







+Long Term Curriculum A- Upper Key Stage Two

Year 5 Value Big Question (Spirituality link)	Autumn Term 1		Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Courage	Belief		Welcoming difference	Love	Ambition	Integrity
	How much courage does it take to change your beliefs?			Why is hope important?	What is the price of love?	Are we limitless?	
Novel	Skellig			The Viewer	Romeo and Juliet	Holes	
Trips	TBC			TBC	TBC	TBC	
Immersive environment English	Garage			Rubbish dump with old toys	Keep the red tree, and garden scenery and a balcony	Warden’s hut, oak trees and a hammock	
	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 (method) Poetry – free verse Narrative – contrasting setting descriptions (Camp Greenlake) Persuasion - Promotional Material/Propaganda for Camp Greenlake Explanation Text – linked to Science (method) Focus Author Study – Louis Sacher – Biography (S2)	
	Year 5- Word Reading						
	To know how to read words containing taught suffixes. To know how to read and comprehend as many words as possible from the Y5/6 statutory list.						
	Year 5- Reading- Age-appropriate texts						
	To know how to discuss the understanding of and explore the meaning of words in context. To use knowledge of taught prefixes to explain the meaning of most words. To know how to retrieve and record information from non-fiction texts. To know how to summarise the main ideas drawn from more than one paragraph, identifying key details. To know how to explain and discuss their understanding of what they have read drawing on inference and justifying these with evidence. To know how to evaluate how authors use language including figurative language and consider the impact on the reader. To know how writers adapt language to create comic and dramatic effects. To know how to understand the aspects of narrative structure including how chapters link and how the passing of time is conveyed to the reader. To know how to infer how characters are feeling, thinking and their motives and justifying those inferences with evidence from the text. To know how to justify their views and opinions. To know how to make predictions from details, both stated and implied. To know how to appraise a text quickly and gather an overall meaning. To know how to evaluate how authors use language including figurative language and consider the impact on the reader. To know how writers adapt language to create comic and dramatic effects. To know how to make comparisons across texts.						
	Year 5- Writing						
	To know how to write for a range of purposes and audiences. To know how to select vocab and grammar to reflect the purpose of the writing. To know how to describe settings, characters and atmosphere in narrative work. To know how to apply adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification, and precision. To know how to integrate dialogue in narratives to help convey character and/or advance action. To know how to use cohesive devices, including adverbials of time, place and number within paragraphs. To know how to vary sentence structures throughout a text. To know how to use a wider range of conjunctions (sub-ordinating and co-ordinating) to join sentences with more than one clause. To know how to use verb forms accurately and know how to use appropriate tense choice maintained. To know how to use the full range of punctuation taught in LKS2 correctly: Full stops, capital letters, question marks, apostrophes for singular and plural possession, inverted commas, commas used to mark fronted adverbials, commas in a list and inverted commas. To know how to spell most Year Three/Four words correctly. To know how to write legibly, fluently and with increasing speed.						
	Year 6- Word Reading						
	To know how to read most words containing taught suffixes. To know how to read and comprehend most words from Y5/6 statutory lists.						
	Year 6- Reading						
	To know how to use prefixes to explain the meaning of most words containing them. To know how to retrieve, record and present information from an non-fiction text. To know how to summarise the main ideas, identifying key details and using quotations to illustrate. Know how to explain and discuss what they have just read and know how to draw inferences and justify these with evidence from the text. To know how to infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. To know how to provide reasoned justifications for their views. To know how to make predictions from details stated and implied. To know how to appraise a text quickly to gather its overall meaning. To know how authors evaluate the use of language, including figurative language and consider the impact on the reader. To know how to make comparisons within and across texts.						
	Year 6- Writing						
To know how to effectively write for a range of purposes and audiences selecting language that shows good awareness of the reader. To know how, in narratives, to describe settings, characters and atmosphere. To know how to integrate dialogue in narratives to convey character and advance the action. To know how to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. To know how to use a range of devices to build cohesion (eg conjunction adverbials of time and place, pronouns, synonyms) within and across paragraphs. To know how to use verb tenses consistently and correctly throughout their writing. To know how to use punctuation taught at KS2 mostly correctly. To know how to spell most words from the Y5/6 spelling list and how to use the dictionary to check.							
Maths- White Rose SOW	Year 5- Place Value, Four Operations, Fractions To know how to read and write numbers to 1,000,000, and round. To know mental strategies to add and subtract numbers with more than 4 digits, factors, multiples, prime, square, cube numbers. To know unit and non-unit fractions, improper & mixed, and how to add and subtract fractions.			Year 5- Multiplication & Division, Fractions, Decimals & Percentages, Perimeter & Area, Statistics To know how to multiply up to 4-digits by a 2-digit number, and use short division To know and use decimals up to 3 decimal places, round to the nearest whole, and identify equivalent fractions, decimals & percentages. To know how to find the perimeter and area of rectangles, and the area of compound shapes. To know how to read and interpret line graphs and timetables.		Year 5- Shape, Position & Direction, Decimals, Negative Numbers, Converting Units & Volume To know how to identify, compare and order angles, and measure with protractor. To know coordinates on the first quadrant, translate and reflect with coordinates, and find lines of symmetry. To know how to add and subtract decimals. To know how to use negative numbers in context. To know metric and imperial units. To know how to compare and estimate volume.	
	Year 6- Place Value, Four Operations, Fractions, Converting Units To know how to read and write numbers to 10,000,000, round, and use negative numbers. To know factors, multiples, prime, square, and cube numbers. To know how to use four operations with fractions, find equivalent fractions, and simplify. To know metric and imperial units.			Year 6- Ratio, Algebra, Decimals, Fractions, Decimals & Percentages To know how to use scale factors and proportions. To know how to use function machines, substitution and formulae. To know how to use the four operations with decimals, rounding, and use numbers to 3 decimal places. To know how to find equivalence and order fractions, decimals & percentages.		Year 6- Area, Perimeter & Volume, Statistics, Shape Position & Direction To know how to find the area of quadrilaterals and triangles, and volume of cuboids. To know how to draw and interpret line graphs, bar charts, pie charts, and find the mean average.	

				To know how to identify angles in triangles, regular polygons & special quadrilaterals, and make nets of 3D shapes. To know what the four quadrants are, and how to translate and reflect.		
Science	<p><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</p> <p><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)</p>	<p><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</p>	CHILD INITIATED INVESTIGATION	<p><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</p>	<p><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.</p>	<p><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</p>
History	<p><u>Chronological Study</u> 43AD- 410AD Romans in Britain <u>Chronology</u> - to know how to use timelines to synthesise the impact of the Romans on Britain. <u>Evidence</u>—Know how to use critical thinking to look at the reliability of sources. <u>Significance</u>- Know how to explain the impact of Roman leadership.</p>	<p><u>Chronological Study</u> 1066 Battle of Hastings: <u>Chronology</u> – know how to synthesise two parallel timelines. (events in different parts of Britain) <u>Evidence</u> -Know how to use critical thinking to look at the reliability of sources. <u>Significance</u>- Power –Know how to explain the power struggle for the throne and know the impact of the outcome.</p> <ul style="list-style-type: none">- Who were the contenders for the throne of England?- Describe the impact these leadership changes had on the future of the country.	<p><u>Chronological Study</u> 1215 Magna Carta <u>Chronology</u> –Know how to use timelines to synthesise the impact of the Magna Carta on modern Britain. <u>Evidence</u> –Know how to use critical thinking to look at the reliability of sources. <u>Significance</u>-To know how to explain the impact the Magna Carta, had on global democracy</p>	<p><u>Chronological Study</u> 1540 Henry VIII and his Wives (incl. Reformation) <u>Chronology</u> –Know how to use timelines to synthesise the impact of the Henry VIII’s reign on Britain.</p> <ul style="list-style-type: none">- Parallel timelines- events in Britain alongside another country <p><u>Evidence</u> –Know how to use critical thinking to look at the reliability of sources. <u>Significance</u>- Know how to explain the impact Henry VIII’s reign, had on religion.</p> <ul style="list-style-type: none">- Impact of Henry’s quest for a legitimate heir - origin of Church of England. Dissolution of the monasteries and break with Rome.		<p><u>Chronological Study</u> 1837-1901 Victorian Innovation/Changes <u>Chronology</u> – Know how to use timelines to synthesise the impact of the innovation- Create a timeline of key events <u>Evidence</u> – Define primary and secondary sources. Know how to use critical thinking to look at the reliability of sources. <u>Significance</u>- Know how to explain the impact of a variety of innovations on the country. Charles Darwin – evolution Alexander Grahame Bell – telephone Emmeline Pankhurst – Women’s Rights James Watt – Steam Engine</p>
Geography		<p><u>Tectonic Plate Boundaries</u> <u>Physical</u>: To know the location of the tectonic plate boundaries; determine how these correlate with the formation of volcanoes and earthquakes. <u>Place</u>: To know the location of the world’s major countries and describe using terms hemisphere, longitude, latitude, time zone [USA, China, Russia, France, Canada, Brazil, Australia, India, Argentina]. <u>Cartography</u>: To know the principles of longitude and latitude and time zones. <u>Cartography</u>: To know the OS map conventions and use this knowledge to construct maps, plan, navigate and evaluate a journey [circular route from school to St Wulfram’s Church to the bus station and back to school]</p>		<p><u>Desertification</u> <u>Place</u>: To know the location of the world’s major countries and describe using terms hemisphere, longitude, latitude, time zone [USA, China, Russia, France, Canada, Brazil, Australia, India, Argentina]. <u>Physical</u>: To know and analyse the worldwide impact of climate change across different biomes [specifically explore desertification].</p>	<p><u>Renewable Energy (Solar)</u> <u>Human</u>: To know, explain and debate the benefits and costs of renewable energy sources [solar]. <u>Space</u>: To justify how a range of environments should be used in the future considering sustainability [linked specifically to solar energy].</p>	

Art		OS Symbols: Church, bank, parking.			
	 <p>Artist Focus: Colette Miller</p> <p>Composition (formal elements) -</p> <ul style="list-style-type: none"> <u>Y5 Tone</u> – create a tone continuum. <u>Y5 Line</u> – Interlocking <u>Y5 Texture</u> – Think about how we can use line and tone to create visual texture <u>Y6 Proportion</u> – Use proportion accurately relating to human features. <p>Communication (outcomes and materials) – small group chalk compositions of large pair of ‘wings’. Photograph of pupils in front of ‘wings’.</p> <p>Comprehension - <u>Explain</u> how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.</p>		<p>Artist Focus: Escher – The Eye</p>  <p>Composition (formal elements to explore) -</p> <ul style="list-style-type: none"> <u>Y5 Line</u> – Interlocking <u>Y5 Tone</u> – create a tone continuum <u>Y5 Shape and form</u> – Represent 3D forms using line on a 2D image. <u>Y6 Proportion</u> – Use proportion accurately relating to human features. <p>Communication (outcomes and materials) Pencil Sketch of their own eye (can be aided by sketching over black and white photograph).</p> <p>Comprehension - <u>Investigate</u> how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values</p>		 <p>Artist Focus: Jonathan Harris - Desert Day</p> <p>Composition (formal elements) -</p> <ul style="list-style-type: none"> <u>Y6 Line</u> – contour and cross hatching. <u>Y6 Tone</u> – use tone to represent 3D forms <u>Y6 Texture</u> - create visual texture using line, tone and shape. <u>Y5 Colour</u> – Explore a range of colours. Introduce complimentary colours. Look at colour for purpose and to express moods/feelings <u>Y5 Pattern</u> – Create own abstract pattern to reflect personal experiences <p>Communication (outcomes and materials) – Desert Landscape in acrylic</p> <p>Comprehension - <u>Investigate</u> how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values</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>Communication (outcomes and materials) – mixed media piece using a range of materials incorporating complimentary colours and own pattern.</p>
DT		<p>Textiles – screen-printed pillowcase</p> <p>User- To know that they are creating for a character from their focused novel.</p> <p>Innovation & Implementation- To design their own pillowcase, to know and remember the skill of sewing to enable them to create their own pillowcase. To learn different stitching techniques.</p> <p>Tools/ materials- To know how to use screen printing tools to place their design onto their pillowcase.</p> <p>Evaluation- To evaluate throughout the process, making adaptations to improve their end product.</p>		<p>Food – plan a Tudor banquet</p> <p>User- to know that they are making their recipes/ meal for consumption.</p> <p>Innovation & Implementation- To know how to research and recreate recipes from Tudor times.</p> <p>Tools/ materials- To know how to use heating equipment (grill, hob, oven) safely and independently. To know how to finely chop ingredients with care to create their own Tudor meal.</p> <p>Evaluation- To be able to evaluate their recipes, to suggest improvements that could be made.</p>	<p>Structures – wooden desert creature</p> <p>User- To know how to make a small toy for a character in the novel.</p> <p>Innovation & Implementation- To know how to design a moving wooden creature.</p> <p>Tools/ materials- To use precise techniques that involve saws, drills and screwdrivers to create their creature out of wood.</p> <p>Evaluation- To evaluate throughout the design and making stage, to make adaptations to their design to make improvements to their toy.</p>
Music	<p>Focus Music: Angels – Robbie Williams</p> <p>Shape: Duration- To know what a syncopated rhythm is and to recognise the notation on a stave. To know and identify 3/4 signatures.</p> <p>Comprehension (outcome focus): To listen and discuss the focus piece of music: how does the piece reflect the themes in the book? To know and use the language of musical shape to justify their response.</p>			<p>Focus Music: Taylor Swift – Love Story (contrast with Tchaikovsky – Romeo and Juliet)</p> <p>Shape: Structure- To know what a melody is and to identify these in pieces of music.</p> <p>Pitch- To know that pitch can change, to use the correct terminology to describe the key changes.</p> <p>Communication (outcome focus): To know the terminology; tempo, dynamics and pitch. To learn and perform the focus piece of</p>	<p>Focus Music: Ludwig van Beethoven: Symphony No. 5 in C Minor</p> <p>To investigate using a range of musical instruments</p> <p>Shape: Duration- To know the terminology fortissimo (very loud- ff), mezzo-forte (medium loud- mf), pianissimo (very soft- pp), mezzo-piano (medium soft- mp). To use the terminology to describe the dynamics in the focus piece of music.</p> <p>Texture/ timbre- To know the individual part of an instrument in an ensemble.</p> <p>Tempo- To know what a music canon is (rule), to use this to identify and discuss changes in tempo.</p>

				music reflecting the terminology; tempo, dynamics and pitch accurately and independently. Comprehension (outcome focus): To know that time and culture can affect the way that a piece of music is composed and enjoyed, to discuss these within a group.	Communication (outcome focus): To know use knowledge of music canons and changes in dynamics and tempo to create and compose own symphony.	
Computing	5.2 online safety 5.9 concept maps Safety Know that portraying others online is illegal.	5.1 coding Safety Recognise that identities are portrayed online may not be accurate.	5.3 spreadsheets Safety Challenge inequality online.	5.8 word processing Safety Think critically about how themselves and others are portrayed online.	6.4 blogging 6.6 networks Safety Take responsibility to keep themselves and others safe online.	6.5 text adventures 5.6 3D modelling Safety Address the negative impact that social media can have on mental wellbeing and know steps we can take to protect ourselves.
	Computer Science: UKS2 – To know how to design, write and debug programs. Information technology: UKS2 – To know and understand how to select, manipulate, edit and create digital media. Digital Literacy: UKS2 – To know to use technology safely, and to understand how to report concerns online.		Computer Science: UKS2 – To understand how to work with variables and various forms of input and output. Information Technology: UKS2 – To know and understand how to select, use and combine a variety of software.		Computer Science: UKS2 – To know and understand how algorithms work. To know how to detect and correct errors in algorithms and programs. Logical reasoning to explain how simple Information technology: UKS2 – To understand how to use search technologies effectively. To know how to create digital media from a wide range of sources.	
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 Media Literacy and Digital Resilience – online content	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. Keeping Safe Online – personal information, images	Relationships Know that a person’s body belongs to them, and how to respond safely (e.g., permission seeking) Love and Marriage	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. Online Safety – images, appropriate and inappropriate content	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 Money and Work
RE	KS2 LAS Compulsory Unit - Being Human (Hinduism)	KS2 LAS Compulsory Unit - Life Journey (Islam)	 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		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]	
	To know that Moksha, Atman and Dharma are connected To know that Hindus seek Dharma in different ways To know the key practices associated with rites of passage		To know the power and majesty of the creator To know and debate controversy around religious views and that of contemporary science		To know the Four Noble Truths in a Buddhist worldview, the Eightfold Path and the Five Precepts. To know Humanism is a non-religious worldview that does not have a concept of God. To know the key principles of Humanism.	
PE	Football Y5/6	Fitness Y5/6	Tennis Y5	Dance – Y5	Netball – Y5/6	Athletics – Y5
	Skill: Developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. <u>Control, passing, receiving, shooting, position, tactics and teamwork.</u>	Skill: To develop a range of components of fitness. Testing and re-testing, following training. <u>Agility, balance, coordination, speed, strength and stamina.</u>	Skill: develop the key skills required for tennis such as the ready position, racket control and hitting a ball. <u>Position, control, movement, shots, serve, rally and footwork.</u>	Skill: Develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels <u>Actions, dynamics, space, relationship and performance.</u> Royal Opera House- Romeo and Juliet	Skill: Developing key skills and principles such as defending, attacking, throwing, catching and shooting. <u>Sending, tracking, passing, shooting, defending, attaching and catching.</u>	Skill: Develop basic running, jumping and throwing techniques. <u>Coordination, running, jumping and throwing</u>
MFL 2021-22	A new start	Calendar and Celebrations	Animals I like and don’t like	Carnival colours, playground games	Breakfast, fruit nouns and a hungry giant	Going on a picnic



Stage 1 Spanish	<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 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>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: What times of the year is the story set?</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>Link to Novel</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: Romeo and Juliet meet at a masquerade ball. Link to Carnival masks and making a mask</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>Link to Novel: What fruit / vegetables would grow in camp green lake?</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 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>
MFL 2022 – 23 Stage 2 Spanish	<p><u>Welcome to our School</u> 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><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 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>




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
Big Question (Spirituality link)	Do our experiences shape us?	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?
Novel	Into the Jungle	Goodnight Mr Tom	Wonder		Macbeth	Orphans of the Tide
Trips Immersive environment English	TBC	TBC	National Space Centre - Leicester		TBC	TBC
	Rainforest	Anderson Shelter	Stage (incorporating a Science Show)		Stage	Workshop
	Poetry – free verse Narrative – character/setting description Balanced argument- deforestation	Non-chronological report - Evacuees Recount – informal letter from Willie to Mum Whole School Christmas Themed Write	Persuasive letter - school trip Recount - Diary entry (August finds out he is going to school) Narrative – Chapter from a different POV Instructions: link to Science Non-chronological report – planets Recount – trip to the Space Centre Poetry – Free Verse for World Poetry Day		Historical Narrative - Dialogue: (Macbeth and Lady Macbeth) Setting Description: Scottish castle	Play Script Focus Author Study – David Attenborough - biography
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	Year 5- Reading- Age-appropriate texts					
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	To know how to read most words containing taught suffixes. To know how to read and comprehend most words from Y5/6 statutory lists.					
	Year 6- Reading					
	To know how to use prefixes to explain the meaning of most words containing them. To know how to retrieve, record and present information from an non-fiction text. To know how to summarise the main ideas, identifying key details and using quotations to illustrate. Know how to explain and discuss what they have just read and know how to draw inferences and justify these with evidence from the text. To know how to infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. To know how to provide reasoned justifications for their views. To know how to make predictions from details stated and implied. To know how to appraise a text quickly to gather its overall meaning. To know how authors evaluate the use of language, including figurative language and consider the impact on the reader. To know how to make comparisons within and across texts.					
Year 6- Writing						
To know how to effectively write for a range of purposes and audiences selecting language that shows good awareness of the reader. To know how, in narratives, to describe settings, characters and atmosphere. To know how to integrate dialogue in narratives to convey character and advance the action. To know how to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. To know how to use a range of devices to build cohesion (eg conjunction adverbials of time and place, pronouns, synonyms) within and across paragraphs. To know how to use verb tenses consistently and correctly throughout their writing. To know how to use punctuation taught at KS2 mostly correctly. To know how to spell most words from the Y5/6 spelling list and how to use the dictionary to check.						
Maths- White Rose SOW	<u>Year 5- Place Value, Four Operations, Fractions</u> To know how to read and write numbers to 1,000,000, and round. To know mental strategies to add and subtract numbers with more than 4 digits, factors, multiples, prime, square, cube numbers. To know unit and non-unit fractions, improper & mixed, and how to add and subtract fractions.		<u>Year 5- Multiplication & Division, Fractions, Decimals & Percentages, Perimeter & Area, Statistics</u> To know how to multiply up to 4-digits by a 2-digit number, and use short division To know and use decimals up to 3 decimal places, round to the nearest whole, and identify equivalent fractions, decimals & percentages. To know how to find the perimeter and area of rectangles, and the area of compound shapes. To know how to read and interpret line graphs and timetables.		<u>Year 5- Shape, Position & Direction, Decimals, Negative Numbers, Converting Units & Volume</u> To know how to identify, compare and order angles, and measure with protractor. To know coordinates on the first quadrant, translate and reflect with coordinates, and find lines of symmetry. To know how to add and subtract decimals. To know how to use negative numbers in context. To know metric and imperial units. To know how to compare and estimate volume.	
	<u>Year 6- Place Value, Four Operations, Fractions, Converting Units</u> To know how to read and write numbers to 10,000,000, round, and use negative numbers. To know factors, multiples, prime, square, and cube numbers. To know how to use four operations with fractions, find equivalent fractions, and simplify. To know metric and imperial units.		<u>Year 6- Ratio, Algebra, Decimals, Fractions, Decimals & Percentages</u> To know how to use scale factors and proportions. To know how to use function machines, substitution and formulae. To know how to use the four operations with decimals, rounding, and use numbers to 3 decimal places. To know how to find equivalence and order fractions, decimals & percentages.		<u>Year 6- Area, Perimeter & Volume, Statistics, Shape Position & Direction</u> To know how to find the area of quadrilaterals and triangles, and volume of cuboids. To know how to draw and interpret line graphs, bar charts, pie charts, and find the mean average. To know how to identify angles in triangles, regular polygons & special quadrilaterals, and make nets of 3D shapes. To know what the four quadrants are, and how to translate and reflect.	

Science	<p><u>Life (Y5)</u> L1 BS5 1.Describe the interdependence of organisms, including food webs and insect-pollinated crops.</p>	<p><u>Life (Y5)</u> 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.</p>	<p><u>Energy (Y5)</u> 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)</p>	<p>STEM project SCIENCE FAIR Children to research the international space station. To research the linguistics and necessities of living in space. Design and create their own international space station. Presentation to be prepared and shared</p>	<p>Energy (Y5) L3 Compare and contrast how pulleys, levers and gears enable a smaller force to have a greater effect. <u>Energy (Y6)</u> LIGHT E3 Describe the concept of absorption linked to the transmission of light through material E4 Bs 1,2</p>	<p><u>Life (Y6)</u> 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 <u>Child initiated investigation</u> BS 3</p>
History	<p><u>Chronological Study 1914- 1918 Life in the Trenches Chronology</u> – Know how to use timelines to synthesise the impact of the war on Britain. <ul style="list-style-type: none"> Create a timeline of key events in the Great War <u>Evidence</u> – Know how to use critical thinking to assess the reliability of sources. <ul style="list-style-type: none"> Explore and analyse a range of primary and secondary sources about life in the trenches for both British and German troops. <u>Significance</u>- Explain the impact of WW1 on Britain. <ul style="list-style-type: none"> 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? </p>	<p><u>Chronological Study 1939-1945 The Impact of Ww2 including the Holocaust. Chronology</u> –Know how to compare timelines of the war in Europe and the Holocaust. <ul style="list-style-type: none"> To create a timeline of key events <u>Evidence</u> –Investigate the reliability of sources. <ul style="list-style-type: none"> To look at primary and secondary sources, analyse the use of propaganda to promote certain messages. <u>Significance</u>- Know the impact of the war in Britain and the Holocaust globally. To explore the impact of the Holocaust on the world. <ul style="list-style-type: none"> The re-homing of the Jews The way in which the world remembers what happened </p>	<p><u>Chronological Study 1960s – The Space Race and Moon Landings/The Bay of Pigs Chronology</u> –To know how to use timelines to synthesise the impact of the race to space and the Bay of Pigs incident had on USA/UK/USSR. <ul style="list-style-type: none"> To complete Parallel timelines (including events and innovations in UK/ USA and Russia) <u>Evidence</u> – Know how to use critical thinking to look at the reliability of primary and secondary sources. <ul style="list-style-type: none"> To explore a range of sources based on differing perspectives <u>Significance</u>- Know how to explain the impact of innovations had on the world including the relations between US and USSR. <ul style="list-style-type: none"> To look at further technological innovations that had a global impact – for example birth of the internet and AI. </p>			-
Geography	<p><u>Amazon Rainforest - Brazil</u> <u>Place:</u> To know the location of the world’s major countries and describe using terms hemisphere, longitude, latitude, time zone [USA, China, Russia, France, Canada, Brazil, Australia, India, Argentina.] <u>Space:</u> To justify how the rainforest could, and should be used in the future considering sustainability.</p>			<p><u>Globalisation</u> <u>Human:</u> To know what globalisation is: explain how globalisation impacts on energy supply [fossil fuel supply vs renewable energy]. <u>Cartography:</u> To know the OS map conventions and use this knowledge to construct maps, plan, navigate, critique and evaluate a journey [circular route of local secondary schools]. <u>OS Symbols:</u> consolidation of prior knowledge.</p>		<p><u>The Ring of Fire - Tsunami</u> <u>Physical:</u> To know the location of the tectonic plate boundaries; determine how these correlate with the formation of tsunamis. <u>Physical:</u> To know and analyse the worldwide impact of climate change across different biomes [specifically explore tsunamis]. <u>Human:</u> To know push and pull factors [linked natural hazards] and use these to explain why people emigrate.</p>

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"><u>Y6 Shape and form</u> – create pre-designed 3D forms e.g. nets, sculptures.<u>Y6 Pattern</u> – 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 - <u>Investigate</u> 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"><u>Y6 Colour</u> – colour theory – understand primary, secondary, complementary, tertiary, monochrome and colour schemes. Use and justify use of colours.<u>Y6 Tone</u> – use tone to represent 3D forms.<u>Y6 Line</u> – contour and cross hatching Communication (outcomes and materials) – representation of Hokusai’s The Great Wave using colour/line/tone using watercolour. Comprehension - <u>Explain</u> 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 - A meal made from rationed food <u>User-</u> To know that they are making their recipes/ meal for consumption. <u>Innovation and Implementation-</u> To know how to research different foods that were rationed in WW2. To know how to use agricultural techniques to grow their own produce. <u>Tools/ materials-</u> To know how to use tools to: chop their ingredients finely using a knife safely; cook food using an oven and hob. <u>Evaluation-</u> To be able to evaluate their products, to suggest improvements that could be made.			Structures – Stage Design <u>User-</u> To know how to become theatre directors for their production of Macbeth. <u>Innovation and Implementation:</u> To know how to design a small-scale stage, using a pulley/ gear system to open and close the curtains. <u>Tools/ materials-</u> To know how to use saws and screwdrivers to create their staging out of wood. To know the importance of using safety goggles when using the different tools. <u>Evaluation-</u> Combine detailed design ideas with evaluation outcomes before creating a final product. To ensure that the curtain opens and closes on their Macbeth stage.
Computing	6.2 Online safety 6.3 binary Safety (Online) Recognise that identities are portrayed online may not be accurate.	6.1 coding Safety Know that portraying others online is illegal.	6.7 quizzing Safety Challenge inequality online.	5.4 database 6.6 Networks Safety Think critically about how themselves and others are portrayed online.	5.5 game creator Safety Take responsibility to keep themselves and others safe online.	6.9 spreadsheets Safety Address the negative impact that social media can have on mental wellbeing and know steps we can take to protect ourselves.
	Computer Science: UKS2 –To know how to use logical reasoning to explain how simple algorithms work. To be understand how to detect and correct errors in algorithms and programs. Information technology: UKS2 – To know how to use search technologies effectively. To understand how to create digital media from a wide range of sources.		Computer Science: UKS2 – To know and understand how to work with variables and various forms of input and output. Information Technology: UKS2 – To know and understand how to select, use and combine a variety of software.		Computer Science: UKS2 – To know how to design, write and debug programs. Information technology: UKS2 – To know and understand how to select, manipulate, edit and create digital media. Digital Literacy: UKS2 – To understand how to use technology safely, respectfully and responsibly.	
PSHE	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)	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. Physical Health and Mental Wellbeing	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			<p>Explain how their actions affect themselves and others, and explore others’ feelings and points of view</p> <p>https://ukdhn.org/v2/wp-content/uploads/2014/09/85-Disability-Time-Line-NHS-North-West.pdf</p>			Growing and Changing – transition and sex education
	 <p>Understanding Christianity UKS2</p> <p>(Core) God: What does it mean if God is holy and loving? Text: Psalm 103, Isaiah 6:1–5, John 4:7–13 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, identify 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>	
	To know God is omnipotent, omniscient and eternal To know Jesus’ life was a plan to restore relationships		To know Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice		To know the different ways in which humans communicate meaning.	
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><u>Control, passing, receiving, shooting, position, tactics and teamwork.</u></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><u>Movement, control, aesthetics, balance, coordination and performance.</u></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><u>Throwing, dodging, catching, coordination, teamwork and honesty.</u></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><u>Throwing, catching, batting, strategy, communication and fair play.</u></p>	<p>Athletics – Y6</p> <p>Skill: Develop basic running, jumping and throwing techniques.</p> <p><u>Coordination, running, jumping and throwing.</u></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><u>Bowling, striking, batting, fielding, throwing and catching.</u></p>
Music		<p>Vera Lynn: We’ll meet again.</p> <p>Shape: Tempo- To know the terms accelerando and ritardando and be able to identify them in a piece of music. Structure- To identify the structure of the song. Duration- To know and identify the musical terminology staccato (detached) and legato (bound together) and use this to interpret rhythmic notation of a stave.</p> <p>Communication (outcome focus): To use musical terminology to justify the composition of their own piece of WW2 music.</p>		<p>Focus Music: The Greatest Showman – This is Me</p> <p>Shape: Structure- To know what a melody is and to identify these in pieces of music. Pitch- To know that pitch can change, to use the correct terminology to describe the key changes. Duration- To know what a syncopated rhythm is and to recognise the notation on a stave. To know the terminology fortissimo (very loud- ff), mezzo-forte (medium loud- mf), pianissimo (very soft- pp), mezzo-piano (medium soft- mp). To use the terminology to describe the dynamics</p>		<p>Focus Music: End of Year Production</p> <p>Shape: Duration- To know what a syncopated rhythm is and to recognise the notation on a stave. Tempo- To know what a music canon is (rule), to use this to identify and discuss changes in tempo.</p> <p>Communication (outcome focus): To know use knowledge of music canons and changes in dynamics and tempo to create and perform</p>

				in the focus piece of music. Communication (outcome focus): To learn and perform the focus piece of music. To know and use the accurate terminology to reflect; structure, pitch and duration.		
MFL 2021-22 Stage 1 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!)	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		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