  **Chronology** – Parallel timelines (events in different parts of Britain)  **Evidence** – Explore a range of sources based on differing perspectives  **Significance**- Power | | **Magna Carta**  **Chronology** – Parallel timelines  **Evidence** – Use critical thinking to discuss reliability of sources  **Significance**- Impact on democracy and rights |  |
| **Geography** |  | **The Amazon Rainforest, Brazil**  **Place**- Locate Brazil and compare the coverage of the Amazon rainforest, with 50 years ago.  **Space/Change**- Explain how human use and the features of the Amazon Rainforest led to deforestation  **Sustainability**  Analyse the impact of deforestation and determine if this can be maintained |  |  |  | **The Ring of Fire - Tsunamis**  **Place**- Locate the ring of fire on a world map and globe; overlay and compare the location of the most recent tsunamis  **Space/Change**- Explain how global warming has been linked to increased natural disasters such as tsunamis  **Sustainability**  Analyse the impact of global warming and determine if this an  be maintained. |
| **Art** | **Artist Focus- Escher, The Eye**  **Composition (formal elements to explore) -**   * Y5 Line – Interlocking * Y5 Tone – create a tone continuum * Y5 Shape and form – Represent 3D forms using line on a 2D image. * Y6 Proportion – Use proportion accurately relating to human features.   **Communication (outcomes and materials)** Pencil Sketch of their own eye (can be aided by sketching over black and white photograph).  **Comprehension -**  Investigate how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values |  | **Artist Focus: Anna Schonfield**  **Composition (formal elements)**   * Y6 Shape and form – create pre-designed 3D forms e.g. nets, sculptures. * Y6 Pattern – create own accurate pattern for a purpose.   **Communication (outcomes and materials)** – small individual abstract clay sculptures to represent inclusivity. Patterns to be etched in.  **Comprehension** -  Investigate how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values | |  | **Artist Focus: Hokusai, The Great Wave**  **Composition (formal elements)**   * Y6 Colour – colour theory – understand primary, secondary, complimentary, tertiary, monochrome and colour schemes. Use and justify use of colours. * Y6 Tone – use tone to represent 3D forms. * Y6 Line – contour and cross hatching   **Communication (outcomes and materials)** – small individual abstract sculptures to represent inclusivity.  **Comprehension** -  Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. |
| **DT** |  | **Food – Brazilian Cuisine**  **Innovation & Implementation**: research traditional recipe for Feijoada and cook.  **Tools/materials:** must include heating (grill, oven, hob etc.), chopping  **User**: peers | **Textiles – Bayeaux Tapestry**  **Innovation & Implementation**: screen printing to recreate parts of the Bayeaux tapestry  **Tools/materials:** fabric, screen printing tools, fabric pens for detail  **User**: Community | | **Structures – Stage Design**  **Innovation & Implementation**: design and make a small-scale stage with a pulley/gear system to open an close the curtains.  **Tools/materials:** pulleys, gears, wood, saw, screwdriver, glue.  **User**: prototype for theatre directors. |  |
| **Computing** | 5.2 Online Safety  6.2 Online Safety | 5.3 Spreadsheets | 6.7 Quizzing  6.8 Binary | 5.4 Databases | 6.9 Spreadsheets  5.5 Game Creator | 6.5 Text Adventures |
| **PSHE** | **Safety (Online)**  **Take responsibility** to keep themselves and others safe (e.g. on/offline)  **Analyse** levels of risk and make informed choices  **Know** where to access advice for themselves and others | **Safety (Offline)**  **Take responsibility** to keep themselves and others safe (e.g. on/offline)  **Analyse** levels of risk and make informed choices  **Know** where to access advice for themselves and others | **Equality (Disability)**  **Understand** the term equality and explore the subtle differences in fairness and equality  **Challenge** negative attitudes and stereotypes (race, gender, disability, religion or belief, sexual orientation, age)  **Explain** how their actions affect themselves and others, and explore others’ feelings and points of view  <https://ukdhm.org/v2/wp-content/uploads/2014/09/B5-Disability-Time-Line-NHS-North-West.pdf> | **Identity**  **Identify** my own beliefs and values; know how they fit into a diverse society.  **Express** pride in my personality, appearance and accomplishments.  **Know** the importance of avoiding stereotypes | **Health (link to Macbeth)**  **Examine** how their choices will impact on their physical and mental health (e.g.  use of drugs, tobacco, diet, exercise)  **Establish** what support is available when choices go wrong. | **Relationships (Consent)**  **Describe** the characteristics of a healthy family life and relate these to their own circumstances. .  **Recognise** the importance of respect in all relationships and use this to resolve conflicts  **Know** that a person’s body belongs to them, and how to respond safely (e.g. permission seeking) |
| **RE** | **Understanding Christianity UKS2 (Core) God**:  What does it mean if God is  holy and loving?  **Text**: Psalm 103, Isaiah 6:1–5, John 4:7–13 | **Understanding Christianity UKS2 (Core) People of God**:  How can following God bring freedom and justice?  **Text**: Moses’ Life | **KS2 LAS Compulsory Unit - Being Human (Islam)**  [**KS2 LAS Compulsory Unit - Community (Islam)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/F2F9A78BED9DDAF6D5B2118201B50E7A.pdf) | **Understanding Christianity UKS2 (Core & Digging Deeper) Kingdom of God**:  What kind of king is Jesus?  **Text**: Lord’s Prayer, Luke 14:12–24, Matthew 21: 33–46 | **Understanding Christianity UKS2 (Digging Deeper) God**:  What does it mean if God is  holy and loving?  **Text**: Proverbs 6:16–19 | **Understanding Christianity UKS2 (Digging Deeper) People of God**:  How can following God bring freedom and justice?  **Text**: Commandments in the Old Testament |
| **PE** | **Gymnastics Y5/Swimming**  **Lesson 1:** introduce skill  **Lesson 2:** Swimming  **Apply** refined large and small movements in a range of competitive activities  *Jumps, roles, shape, inverted move and balances.*  *Strokes, breathing, Water safety.* | **Athletics Y5**  **Lesson 1:** introduce skill  **Lesson 2:** Consolidate  **Apply** refined large and small movements in a range of competitive activities  *Running, jumping and throwing.* | **Gymnastics Y6**  **Lesson 1:** introduce ski**ll**  **Lesson 2:** consolidate  **Apply** refined large and small movements in a range of competitive activities  .  *Jumps, roles, shape, inverted move and balances.* | **Athletics Y6**  **Lesson 1:** introduce skill  **Lesson 2:** Consolidate  **Apply** refined large and small movements in a range of competitive activities  .  *Running, jumping and throwing.* | **Net and Wall - Y5, then Y6**  **Lesson 1:** introduce skill  **Lesson 2:** introduce skill  **Apply** refined large and small movements in a range of competitive activities  *Shots, rallying, serving and footwork.* | **Striking and Fielding – Cricket Y5/6**  **Lesson 1:** introduce skill  **Lesson 2:** Consolidation  **Apply** refined large and small movements in a range of competitive activities  *Striking, fielding, throwing and catching.* |
| **Music** | **Focus Music: Linkin Park – Numb**  **Shape**   * Y5/6 Texture/Timbre - Describe the role of an individual part/ instrument in an ensemble * Y5/6 Duration - Identify syncopated rhythms and recognise this notation on a stave * Y5/6 Dynamics – Using ff, mf, pp, mp, describe dynamics   **Comprehension [outcome focus]** – Listen and discuss: how time and culture affect the way a piece of music is composed and enjoyed. |  | **Focus Music: The Greatest Showman – This is Me**  **Shape**   * Y5/6 Structure - Identify the melody in a piece of music * Y5/6 Pitch - Identify key changes * Y5/6 Duration - Identify syncopated rhythms and recognise this notation on a stave   **Communication [outcome focus]** – Learn and perform the focus music; reflect structure, pitch and duration accurately. |  |  | **Focus Music: Handel – Water Music (Overture & Hornpipe)**  **Shape**   * Y5/6 Dynamics – Using ff, mf, pp, mp, describe dynamics * Y5/6 Duration - Identify syncopated rhythms and recognise this notation on a stave * Y5/6 Tempo - Identify musical canon and describe changes in the tempo   **Communication [outcome focus]** – Create and compose own piece with elements of musical canon and changes in dynamics and tempo |
| **MFL**  **2021-22**  **Stage 1 Spanish** | **A new start**  ​1a) Getting to know you ​  Discover where Spain is in the world ​  Learn how to say greetings in Spanish​  Learn how to ask and answer how they are feeling​  Learn how to ask somebody their name, and how to introduce their name in Spanish​  1b) Numbers​  Learn to say and remember numbers from 1 to 10​  1c) Colours​  Learn to say colours in Spanish  Link to Novel:  Describe feelings for each scenario  What colours describe each scenario | **Calendar and Celebrations**  2a -  Bonfire Night colours​  Revisit and recall colours​  Learn new colours for Autumn/Bonfire Night​  ​  2b – Calendar Time​  Learn the names of days of the week​  Learn the months of the year​  Recognise the nouns written down​  Express their birthday month​  Link to Novel:  What Colours describe the jungle? | **Animals I like and don’t like**  1a) Celebrating Epiphany​  Revisit colours and numbers​  Revisit days of the week​  ​  1b) Animals around us​  Learn the nouns for animals​  Learn the two ways to say ‘a’ in Spanish​  Learn how to express opinions about animals and say their favourite animal​  Learn the plurals of animals​  Follow a story about animals​  Link to Novel:  Being different means having and respecting different opinions. Others will like different animals to you. | **Carnival colours, playground games**  ​​2a) Carnival​  Discover the culture and celebration of Carnival​  Learn a carnival song​  Make a carnival mask​  2a) Playground Games​  Revisit colours​  Revisit numbers​  Learn to ask and answer age​  Revisit days and months​  Link to Novel:  Say how old August is?  What colours express how August feels at different parts of the story? | **Breakfast, fruit nouns and a hungry giant**  ​​1) Hungry Giant​  Nouns for fruits and vegetables​  Nouns for breakfast foods​  Games for repetition of nouns​  Polite request – asking for something using the structure ‘I would like… please’​  Story of Hungry Giant​  Link to Novel:  What is influencing the Hungry Giant?  What would influence him to change his ways? | **Going on a picnic**  ​2a) Map explorers and gingerbread men​  How to ask and answer where they live​  Practise asking and answering personal information​  Follow the story of the Gingerbread man in Spanish​  ​  2b) Going on a picnic​  Revisit colours and numbers through a new story​  Explore the names of possible locations for a picnic​  Learn the nouns for foods at a picnic​  Link to Novel  What questions about their personal information might the children ask the various characters they meet? |
| **MFL**  **2022 – 23**  **Stage 2 spanish** | **Welcome to our School**  1 – Welcome to school  Asking and responding to questions about themselves  Responding to classroom instructions  Revisiting and reading number words to 20  Revisiting months of the year  Following a story about days of the week  Writing names for rooms in a school  Saying and writing nouns for classroom objects (and designing a super learner utility belt!) | **My Local area, your local area**  2a - Bonfire Night poem  Revisit and recall colours  Write a Bonfire Night poem using colours  2b – Robot town, commands and directions  Revisit classroom instructions  Practise writing useful commands  Explore what shops look like in Spain  Practise asking where something is  Respond with the structure ‘Here is…’  Recognise the names of places in a town written down. | **Family tree and faces**  1a) Epiphany time again  Revisit months of the year  Find out about Epiphany in Spain  1b) Alien family and face  Learn the nouns for family members  Make a hand puppet of a family member and record personal information  Write the nouns for family members as part of a family tree  Learn the nouns for parts of the face  Use colours as adjectives to describe parts of the face | **Carnival / Parts of the body**  2a) Carnival of animals  Carnival-themed lesson with animal nouns  2b) Parts of the body and aliens  Revisit parts of the face  Learn nouns for body parts  Learn to use adjectives to describe body parts  Revisit commands  Create own alien/monster and write a description  Assessment lesson | **Feeling Unwell**  1a) I don’t feel well  Recall body part nouns  Learn phrases for aches and pains (I have \_\_\_\_ ache)  1b) Walking through the jungle  Learn nouns for jungle animals  Follow story with adjectives to describe jungle animals  Write sentences including nouns and adjectives in correct order  Opportunity for themed dragon and unicorn lesson, learning nouns for body parts and putting together with adjectives to write description | **Summer Time**  2a) Weather  Learn weather phrases and play games to practise the phrases  Make a weather windows chart  Look at typical weather in different parts of the world  2b) Ice creams  Learn names of ice cream flavours  Look at sounds in ice cream flavours  Look at the language for ordering an ice cream  Design own perfect ice cream creation  Option to have an ice cream as end of year celebration |