



Upper KS2 Curriculum (Year 5 and 6)

[Cycle 1](#)

Park Mead Primary School



UKS2 Curriculum (Year 5 and 6)

Cycle 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
INTENT (Texts that MUST be covered are underlined. Others are offered as options for teacher/class selection)	<p>Local Study – What happened where I live in Victorian times? Event: Victorian Day</p> <p>Key Texts: <u>Street Child</u>, <u>Oliver Twist</u> History: Victorians, The changing power of Monarchs Science: Properties and changes of materials Computing: 5.1 Coding Art/DT: Victorian Artist RE: Understanding Christianity – PEOPLE OF GOD Music: Songs from 'Oliver!' PSHE: Celebrating Difference MFL: Describing Me, Telling the time PE: Hockey</p>	<p>Local Study – What happened where I live in Victorian times? Event: Preston Manor trip</p> <p>Key Texts: <u>Alice in Wonderland.</u> Geography: How has my local area changed over time? OS map skills Geography of the local area Seasons Science: Earth and Space Computing: 5.2 Online Safety 5.4 Databases Art/DT: Printing and Clay work RE: Why is light an important sign at Christmas? Music: Old Music Hall songs/ Christmas songs PSHE: Being me in the world MFL: School and Christmas PE: Dance</p>	<p>Shang Dynasty of Ancient China Event: Chinese New Year Celebration</p> <p>Key Texts: <u>Firework Maker's Daughter</u>, <u>The Great Race</u>, <u>Yen Shen.</u> History/Geography: Chinese History, physical and human geography of China Science: Animals including humans Computing: 6.5 Text Adventures Art/DT: Chinese Art – comparison of artists RE: What can we learn from a Mandir? Music: Pentatonic scales/ own composition PSHE: Healthy Me MFL: Everyday life and routines, animals PE: Gymnastics</p>	<p>Survival of the Fittest? Event: The Briars trip</p> <p>Key Texts: <u>Non-Fiction, information texts.</u> Origin of the Species (by Sabina Radeva), The 'What on Earth?' Wall Book. History: How have people changed over time? Significant people in history Science: Evolution and inheritance Computing: 5.3 Spreadsheets Art/DT: Pencil drawings and landscapes RE: Why is sometimes so hard to decide what to do? Why is Easter so important for Christians Music: Evolution of Music PSHE: Dreams and Goals MFL: Likes and Dislikes, Where I live. PE: Dance</p>	<p>Codebreakers Event: Code-breaking Day.</p> <p>Key Texts: <u>Stormbreaker</u>, <u>The Bletchley Circle</u> Geography: Earth – lines of latitude and longitude, cancers, weather and time zones Science: Living things and their habitats Computing: 6.7 Quizzing Art/DT: Structures - mazes RE: Understanding Christianity - GOSPEL Music: Coded musical messages/ notation PSHE: Relationships MFL: Tenses – Future and past. Masculine, feminine and plurals PE: Rounders</p>	<p>Inside Out / Open Topic Event: Residential / Production</p> <p>Key Texts: <u>Boy in the girl's Bathroom</u>, <u>Fruit and Nutcase</u>, <u>The Highwayman.</u> Geography: Growing sustainable environments Science: Scientific Enquiry Computing: 6.4 Blogging 6.6 Networks Art/DT: Cooking RE: What does it mean to be a Jew? Music: Production songs PSHE: Changing Me MFL: Around the World PE: Athletics</p>

IMPLEMENTATION: Science Skills

	<p>Science: Properties and changes of materials</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>Science: Earth and Space</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the sun in the solar system • Describe the movement of the moon relative to the Earth • Describe the sun, earth and moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • Learn that the sun is a star at the centre of our solar system and that it has eight planets 	<p>Science: Animals including humans</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Science: Evolution and inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Science: Living things and their habitats</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plant and animals 	<p>Science: Scientific enquiry</p> <ul style="list-style-type: none"> • Plan different types of scientific enquires to answer questions, including recognising and controlling variable where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquires, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms • Identify scientific evidence that has been used to support or refute ideas or arguments.
<p>IMPACT: KNOWLEDGE GAINED</p>	<p>To know properties of a range of materials. To know what affects and changes properties. To know why these changes happen. To know the difference between reversible and irreversible changes.</p>	<p>To know the names and positions of planets in the solar system. To know how the sun and moon and Earth move relative to each other. To know what the sun and stars are made of and their importance.</p>	<p>To know and name the parts of the human circulatory system and what they do. To know the effects of diet and exercise, drugs and lifestyle on human bodies. To know what nutrients are and how they are transported around the body.</p>	<p>To know what offspring are and how they occur. To know how some animals have evolved and adapted. To know how scientists have learned about animals from fossils.</p>	<p>To know what a life cycle is and be able to give examples. To know how animals impact on each other. To know of issues that can disrupt natural life cycles.</p>	<p>To know that an enquiry should be planned. To know that I need to carry out a fair test To know that I need to evaluate question data retrieved from investigations and identify anomalies. To know that findings can be reported in a range of ways.</p>

IMPLEMENTATION: Computing Skills

<p>Y5</p> <ul style="list-style-type: none">• Understand the need to only select age appropriate content• Design, input and test an increasingly complex set of instructions to a program or device• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems• Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated• Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user• Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency <p>Y6</p> <ul style="list-style-type: none">• Identify a range of ways to report concerns about content and contact in and out of school• Design and create a range of programs, systems and content for a given audience• Solves problems by decomposing them into smaller parts• Create programs which use variables• Use variables, sequence, selection, and repetition in programs• Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.	<p>Y5</p> <ul style="list-style-type: none">• Understand the need to only select age appropriate content• Independently select and use appropriate software for a task• Independently select, use and combine a variety of software to design and create content for a given audience <p>Y6</p> <ul style="list-style-type: none">• Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information• Include use of sequences, selection and repetition with the hardware used to explore real world systems• Identify a range of ways to report concerns about content and contact in and out of school• Use technology respectfully and responsibly.	<p>Y5</p> <ul style="list-style-type: none">• Understand the need to only select age appropriate content• Independently select and use appropriate software for a task• Independently select, use and combine a variety of software to design and create content for a given audience <p>Y6</p> <ul style="list-style-type: none">• Identify a range of ways to report concerns about content and contact in and out of school• Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information• Include use of sequences, selection and repetition with the hardware used to explore real world systems.	<p>Y5</p> <ul style="list-style-type: none">• Understand the need to only select age appropriate content• Independently select and use appropriate software for a task• Independently select, use and combine a variety of software to design and create content for a given 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of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information• Include use of sequences, selection and repetition with the hardware used to explore real world systems• Identify a range of ways to report concerns about content and contact in and out of school.	<p>Y5</p> <ul style="list-style-type: none">• Understand the need to only select age appropriate content• Begin to use internet services to share and transfer data to a third party• Use filters in search technologies effectively• Use filters in search technologies effectively and appreciates how results are selected and ranked• Understand the need to only select age appropriate content <p>Y6</p> <ul style="list-style-type: none">• Identify a range of ways to report concerns about content and contact in and out of school• Understand how computer networks enable computers to communicate and collaborate• Begin to use internet services within his/her own creations to share and transfer data to a third party• Use technology respectfully and responsibly• Identify a range of ways to report concerns about content and contact in and out of school• Use filters in search technologies effectively• Be discerning when evaluating digital content
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IMPACT: KNOWLEDGE GAINED	To know what a program is. To know what debugging means. To know what a variable is.	To know what a database is and ways it can be used. To know what information is required in a database. To know ways that databases can be used effectively.	To know which software is most suited to different tasks. To know what sequences are and how to use them to ensure actions are followed through.	To know what a spreadsheet is and when I would use one. To know a range of formulas that can be used for different reasons.	To know what a quiz is and the software used to create them. To know the process of creating a quiz. To know what input/output means.	To know what a blog is and how they are used. To know what information should and should not be shared online. To know that blogs can be crated but I should be careful about information shared on them.
IMPLEMENTATION: History Skills	<p>Y5</p> <ul style="list-style-type: none"> • Compare sources of information available for the study of different times in the past • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source • Make comparisons between aspects of periods of history and the present day • Give some reasons for some important historical events <p>Y6</p> <ul style="list-style-type: none"> • Describe a local history study • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Understand how our knowledge of the past is constructed from a range of sources • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Make confident use of a variety of sources for independent research • Note connections, contrasts and trends over time and show developing appropriate use of historical terms • Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 • Use evidence to support arguments 	<p>Y5</p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline • Compare sources of information available for the study of different times in the past • Present findings and communicate knowledge and understanding in different ways • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies <p>Y6</p> <ul style="list-style-type: none"> • Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Understand how our knowledge of the past is constructed from a range of sources • Make confident use of a variety of sources for independent research • Note connections, contrasts and trends over time and show developing appropriate use of historical terms 	<p>Y5</p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline • Compare sources of information available for the study of different times in the past • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source <p>Y6</p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Understand how our knowledge of the past is constructed from a range of sources • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Make confident use of a variety of sources for independent research <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p>			
	<p>To know what home life was like during the Victorian Era and compare it to now.</p> <p>To know who Queen Victoria was and identify significant events during her reign and her role.</p> <p>To know what the industrial revolution was and its significance.</p>	<p>To know the main events of the timeline of ancient civilisation</p> <p>To know how the social hierarchy is organised</p> <p>To know the sources that tell us about this civilisation</p> <p>To know the similarities and differences between the civilisation and today</p>	<p>To know the main events and findings of Charles Darwin.</p> <p>To know about the key findings about evolution over time and how opinions have changed.</p> <p>To know key facts about a significant scientist involved in the study of evolution.</p>	<p>To know about significant codes that were used throughout history</p> <p>To know about the significance of Bletchley Park in winning WW2</p>		

<p style="text-align: center;">IMPLEMENTATION: Geography Skills</p>		<p>Y5</p> <ul style="list-style-type: none"> Understand and use a widening range of geographical terms Recognise the different shapes of countries Know about the wider context of places e.g. county, region and country Know and describe where a variety of places are in relation to physical and human features Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent <p>Y6</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. Describe and understand key aspects of physical geography, Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 		<p>Y5</p> <ul style="list-style-type: none"> Understand about world weather patterns around the World and relate these to climate zones Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night <p>Y6</p> <ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Y5</p> <ul style="list-style-type: none"> Understand how humans affect the environment over time Know about changes to world environments over time Understand why people seek to manage and sustain their environment Know how rivers erode, transport and deposit materials Know about the physical features of coasts and begin to understand erosion and deposition <p>Y6</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Use maps, charts etc. to support decision making about the location of places e.g. new bypass
<p style="text-align: center;">IMPACT: KNOWLEDGE GAINED</p>		<p>To know the names of significant cities and rivers and other elements of physical geography</p> <p>To know where the civilisation is within a continent and world map.</p> <p>To know the meaning of symbols on a map/atlas key.</p> <p>To know the physical and human features of the ancient civilisation, the importance of them and the impact these have had on modern life.</p>		<p>To know the points of a compass.</p> <p>To know the meaning of the key on an OS map.</p> <p>To know the significance of time zone lines.</p>	<p>To know how we can sustain our environments.</p> <p>To know how humans have impacted the environment.</p> <p>To understand what climate change is, the impact it is having now and the predicted impact for the future.</p>

IMPLEMENTATION: Art and Design skills

IMPLEMENTATION: DT Skills

Y5

- Make careful and precise measurements so that joins, holes and openings are in exactly the right place

Y6

- Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products
- Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately

Y5

- Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product
- Create prototypes to show his/her ideas
- Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques
- Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work
- Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable

Y6

- Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities
- Use technical knowledge accurate skills to problem solve during the making process
- Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made

Y5

- Understand the main food groups and the different nutrients that are important for health
- Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat
- Select appropriate ingredients and use a wide range of techniques to combine them

Y6

- Confidently plan a series of healthy meals based on the principles of a healthy and varied diet
- Use information on food labels to inform choices
- Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills

<p>IMPACT: KNOWLEDGE GAINED</p>			<p>To know how structures are made and reinforced. To know facts about a famous architect and their work. To know the names and functions of tools</p>		<p>To know how mazes are constructed. To know the process of designing, making and evaluating a design To know the names and functions of tools</p>	<p>To know the main food groups and the different nutrients they give. To know how a variety of ingredients are grown. To know the different purposes for a range of tools. To know which information we can find from food labels and how to use this to make choices.</p>
<p>IMPLEMENTATION: RE Skills</p>	<p>RE: Understanding Christianity – PEOPLE OF GOD</p> <ul style="list-style-type: none"> • Make links between stories in the Bible. • Understand and explain how Christians are impacted by stories in the Bible. • Understand and explain how Christians use information from the Bible to inform how they should live their lives. 	<p>RE: Why is light an important sign at Christmas?</p> <ul style="list-style-type: none"> • Pupils can talk about the themes of light in relation to the story and Christmas celebrations • Pupils can describe what Christians mean when they say that “Jesus is the Light of the World” • Pupils can describe how light is used and what it represents, linking it with Christian belief. • Pupils can evaluate the different ways in which light is used within and across religions. • Pupils can talk about their own feelings in respect of experiences of light and darkness. • Pupils can ask questions about the meaning of light and darkness and compare their ideas with the ideas of others (• Pupils can suggest answers to questions about the hidden meanings behind imagery used in connection with light and darkness. 	<p>RE: What can we learn from a Mandir?</p> <ul style="list-style-type: none"> • Make links between Hinduism and Christianity. • Make comparisons between a Mandir and Church. 	<p>RE: Why is sometimes so hard to decide what to do? Why is Easter so important for Christians</p> <ul style="list-style-type: none"> • Make links between different events in the Bible. • Explain the impact of the Easter story on Christians today. 	<p>RE: Understanding Christianity - GOSPEL</p> <ul style="list-style-type: none"> • Explain how Christians use Jesus’ teachings to guide their own lives. • Explain how Christians spread the word of God. 	<p>OTHER RELIGIONS What does it mean to be a Jew?</p> <ul style="list-style-type: none"> • To suggest what impact the shema or a part of the Torah / Tenakh might have on a Jew’s life • make links between Jewish stories / texts and Jewish beliefs • Explain why the shema is so important to Jews • describe the key beliefs and teachings of Judaism, and the impact they have on the lives of Jews • Explain how the Jewish belief in one God might be compared to the key beliefs of other religions • Explain how the guidance included in the Tenakh impacts on the beliefs and practices of individuals and communities • Compare their ideas with those of others • Ask questions about how Jewish beliefs make a difference to how they live their lives • Describe what difference being ‘chosen’ might make – for themselves and for Jews • Describe what influences their decisions and compare with what influences Jews • Explain the impact of being a ‘chosen people’ to Jewish identity • Describe the challenges of commitment for Abraham and modern day Jews

IMPACT: KNOWLEDGE GAINED	<p>Pupils will know that:</p> <ul style="list-style-type: none"> The Old Testament pieces together the story of the People of God. As their circumstances change from being nomads to city dwellers, they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin Christians apply this idea to living today by trying to serve God and to bring freedom to others Christians see the Christian church as part of the ongoing story of the People of God and try to live in a way that attracts others to God. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Pupils will know different ways in which light is used as a sign at Christmas. Christians believe that the birth of Jesus was a fulfilment of the Old Testament prophecy 'A light for all people of the world' (Isaiah 42 v5-6). Pupils will know about the significance of Jesus as the 'Light of the World' (John 8 v 12) Pupils will know that light is also used in other religions but in specific ways to convey diverse meanings. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Pupils learn the main features of a mandir Pupils learn how the mandir is used for worship (puja, arti) Pupils learn that other activities beside worship occur at the mandir Pupils understand the significance of the mandir in the life of a Hindu 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Pupils learn the events in the Garden of Gethsemane Pupils learn of Judas' betrayal Pupils learn of Peter's denial Pupils learn of the significance of these events and their resolution for Christians Pupils learn that Easter is the chief festival for Christians Pupils learn that Christians believe that Jesus' sacrifice was a substitute punishment for their sins Pupils learn that Christians believe that Jesus' resurrection provides evidence for life after death 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour; it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future Christians believe that they should be living this good news to life in the world in different way, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global communities. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Judaism has its origins in and around the land of Israel Jews believe in one God who is creator and carer Jews believe they are descendants of Abraham, chosen by God to show what he is like Abraham, Moses & David are important figures in the Jewish faith The significance of the Shema as a core statement of belief Jews believe the Torah is law, teaching and guidance that the Torah is part of the Tenakh**
	IMPLEMENTATION: Music Skills	<p>Y5</p> <ul style="list-style-type: none"> Understand how pulse, rhythm and pitch work together Sing as part of an ensemble with increasing confidence and precision Listen with attention to detail and recall sounds with increasing aural memory <p>Y6</p> <ul style="list-style-type: none"> Sing as part of an ensemble with full confidence and precision Appropriately discuss the dimensions of music and recognise them in music heard Listen with attention to detail and recall sounds with increasing aural memory and accuracy 	<p>Y5</p> <ul style="list-style-type: none"> Understand how pulse, rhythm and pitch work together Sing as part of an ensemble with increasing confidence and precision Listen with attention to detail and recall sounds with increasing aural memory <p>Y6</p> <ul style="list-style-type: none"> Sing as part of an ensemble with full confidence and precision Appropriately discuss the dimensions of music and recognise them in music heard Listen with attention to detail and recall sounds with increasing aural memory and accuracy 	<p>Y5</p> <ul style="list-style-type: none"> Compose complex rhythms from an increasing aural memory Understand how pulse, rhythm and pitch work together Improvise with increasing confidence using own voice, rhythms and varied pitch <p>Y6</p> <ul style="list-style-type: none"> Create a simple composition and record using formal notation Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>Y5</p> <ul style="list-style-type: none"> Develop an increasing understanding of the history and context of music <p>Y6</p> <ul style="list-style-type: none"> Develop a deeper understanding of the history and context of music Appropriately discuss the dimensions of music and recognise them in music heard Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Y5</p> <ul style="list-style-type: none"> Compose complex rhythms from an increasing aural memory Understand how pulse, rhythm and pitch work together Improvise with increasing confidence using own voice, rhythms and varied pitch Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets <p>Y6</p> <ul style="list-style-type: none"> Create a simple composition and record using formal notation Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets Improvise and compose music for a range of purposes using the inter-related dimensions of music

IMPACT: KNOWLEDGE	To know what rhythm, pulse and pitch are.	To know what rhythm, pulse and pitch are.	To know what rhythm, pulse and pitch are. To know what improvisation means. To know what a composition is.	To know the differences between genres of music. To know the significance of different traditions of music	To know what rhythm, pulse and pitch are. To know what improvisation means. To know what a composition is.	To know what rhythm, pulse and pitch are.
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IMPLEMENTATION: PSHEe Skills

<p>Y5</p> <ul style="list-style-type: none"> • I can face new challenges positively and know how to set personal goals • I understand my rights and responsibilities as a British citizen • I understand my rights and responsibilities as a British citizen and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this <p>Y6</p> <ul style="list-style-type: none"> • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community 	<p>Y5</p> <ul style="list-style-type: none"> • I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can understand a different culture from my own <p>Y6</p> <ul style="list-style-type: none"> • I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration 	<p>Y5</p> <ul style="list-style-type: none"> • I understand that I will need money to help me achieve some of my dreams • I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs • I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it • I can describe the dreams and goals of young people in a culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship <p>Y6</p> <ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise 	<p>Y5</p> <ul style="list-style-type: none"> • I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy <p>Y6</p> <ul style="list-style-type: none"> • I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress 	<p>Y5</p> <ul style="list-style-type: none"> • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing a game online • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends <p>Y6</p> <ul style="list-style-type: none"> • I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful for me • I can use technology positively and safely to communicate with my friends and family 	<p>Y5</p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I move to my next class. <p>Y6</p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class
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				can cause drug and alcohol misuse.		
IMPACT: KNOWLEDGE GAINED	To know what my rights and responsibilities are. To know what British values are and what it means to be a citizen. To know how to set personal goals. To know how democracy benefits the school. To know the universal rights for children.	To know the difference between direct and indirect bullying. To know ways in which differences can be resolved peacefully. To know that differences should be celebrated. To know what empathy means.	To know that children around the world have different dreams and goals. To know ways that I can help to improve my home life, school life and the lives of others. To know ways that I can make a difference to the world.	To know that a balanced diet is required for health and wellbeing. To know the impact of a poor diet. To know that some people suffer with body image problems. To know the laws surrounding alcohol. To know the impact of alcohol.	To know that I need to stay safe when using social media. To know that messages can be misinterpreted when written down. To know that information that I post online will never be totally removed.	To know how boys and girls bodies change during puberty. To know how a baby in conceived. To know how a baby develops in the womb. To know how a baby is born.
IMPLEMENTATION: MFL Skills	Y5 <ul style="list-style-type: none"> Adapt known complex sentences to reflect a variation in meaning Begin to use intonation to differentiate between sentence types Y6 <ul style="list-style-type: none"> Engage in longer conversations, asking for clarification when necessary Use pronunciation and intonation effectively to accurately express meaning and engage an audience Attempt to read a range of texts independently, using different strategies to make meaning 	Y5 <ul style="list-style-type: none"> Create a short piece for presentation to an audience Learn a song or poem using the written text for support Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation Y6 <ul style="list-style-type: none"> Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Create his/her own sentences using knowledge of basic sentence structure Use pronunciation and intonation effectively to accurately express meaning and engage an audience Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation 	Y5 <ul style="list-style-type: none"> Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Use a wide range of adjectives to describe people and things, and use different verbs to describe actions Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun Y6 <ul style="list-style-type: none"> Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions Begin to use some adverbs Create his/her own sentences using knowledge of basic sentence structure Understand how to use some adverbs in sentences 	Y5 <ul style="list-style-type: none"> Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language Take part in conversations and express simple opinions giving reasons Y6 <ul style="list-style-type: none"> Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Understand how to use some adverbs in sentences 	Y5 <ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Adapt sentences to form negative sentences and begin to form questions Identify different ways to spell key sounds, and select the correct spelling of a familiar word Y6 <ul style="list-style-type: none"> Have an awareness of similarities and differences in grammar between different languages Know how to conjugate a range of high frequency verbs Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words 	Y5 <ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words Y6 <ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Create his/her own sentences using knowledge of basic sentence structure Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
IMPACT: KNOWLEDGE	To know French words to use to describe myself and others. To know French words related to telling the time.	To know French words for school and objects and subjects in schools. To know French words to describe Christmas traditions and the Christmas story.	To know French words to describe and name animals. To know French words to name and describe daily routines.	To know French words to give information about the place that I live. To know French words to give geographical information about the place I live.	To know the difference between masculine and feminine words in French. To know how to changes nouns into plurals in French.	To know how French tradition influences life around the world. To know which countries around the world speak French.

IMPLEMENTATION: PE Skills	<p>Hockey skills</p> <ul style="list-style-type: none"> • Children will understand the different parts of their stick beginning to be able to link different skills to that part of the foot, • To gain an understanding on shooting to be able to have the correct technique aiming to find the space in the goal as well as getting the technique right. • Children will have an understanding on the rules of hockey and know to play successfully in a team showing cooperation and sportsmanship 	<p>Dance skills</p> <ul style="list-style-type: none"> • Identify different levels of performance and use subject specific vocabulary • Perform a sequence of one footed leaps • When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition 	<p>Gymnastic Skills</p> <ul style="list-style-type: none"> • Children will look at balancing and exploring various body parts to balance on, looking and identifying points and patches and creating balances combining the two, they will have an understanding on the difference what will happen if I change my balances how can they link from one to the other or how can I link them at the same time?. • To understand ways of travelling what directions can we use can we roll jump crawl? Exploring a range of travelling techniques and linking this back to their balances putting together a small sequence, can we link these back to our balances or rolls. • To confidently perform gymnastic rolls showing technique and following teaching points being able to add cannon and mirroring together and put into a small routine. Being able to link these back to balances and travelling. 	<p>Dance skills</p> <ul style="list-style-type: none"> • Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy • When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others 	<p>Rounders skills</p> <ul style="list-style-type: none"> • I can safely hold a bat and understand the swinging motion. • I can start to link other skills previously learnt and put them into practice. • I can begin to make links about my batting and being strategic on the shots played. Throwing with accuracy aiming for the target required. • I can have an understanding on the rules of different striking and fielding games how can I make successful decisions which result in success for me and my team. 	<p>Athletics skills</p> <ul style="list-style-type: none"> • I can identify in myself and others what makes a good runner I can show technique and understanding on how to improve my performance. • Show technique while throwing a javelin and identify what I need to do improve performance. How can I help others to find success. Taking both positives and areas for improvement. • I understand how to be safe while carrying and throwing a javelin being mindful of others in my class.
	<p>IMPACT: KNOWLEDGE</p>	<p>To know ways of holding a hockey stick correctly in order to perform different tasks. To know the importance of working as a team. To know a range of shooting techniques.</p>	<p>To know a range of dance moves suitable for a range of music types. To know how music can influence movements. To know ways of evaluating performances.</p>	<p>To know ways of travelling and ways of linking these together. To know a range of rolls, balances and techniques. To know the terms cannon, unison and mirroring.</p>	<p>To know that combining movements creates a technical piece. To know that emotions can be reflected through dance.</p>	<p>To know ways of holding a rounders bat and using it for different strokes. To know techniques for catching and throwing accurately.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey	Local Study – What happened where I live in Victorian times?	Local Study – What happened where I live in Victorian times?	Shang Dynasty of Ancient China	Evolution and Inheritance	Codebreakers	INSIDE OUT/Open topic
Literacy genres (adaptable according to needs and interests of children)	Newspapers Narratives Letters	Descriptions Poetry Diaries	Narrative Poetry Newspapers	Reports Information	Narrative Letters Adverts (persuasive)	Narrative Information Poetry.
Maths themes (adaptable according to needs of children)	Place Value Addition, Subtraction, Multiplication and Division	Fractions	Decimals and Percentages Algebra	Measurement Converting units, perimeter, area and volume Ratio Statistics	Geometry Properties of shape, position and direction Investigations and Consolidation	Investigations and Consolidation
Forest School	Using your body over the styles Getting ready independently Foraging for wild fruit and harvest- blackberries, survival and foraging, make do and mend, using natural and found resources .	Compass and map skills to the woods Making 3d story maps, walk to the railway station, Victorian railway life, building of the railway line, crafts done in Victorian times, having to light fires for het- Victorian cooking recipes for the woods stories in the woods- folk tales	making plaster/ mud footprints. Plant and fern identification, fire making, independent use of flint and steels, using different tinder’s, king Alfred’s cake identification	Emergence of spring, new shoots, identifying trees, first blossoms, eggs, bird id, egg id, Easter bonnets out of ivy and sticky weed, making drink out of sticky weed. Using tools, peelers and develop onto knives for whittling. Bow saws- working in pairs.	Compass and maps again, 3d maps in the woods, games, you are only safe games, fire making- imagining parliament had successfully been burned, speeches- voice projection sound games to support skills for speeches	Structure building, boat building, go on a walk over the river Medway to look for path out to sea, Forest School games, children to make up their own games from play-leading/ Forest School experience. team building, reflections on experiences, transitions fire at the final session.

Maths overview adapted from <https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/MixedAge/Year-5-and-6-Mixed-Age-Guidance-Autumn-1.pdf>