








Long Term Curriculum A- Upper Key Stage Two


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 Viewer	Romeo and Juliet	Holes	
	How much courage does it 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		Rubbish dump with old toys	Keep the red tree, and garden scenery and a balcony	Warden's hut, oak trees and a hammock	
English	Poetry – William Blake Narrative – character/ setting description Balanced argument Narrative – additional chapter to book Recount – letter Whole School Christmas Themed Write		Recount- Diary Non-chronological Report – sustainability (the dump)	Biography – Shakespeare Poetry – Sonnet for World Poetry Day Persuasive letter – love letter	Historical narrative – dialogue - based on Kate Barlow (prequel) – focus on building tension, link to music. Instructions – linked to Science Poetry – free verse Narrative – contrasting setting descriptions (Camp Greenlake) Persuasion - Promotional Material/Propaganda for Camp Greenlake Explanation Text – linked to Science Focus Author Study – Louis Sacher – Biography (S2)	
Science	<u>Life (Yr5) Animals Inc Humans</u> L2, L4 Describe reproduction in humans, including the development of male and female reproductive organs and systems 4. Discern the processes of reproduction in plants and animals <u>Life (Y6) Animals Inc Humans</u> 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)	<u>Energy (Y5) Forces</u> 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	<u>Energy (Y6) Circuits</u> 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	<u>Matter (Y5)</u> 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.	<u>Matter (Y6)</u> 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	<u>Chronological Study</u> 43AD- 410AD Romans in Britain Chronology – Create timelines which show the order in which people, events and/or civilisations lived/happened. Evidence – Define a range of primary and secondary sources Significance- Describe the impact that Roman leadership, change and conflict had on the future of the country and its development	<u>Chronological Study</u> 1066 Battle of Hastings: Chronology – Parallel timelines (events in different parts of Britain) Evidence – Explore a range of sources based on differing perspectives Significance- Power – who were the contenders for the throne of England? Describe the impact these leadership changes had on the future of the country.	<u>Chronological Study</u> 1215 Magna Carta Chronology – Create timelines which show the order in which events happened. Evidence – analyse a range of primary and secondary sources. Significance- describe the impact of the Magna Carta on democracy in the country.	<u>Chronological Study</u> 1540 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 heir - origin of Church of England. Dissolution of the monasteries and break with Rome.	<u>Chronological Study</u> 1833 Abolition of Slavery Chronology – Create a timeline of key events Evidence – Define primary and secondary sources – look at the reliability of sources Significance- Democracy – impact on human rights and later the impact of money earned by slavers and whether we are right to celebrate those whose wealth came from slavery. Does modern slavery exist? How do we know?	<u>Chronological Study</u> 1837-1901 Victorian Innovation/Changes Chronology – Create a timeline of key events Evidence – Define primary and secondary sources – look at the reliability of sources Significance- look at key figures who forged ahead with innovation/change Charles Darwin – evolution Alexander Grahame Bell – telephone Emmeline Pankhurst – Women's Rights James Watt – Steam Engine
Geography		<u>Tectonic Plate Boundaries</u> Physical- Locate tectonic plate boundaries Place- Know and classify the location of the world's major countries using the terms: hemisphere, longitude, latitude, time zone. <u>Cartography-</u> circular route from school to St Wulframs Church (Christmas Tree festival) to the bus station and back to school.		<u>Desertification</u> 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.	<u>Renewable Energy (Solar)</u> Human- Explain and debate the benefits and costs of renewable energy sources Space- Justify how a range of environments could, and should be used in the future, considering sustainability.	
Art	 Artist Focus: Colette Miller Composition (formal elements) - <ul style="list-style-type: none"> 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'.		Artist Focus: Escher – The Eye  Composition (formal elements to explore) - <ul style="list-style-type: none"> 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	Artist Focus: Gustav Klimt – The Kiss  Composition (formal elements) - <ul style="list-style-type: none"> 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	Artist Focus: Jonathan Harris - Desert Day  Composition (formal elements) - <ul style="list-style-type: none"> 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	

	<p>Comprehension - Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.</p>		<p>sketching over black and white photograph).</p> <p>Comprehension - Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values</p>	<p>complimentary colours and own pattern.</p> <p>Comprehension - Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.</p>		
DT	<p>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</p>			<p>Food – plan a Tudor banquet Innovation & Implementation: Research and recreate a series of recipes that would have been made in Tudor times Tools/materials: must include heating (grill, oven, hob etc.), chopping User: peers</p>	<p>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</p>	
Music	<p>Focus Music: Angels – Robbie Williams</p> <p>Shape</p> <ul style="list-style-type: none"> Y5/6 Duration - Identify 3/4 signatures. Identify syncopated rhythms and recognise this notation on a staff <p>Comprehension [outcome focus] – Listen and discuss: how does the piece reflect themes within the book? Justify their response using language of musical shape.</p>			<p>Focus Music: Taylor Swift – Love Story (contrast with Tchaikovsky – Romeo and Juliet)</p> <p>Shape</p> <ul style="list-style-type: none"> Y5/6 Structure - Identify the melody in a piece of music Y5/6 Pitch - Identify key changes <p>Communication [outcome focus] – Learn and perform the focus music; reflect structure and pitch accurately.</p> <p>Comprehension [2nd outcome focus] – Listen and discuss: how time and culture affect the way a piece of music is composed and enjoyed.</p>	<p>Focus Music: Ludwig van Beethoven: Symphony No. 5 in C Minor</p> <p>Shape</p> <ul style="list-style-type: none"> 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 <p>Communication [outcome focus] – Create and compose own symphony with elements of musical canon and changes in dynamics and tempo</p>	
Computing	<p>5.2 online safety 5.9 concept maps</p> <p>Safety Know that portraying others online is illegal.</p>	<p>5.1 coding</p> <p>Safety Recognise that identities are portrayed online may not be accurate.</p>	<p>5.3 spreadsheets</p> <p>Safety Challenge inequality online.</p>	<p>5.8 word processing</p> <p>Safety Think critically about how themselves and others are portrayed online.</p>	<p>6.4 blogging 6.6 networks</p> <p>Safety Take responsibility to keep themselves and others safe online.</p>	<p>6.5 text adventures 6.6 3D modelling</p> <p>Safety Address the negative impact that social media can have on mental wellbeing and know steps we can take to protect ourselves.</p>
PSHE / RSE	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>Relationships Know that a person's body belongs to them, and how to respond safely (e.g., permission seeking)</p>	<p>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.</p>	<p>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</p>
RE	<p>KS2 LAS Compulsory Unit - Being Human (Islam)</p>	<p>KS2 LAS Compulsory Unit - Life Journey (Islam)</p>	<p> Understanding Christianity UKS2 (Core & Digging Deeper) Creation & Fall: Creation and science: conflicting or complementary? Origins of the Univers, and non-religious views Texts: Genesis 1:1–2:3 / Psalm 8</p>		<p>LAS Additional (Including Christianity): Do you have to believe in God to be good? [Opportunity to study Buddhism/Humanism/atheism and explore e.g., issues of social justice]</p>	
PE	<p>Dance – Y5</p> <p>Skill: Develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels</p> <p><i>Actions, dynamics, space, relationship and performance.</i></p>	<p>Football Y5/6</p> <p>Skill: Developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball.</p> <p><i>Control, passing, receiving, shooting, position, tactics and teamwork.</i></p>	<p>Fitness Y5/6</p> <p>Skill: To develop a range of components of fitness. Testing and re-testing, following training.</p> <p><i>Aqility, balance, coordination, speed, strength and stamina.</i></p>	<p>Tennis Y5</p> <p>Skill: develop the key skills required for tennis such as the ready position, racket control and hitting a ball.</p> <p><i>Position, control, movement, shots, serve, rally and footwork.</i></p>	<p>Netball – Y5/6</p> <p>Skill: Developing key skills and principles such as defending, attacking, throwing, catching and shooting.</p> <p><i>Sending, tracking, passing, shooting, defending, attaching and catching.</i></p>	<p>Athletics – Y5</p> <p>Skill: Develop basic running, jumping and throwing techniques.</p> <p><i>Coordination, running, jumping and throwing</i></p>
MFL 2021-22 Stage 1 Spanish	<p>A new start</p> <p>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</p> <p>1b) Numbers</p>	<p>Calendar and Celebrations</p> <p>2a - Bonfire Night colours Revisit and recall colours Learn new colours for Autumn/Bonfire Night</p> <p>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</p> <p>Link to Novel:</p>	<p>Animals I like and don't like</p> <p>1a) Celebrating Epiphany Revisit colours and numbers Revisit days of the week</p> <p>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</p>	<p>Carnival colours, playground games</p> <p>2a) Carnival Discover the culture and celebration of Carnival Learn a carnival song Make a carnival mask</p> <p>2a) Playground Games Revisit colours Revisit numbers Learn to ask and answer age Revisit days and months</p> <p>Link to Novel:</p>	<p>Breakfast, fruit nouns and a hungry giant</p> <p>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</p>	<p>Going on a picnic</p> <p>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</p> <p>2b) Going on a picnic</p>

	<p>Learn to say and remember numbers from 1 to 10</p> <p>1c) Colours Learn to say colours in Spanish</p> <p>Link to Novel: How might Characters in Skellig feel What colours describe this feeling?</p>	<p>What times of the year is the story set?</p>	<p>Link to Novel</p>	<p>Romeo and Juliet meet at a masquerade ball. Link to Carnival masks and making a mask</p>	<p>Link to Novel: What fruit / vegetables would grow in camp green lake?</p>	<p>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</p> <p>Link to Novel Stanley meets lots of boys in the camp. Ask and answer personal questions for the boys he meets.</p>
<p>MFL 2022 – 23 Stage 2 Spanish</p>	<p>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!)</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

Long Term Curriculum B- Upper Key Stage Two

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	Into the Jungle	Goodnight Mr Tom	Wonder		Macbeth	Orphans of the Tide
	Do our experiences shape us?	Do our experiences shape our beliefs?	Can love overcome shame?		Are our ambitions influenced by others?	Does everyone have the right to freedom of thought, conscience and religion?
Trips	TBC	TBC	TBC	TBC	TBC	TBC
Immersive environment	Rainforest	Anderson Shelter	Stage (incorporating a Science Show)		Stage	Workshop
English	Poetry – free verse Narrative – character/setting description Balanced argument - deforestation	Narrative – additional chapter to book. Recount – letter Whole School Christmas Themed Write	Recount - Diary entry (August finds out he is going to school) Non-chronological report - planets Non-fiction - Biography – Alice Shonfeld Poetry – Sonnets for World Poetry Day Persuasive letter - school trip		Instructions: link to Science Historical Narrative - Dialogue: (Macbeth and Lady Macbeth) Setting Description: Scottish castle	Recount – trip to the Space Centre Play Script Explanation text – link to Science Focus Author Study – Struan Murray - biography
Science	Life (Y5) L1 BS5 1.Describe the interdependence of organisms, including food webs and insect-pollinated crops.	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.	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)	Energy (Y6) LIGHT E3,E4 Bs 1,2 STEM project SCIENCE FAIR!!	Energy (Y5) L3 Compare and contrast how pulleys, levers and gears enable a smaller force to have a greater effect.	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	Chronological Study 1914- 1918 Life in the Trenches Chronology – Create a timeline of key events in the Great War Evidence – Explore and analyse a range of primary and secondary sources about life in the trenches for both British and German troops. Significance - What impact did the First World War have on the soldiers, how did life change post-war and analyse the importance of the war on the country as a whole.	Chronological Study 1939-1945 The Impact of Ww2 including the Holocaust. Chronology – Create a timeline of key events Evidence – Look at primary and secondary sources, analyse the use of propaganda to promote certain messages. Significance - Explore the impact of the Holocaust on the world, the re-homing of the Jews and the way in which the world remembers what happened	Chronological Study 1961 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			Chronology Study Technology 1963 onwards Space Race/ Tim Bernes-Lee and other innovators Chronology – Create a timeline of significant inventions/inventors of 21 st century Evidence – Analyse and define primary and secondary sources Significance - Technology – space race and moon landings/ the birth of the internet /mobile phone technology/Hadron collider/autonomous vehicles and artificial intelligence.
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 lead to deforestation Sustainability - Analyse the impact of deforestation and determine if this can be maintained.			Globalisation Human- Know what globalisation is Explain how this can impact on industry and manufacturing Cartography - to navigate and map out the Circular walk of local secondary schools		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 can be maintained. Migration Factors Push and pull factors
Art	Focus on animal photography and sketches of animal pictures. Lucy Webster from Lincolnshire. https://www.lucywebster-art.co.uk/wildlife-portfolio		 Artist Focus: Alice Schonfield Composition (formal elements) <ul style="list-style-type: none">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) <ul style="list-style-type: none">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: Dig for Victory Innovation & Implementation Research ways to preserve food in WW2 (pickling and bottling) and try this out on fresh produce. Tools/materials: bottles, jars, vinegar, vegetables. User: their families.			Structures – Stage Design Innovation & Implementation: design and make a small-scale stage with a pulley/gear system to open and close the curtains. Tools/materials: pulleys, gears, wood, saw, screwdriver, glue. User: prototype for theatre directors.	
Computing	6.2 Online safety 6.3 binary Safety (Online)	6.1 coding Safety	6.7 quizzing Safety	5.4 database 6.6 Networks	5.5 game creator Safety	6.9 spreadsheets Safety

	<p>Recognise that identities are portrayed online may not be accurate.</p>	<p>Know that portraying others online is illegal.</p>	<p>Challenge inequality online.</p>	<p>Safety Think critically about how themselves and others are portrayed online.</p>	<p>Take responsibility to keep themselves and others safe online.</p>	<p>Address the negative impact that social media can have on mental wellbeing and know steps we can take to protect ourselves.</p>
PSHE	<p>Understanding Christianity UKS2 (Core) </p> <p>God: What does it mean if God is holy and loving? Text: Psalm 103, Isaiah 6:1–5, John 4:7–13</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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)</p>
RE	<p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p>	<p>Incarnation UC 2b.4 (core) Was Jesus the Messiah? [Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?] Sources of Authority could be: Bible, Priests, Christians, traditions, etc</p>	<p>LAS Compulsory: Being Human – Hinduism How does faith and belief affect the way Hindus live their lives? [How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</p>	<p>LAS Compulsory Life Journey – Hinduism How do Hindus show they belong? How do Hindus show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)</p>	<p>LAS Additional Expressing Beliefs through the Arts (including Christianity) [How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE</p>	
PE	<p>Football Y5/6</p> <p>Skill: Developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball.</p> <p><i>Control, passing, receiving, shooting, position, tactics and teamwork.</i></p>	<p>Gymnastics – Y6</p> <p>Skill: Learn how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.</p> <p><i>Movement, control, aesthetics, balance, coordination and performance.</i></p>	<p>Dodgeball – Y5/6</p> <p>Skill: Develop key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent.</p> <p><i>Throwing, dodging, catching, coordination, teamwork and honesty.</i></p>	<p>Rounders – Y5/6</p> <p>Skill: Learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles.</p> <p><i>Throwing, catching, batting, strategy, communication and fair play.</i></p>	<p>Athletics – Y6</p> <p>Skill: Develop basic running, jumping and throwing techniques.</p> <p><i>Coordination, running, jumping and throwing.</i></p>	<p>Cricket – Y5/6</p> <p>Skill: Learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low.</p> <p><i>Bowling, striking, batting, fielding, throwing and catching.</i></p>
Music		<p>Vera Lynn: We'll meet again.</p> <p>Shape</p> <ul style="list-style-type: none"> Y5/6 Temp - Identify accelerando/ritarando Y5/6 Structure - Identify the structure of the song Y5/6 Duration - Identify staccato and legato notation; interpret rhythmic notation of a stave <p>Communication [outcome focus] – Create and compose own piece of WW2 music – justify composition decisions with language and musical shape.</p>		<p>Focus Music: The Greatest Showman – This is Me</p> <p>Shape</p> <ul style="list-style-type: none"> 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 <p>Communication [outcome focus] – Learn and perform the focus music; reflect structure, pitch and duration accurately.</p>		<p>Focus Music: Handel – Water Music (Overture & Hornpipe)</p> <p>Shape</p> <ul style="list-style-type: none"> 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 <p>Communication [outcome focus] – Create and compose own piece with elements of musical canon and changes in dynamics and tempo</p>
MFL 2021-22 Stage 1 Spanish	<p>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!)</p>	<p>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?</p>	<p>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</p>	<p>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:</p>	<p>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?</p>	<p>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</p>

			opinions. Others will like different animals to you.	Say how old August is? What colours express how August feels at different parts of the story?		What questions about their personal information might the children ask the various characters they meet?
MFL 2022 – 23 Stage 2 spanish		<p><u>My Local area, your local area</u> 2a - Bonfire Night poem Revisit and recall colours Write a Bonfire Night poem using colours 2b – Robot town, commands and directions</p> <p>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.</p>	<p><u>Family tree and faces</u> 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</p>	<p><u>Carnival / Parts of the body</u> 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</p>	<p><u>Feeling Unwell</u> 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</p>	<p><u>Summer Time</u> 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</p>