



Beckers Green Primary School

**Upper Key Stage Two
Curriculum Plan Year B**

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 5 & 6	Ancient Greece – life and legacy Ancient Civilisations		Fragile Earth Climate Change		Invasion and warfare! Invasions of Britain through time	
Text	Who Let the Gods out Supplementary Reading Skills: Energy/Forces (Y5), Poetry Volume 2 (Y6), Resilience (Y6), Christmas (Y5)		The Girl of Ink and Stars Supplementary Reading Skills: Light (Y6), Medieval Monarchs (Y5), Children’s Classics (Y5), Population (Y6)		Once Supplementary Reading Skills: Evolution (Y6), Notable People (Y5), Sia (Y5), Critiquing the Media (Y6)	
Visitors/trip	History off the page – Ancient Greek day		Kew gardens /Who Let the Gods out? theatre performance		Duxford	
Outcomes	<p>Week 1-3: Purpose: Writing to inform Genre: non-chronological report Theme: the legacy of Ancient Greece</p> <p>Week 4-6: Purpose: Writing to entertain Genre: Myth Theme: own myth based on Theseus and the Minotaur</p>	<p>Week 1-3: Purpose: Writing to compare Genre: Comparison text Theme: Athens v Sparta</p> <p>Week 4-6: Purpose: Writing to recount Genre: Newspaper Report Theme: Discovery of artefacts</p>	<p>Week 1-3: Purpose: Writing to persuade/instruct Genre: Persuasive speech Theme: Effects of climate change and how to reduce</p> <p>Week 4-6: Purpose: Writing to inform Genre: Balanced argument Theme: Amount of screen time</p>	<p>Week 1-3: Purpose: Writing to entertain Genre: Narrative Theme: New ending for class novel</p> <p>Week 4-6: Purpose: Writing to inform Genre: Explanation text Theme: linked to Science</p>	<p>Week 1-3: Purpose: Writing to inform Genre: Newspaper report Theme: declaration of WWII</p> <p>Week 4-6: Purpose: Writing to explain Genre: essay Theme: impact of twar on Britain</p>	<p>Week 1-3: Purpose: Writing to recount Genre: Diary Theme: evacuation</p> <p>Week 4-6: Purpose: Writing to entertain Genre: poetry Theme: Wartime/ year 6 time in school</p>

<p style="text-align: center;">Writing</p>	<p>Skills and knowledge Year 5</p> <p>Can use a variety of sentence openers (ISPACED). Can describe settings and characters. Can structure and organise writing cohesive paragraphs – understands cohesion Can add embedded adverbials e.g. she banged on the door, shaking with rage, and waited. Can use repetition to engage the reader. Can build tension (ellipses, three short sentences – He stopped. He listened. He ran. Can use speech punctuation accurately and a range of reporting clauses and positions. Understands how to use relative pronouns. What is ambiguity and how to avoid it with punctuation? What happens when I move the sub-clause position in complex sentences? What are modal verbs (might, should, could, would, can, may, must, shall, will)?</p> <p>Revisit: Use apostrophes to indicate possession and contraction accurately.</p> <p>Year 6</p> <p>Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points consistently and tables. Can describe settings, characters and atmosphere Can structure and organise writing in well linked cohesive paragraphs. Can choose between using reported and direct speech. Can use speech to develop character and action. Can establish and maintain a theme. Can build an extended image. Can create sentences with colons and semi-colons. Can make use of flashbacks. Can use extensive knowledge of vocabulary and grammar to manipulate formality. What is a subject, object, synonym, antonym, colon, bullet point, colon, semi-colon, passive and active voice? What is the perfect and passive form of a verb?</p>	<p>Skills and knowledge Year 5</p> <p>Borrow writers' techniques from book, screen and stage. Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear. Can maintain a viewpoint throughout a text. Can ensure cohesion within and between all paragraphs in a text. Can use stanzas to organise ideas around a theme in poetry. Can use extended similes and personification Can use rhetorical questions. Can write in third person omniscient EG Bob thought ...Fred wondered if.. Can use adjectives of taste e.g. bitter Can use hyphens, prepositions, brackets correctly.</p> <p>Revisit Can use relative clauses to add detail. What is the difference between an adverb, adverbial and an adjective?</p> <p>Year 6</p> <p>Can manipulate levels of formality. Can write a controlled and balanced argument. Can add depth and detail to paragraphs using a range of parenthesis. Can use speech to explain and persuade. Can use semi-colons for effect. Can use hyperbole. Can use adjectives of smell e.g. acrid What is the difference between a hyphen and a dash? What is a subject, object, synonym, antonym, colon, bullet point, hyphen, colon, semi-colon, passive and active voice, brackets, dashes and parenthesis? How do I use dashes?</p>	<p>Skills and knowledge Year 5</p> <p>Can balance narrative writing between action, description and dialogue. Can use contrast, additional detail and explanation. Can use vivid description. Can use asides to the reader. Can hide details from the reader. Can use contrast within and beyond sentences e.g. out of the dirty, ramshackle house walked the gleaming silver robot. Can use modal verbs and adverbs. What is a relative pronoun, cohesion, ambiguity, modal verb, relative clause, parenthesis, bracket, dash, hyphen, preposition, simile? What is a modal adverb? (perhaps, surely, obviously) What happens to nouns or adjectives when I add suffixes –ate, -ise, and -ify? Ensure correct subject verb agreement</p> <p>Year 6</p> <p>Can use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. Can affect the emotions of the reader at points in the text. Can use assonance and consonance. Can create a subtle mood. Can use repetition, connectives, ellipsis etc for cohesion. Can use more than one subordinate clause successfully in a complex sentence What is a subject, object, synonym, antonym, colon, bullet point, semi-colon, hyphen, active, passive, ellipsis, bullet points? What is 'the subjunctive' (e.g. If Fred were here, things would be different) and how can I use it? How is ellipsis used appropriately?</p>
<p style="text-align: center;">Spelling</p>	<ol style="list-style-type: none"> 1. Synonyms 1 2. Synonyms 2 3. Antonyms 4. Word families – com & contra 5. Word families – equ, ex & extra 6. Word families – gen, geo & graph 7. Word families – lab & liber 8. Word families – loc & log 9. Word families – maxi & mini 10. Word families – mid & mal 11. Word families – mono & du 12. Word families – nat & mort 	<ol style="list-style-type: none"> 1. Word families – non & neg 2. Word families – nov & numer 3. Word families – omni & para 4. Word families – per & pre 5. Word families – post & pro 6. Word families – re & reg 7. Word families – rupt & trans 8. Word families – sect and super 9. Word families – tele & terr 10. Word families – scribe/scrip 11. Word families – ver & verb 12. Word families – aud, vid & vac 	<p style="text-align: center;">Identifying and addressing gaps</p>

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Years 5 & 6	Ancient Greece – life and legacy Ancient Civilisations		Fragile Earth Climate Change <i>link to LKS2 science – Human impact on the environment</i>		Invasion and warfare! Invasions of Britain through time	
Science	Working scientifically Across the year, children will develop seven skills through scientific investigation: <ul style="list-style-type: none"> • asking questions • making predictions • setting up tests • observing and measuring • recording data • interpreting and communicating results • evaluating 		Upper Key Stage 2 National Curriculum statements <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 			
	Forces and mechanisms Y5/M1 <ol style="list-style-type: none"> 1. What is friction between different surfaces? 2. Why do objects fall at different speeds? 3. How does the size of the canopy affect the time it takes for a parachute to fall? 4. Does the shape of an object affect its movement in a liquid? 5. How can we lift a heavy load? 6. How does the length of a lever affect the force needed to lift a load? 7. How do gears work? 	Plant and animal life cycles Y5/M4 <ol style="list-style-type: none"> 1. How do flowering plants produce seeds? 2. Do all plants have the same number of reproductive parts? 3. How can we grow more plants without using seeds? 4. How do birds change over their lifetime? 5. Do all mammals have the same gestation period? 6. How do amphibians change throughout their life cycle? 7. Do all insects go through the same life cycle? 	Earth and space Y5/M3 <ol style="list-style-type: none"> 1. What's in space? 2. How do the planets move? 3. How does the position of the Sun in the sky change? 4. What causes day and night? 5. How does the Moon move? 6. What patterns can we find in data about the planets? <i>Links to Ancient Greece topic - philosopher (Aristotle)</i>	Human growth Y5/M6 <ol style="list-style-type: none"> 1. How do newborn babies turn into teenagers? 2. How do girls become women? 3. How do boys become men? 4. What is the human lifecycle? <i>Link to PSHE – Changing Me</i>	Classification of living things Y6/M1 <ol style="list-style-type: none"> 1. How do we classify living things? 2. How do we classify plants? 3. How do we classify animals? 4. What else is living besides plants and animals? 5. How can we identify living things? 6. What lives here? 7. Where do these organisms fit in my key? 	Evolution and inheritance Y6/M2 <ol style="list-style-type: none"> 1. How are living things different? 2. How is an organism adapted to live in its habitat? 3. How do an animal's adaptations help it to survive? 4. What can fossils tell us? 5. How does evolution happen? 6. How did Wallace and Darwin come up with the idea of natural selection? <i>Link to Spring topic – climate change</i>
TAPS assessment	Camouflaged moths WSS: record	Nappy absorbency WSS: ask questions and plan	Marblerun force WSS: evaluate	Invertebrate research WSS: interpret and report	Thermal insulation layers WSS: set up enquiry	Conductive dough WSS: observe and measure

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History	<p>Ancient Greece</p> <p>Chronology: Who were the Ancient Greeks and when did they live?</p> <p>Comparing and contrasting: What were the city states? Were rival states Athens and Sparta different? BV1,2</p> <p>Learning from sources: What do artefacts tell us about life in Ancient Greece? Use photographs of pottery and statues to look at soldiers, ships, gods and rulers. What do Myths and Legends tell us about life in Ancient Greece? Theseus and the Minotaur. Could any elements be true?</p> <p>Understanding the legacy: Who ruled the Ancient Greeks? How did they vote? How do we vote today? Discuss birth of democracy How are the Olympic Games different today from Ancient Greek times? Is this an important legacy? BV1</p> <p>Vocabulary civilisation, democracy, culture, justice, myth, legend, archaeological Classical,</p> <p>Black History week – mini topic planned – linked to life of Black Historical figure such as Martin Luther King, Mary Seacole, Rosa Parks, Harriet Tubman, Muhammed Ali, Maya Angelou, Katherine Johnson BV3,4</p>				<p>Invasion and warfare!</p> <p>Chronology: When were previous invasions of Great Britain? Romans, Saxons, Vikings, Spanish Armada? Timeline of WW2 key events</p> <p>Learning from sources: Recap range of sources? What evidence is there of previous invasions? Writings, artefacts, settlements, buildings etc. How reliable are the sources? What is bias? What evidence is there of an attempted invasion by Germany during World War 2? What does evidence tell us about life in Britain during the war? Why is wartime evidence to be treated with care? Introduce propaganda and its purpose</p> <p>Comparing and contrasting: Why did Britain go to war in 1939? Were the German's reasons for planned invasions the same as those of the Vikings and Romans? Discuss ideology of Nazi Germany. How did life change in Britain during the war? Rationing, women's work, evacuation, constant bombing? Are there any parallels today? Are children evacuated today? BV3</p> <p>Understanding the legacy: How different would Britain have been if the Spanish Armada or German invasion of 1940 had been successful? BV1,3,4</p> <p>Vocabulary: catholic, protestant, home front, Blitz, propaganda, empire, source, evacuation, propaganda, bias, ideology, rationing.</p>	

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Geography	<p>Ancient Civilisations</p> <p>Knowing places in the world – Locations Where is Greece? Place on a World Map Locate regions on a map of Greece – identify ancient City states on ancient map.</p> <p>Human and physical geography What is it like there now? Climate? Geographical features? Main trade and industry? Why was its position as a settlement so important in Ancient times? Comparison of Athens and Sparta – key human and physical geographical features.</p> <p>Geographical skills and fieldwork Map work and atlases</p>		<p>Fragile Earth: Climate change - Revisit – water cycle, Rainforests</p> <p>Knowing places in the world – Locations Identify areas of UK, Pakistan and Maldives affected by flooding? Recap Oceans of the World and locate ocean garbage patches. Where in the world is most impacted by climate change?</p> <p>Human and physical geography What are the five main types of biomes in the world? What is the difference between a climate zone and biome? What are the main climate zones in the world? What is climate change? Have do humans impact the environment? Focus on litter, plastic pollution and greenhouse gases What steps can be taken to limit climate change? Compare 3 areas prone to flooding - UK, Pakistan and Maldives Comparison should include impact on:</p> <ul style="list-style-type: none"> • Human geography – settlements and land use, economic activity and trade • Physical Geographical similarities and differences – biomes, mountains, rivers etc • Impact of floods <p>Using Geography Skills and Fieldwork: Fieldwork study – data collection on litter on playground – presenting data in range of forms Mapwork – creating overlays to show gyres in oceans</p> <p>Vocabulary: <i>Equator, Northern and southern hemisphere, Arctic, Antartic, sea level, glacier, climate, drought, evaporation, fossil fuel, global warming, greenhouse effect, grassland, aquatic, desert, tundra, forest</i></p>		<p>Invasion</p> <p>Knowing places in the world: - Locations Ocean, countries – Who invaded and from where?</p> <p>Human and physical geography What about UK made it attractive from a trade and resources aspect?</p> <p>Geographical skills and fieldwork Map work and atlases</p>	

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Art	<p>Outcomes:</p> <p>1. Pottery timeline showing how the designs changed through time – clay 2. Painting – watercolour Parthenon</p> <p>Skills – Painting</p> <ul style="list-style-type: none"> Can use the correct brush for effect and use different parts of the brush for effect. Can use watercolour technique: sketch and wash then adding detail when dry. Can use watercolour technique: wet on wet, wet on dry <p>Skills – Sculpture</p> <ul style="list-style-type: none"> Can roll coils, scratch and slip, roll slab, pinch and smooth clay and use a range of tools to add or subtract material. <p>Evaluating, Exploring and Developing ideas</p> <ul style="list-style-type: none"> Can write explanations about method, purpose and context, personal responses to work in sketchbooks. Can use art appreciation vocab: texture, form, random pattern, repeated pattern, foreground, vanishing point, horizon, tint, shade, focal point, foreground, background, wash, bleed, abstract, impressionism, realism, purpose in sketchbooks. Can make repeated attempts – observing carefully. <p>Knowledge</p> <p>The works of J.M.W. Turner (watercolour artist) Understanding of how we understand and interpret information about the Ancient Greeks – through the discovery of artefacts Know how pottery is a key primary source of information about the Ancient Greeks Understand how the type of pottery design changed throughout the timeline of Ancient Greece</p> <p>Vocabulary: texture, form, random pattern, repeated pattern, foreground, vanishing point, horizon, tint, shade, focal point, foreground, background, wash, bleed, abstract, impressionism, realism, parthenon</p>		<p>Outcomes:</p> <p>1. Printing project - use polystyrene tiles to print floral designs. Ext to year 6 to try and use lino to create lino design 2. A TV advert which explains the effects of climate change and what the public can do to help.</p> <p>Skills – Printing</p> <ul style="list-style-type: none"> Can transfer designs to polystyrene tiles and align and print different colour versions of a print to make a design. (Yr 6 – can cut lino carefully and safely.) <p>Skills – Digital</p> <ul style="list-style-type: none"> Can use Movie Maker to combine photos, soundtracks and film (link to computing) <p>Evaluating, Exploring and Developing ideas</p> <ul style="list-style-type: none"> Can write explanations about method, purpose and context, personal responses to work in sketchbooks. Can use art appreciation vocab: texture, form, random pattern, repeated pattern, foreground, vanishing point, horizon, tint, shade, focal point, foreground, background, wash, bleed, abstract, impressionism, realism, purpose in sketchbooks. Can make repeated attempts – observing carefully. <p>Knowledge</p> <p>William Morris – famous for printing floral designs – was an environmental campaigner Climate change and how it is affecting our planet Knowledge of movie production and editing software (windows movie maker)</p> <p>Vocabulary: texture, form, random pattern, repeated pattern, foreground, vanishing point, horizon, tint, shade, focal point, foreground, background, wash, bleed, abstract, impressionism, realism, align, combine</p>		<p>Outcomes:</p> <p>1. Sketch drawings of events in WW2 using techniques taught in range of mediums 2. Sketch in the style of L S Lowry</p> <p>Skills – Drawing</p> <ul style="list-style-type: none"> Can use charcoal to draw the absence of light (chiaroscuro). Can use soft pencils to blend and shade, hard pencils for detail and a variety of shading techniques (hatching etc.) Can use pencils and a variety of shading techniques to show shadows. <p>Evaluating, Exploring and developing ideas</p> <ul style="list-style-type: none"> Can write explanations about method, purpose and context, personal responses to work in sketchbooks. Can use art appreciation vocab: texture, form, random pattern, repeated pattern, foreground, vanishing point, horizon, tint, shade, focal point, foreground, background, wash, bleed, abstract, impressionism, realism, purpose in sketchbooks. Can make repeated attempts – observing carefully. <p>Knowledge</p> <p>The life and works of LS Lowry. The concept of Make do and mend – wartime Britain</p> <p>Vocabulary: texture, form, random pattern, repeated pattern, foreground, vanishing point, horizon, tint, shade, focal point, foreground, background, wash, bleed, abstract, impressionism, realism, shading, hatching, cross-hatching, chiaroscuro</p>	

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D&T	<p>Textiles – Making Christmas decorations</p> <p>Design:</p> <ul style="list-style-type: none"> • Generate innovate ideas by carrying out research including surveys and questionnaires • Develop, model and communicate ideas through talking, drawing, mock ups and prototypes and where appropriate compute aided design • Design purposeful, appealing products for the intended user that are fit for purpose based on a simple design spec <p>Make:</p> <ul style="list-style-type: none"> • Formulate clear plans to support a group in making the product. • Use technical knowledge and accurate skills to problem solve during the making process • Select from and use a range of tools and equipment to make products that are well assembled within restraints of time/cost <p>Evaluate:</p> <ul style="list-style-type: none"> • Investigate and analyse textile products and stitching methods to support making of product • Compare the final product to the original design specification • Test products to evaluate quality of manufacture and functionality • Consider the views of others to improve their work. <p>Knowledge: Fabrics can be stiffened and strengthened. Vocab: mock up, pattern, template, seam allowance, tacking</p>		<p>Electrical systems: Make a buzz wire game for KS1 pupils</p> <p>Design</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of cost and resources. • Communicate ideas through annotated sketches and circuit diagrams <p>Make</p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making – listing tools, equipment and materials • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product • Create a computer control program to enable an electrical product to work automatically in response to changes <p>Evaluate</p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification • Test the system o demonstrate its effectiveness for the intended user and purpose • Investigate famous inventors who developed groundbreaking electrical systems <p>Understand and use electrical systems, apply understanding of computing to program, monitor and control their products. Vocab: modelling, open switch, closed switch, computer control input, output devices, input devices.</p>		<p>Food : Afternoon tea for residents of Abbeyfields Care Home</p> <p>Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generate innovate ideas through research and discussion with peers and adults to develop a design brief and criteria for design spec <input type="checkbox"/> Use words and ICT as appropriate to develop and communicate ideas – research allergies etc <p>Make:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a step-by-step recipe, including a list of ingredients, equipment and utensils <input type="checkbox"/> Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients <input type="checkbox"/> Make and present the food product appropriately for intended user and purpose <p>Evaluate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carry out sensory evaluations of a range of relevant products and ingredients. Record evaluations using tables/graphs etc <input type="checkbox"/> Evaluate the final product with reference back to design brief and specification and identify improvements <input type="checkbox"/> Understand how key chefs have influence eating habits to promote healthy lifestyles <p>Knowledge:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know how to use utensils and equipment including knives and heat sources to prepare and cook food <input type="checkbox"/> Understand that seasonality in relation to food products and the source of food items 	

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5 & 6	Ancient Civilisations		Climate Change		Invasions of Britain through time	
Music	<p>Topic music – The Planets (Holst) – legacy</p> <p>Charanga Unit</p> <p>Livin’ On A Prayer (steps 1 and 2)</p> <p>Genre: rock</p> <p>Instruments: Glockenspiel</p> <p>Instrumental notes: G, A, B</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Charanga Unit</p> <p>Classroom Jazz 2 (steps 1 and 2)</p> <p>Genre: jazz</p> <p>Instruments: N/A</p> <p>Instrumental notes: N/A</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music – Prelude Op. 28, No 15 (Raindrop) - Chopin</p> <p>Charanga Unit</p> <p>Make you feel my love (steps 1 and 2)</p> <p>Genre: pop ballad</p> <p>Instruments: Glockenspiel</p> <p>Instrumental notes: C, F</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music - Die Walkure (Wagner)</p> <p>Charanga Unit</p> <p>Blown Away recorder block 1 (steps 1 and 2)</p> <p>Genre: N/A</p> <p>Instruments: Recorder</p> <p>Instrumental notes: D, E, F, G, A, B, C, D’, E’</p> <p>Skills: Perform</p> <p>Knowledge: Stave (including length and itch of notes, plus procedural knowledge of playing the recorder)</p>	<p>Topic music – The Last Post – Arthur Lane</p> <p>Charanga Unit</p> <p>Dancing in the street (steps 1 and 2)</p> <p>Genre: Motown</p> <p>Instruments: Glockenspiel, recorder</p> <p>Instrumental notes: G</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music – 1812 Overture (Tchaikovsky)</p> <p>Charanga Unit</p> <p>Hip Hop (steps 1 and 2)</p> <p>Genre: hip hop</p> <p>Instruments: YuStudio (digital)</p> <p>Instrumental notes: N/A</p> <p>Skills: Composition</p> <p>Knowledge: Pulse, rhythm, pitch, digital music platform</p>
PSHE	<p>Being Me in My World</p> <p><u>Y5 themes</u></p> <p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p> <p><u>Y6 themes</u></p> <p>Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p> <p>BV1,2,4</p>	<p>Celebrating Difference</p> <p><u>Y5 themes</u></p> <p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p><u>Y6 themes</u></p> <p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>BV3,4</p>	<p>Dreams and Goals</p> <p><u>Y5 themes</u></p> <p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p><u>Y6 themes</u></p> <p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>BV3</p>	<p>Healthy Me</p> <p><u>Y5 themes</u></p> <p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> <p><u>Y6 themes</u></p> <p>Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p> <p>BV2,3</p>	<p>Relationships</p> <p><u>Y5 themes</u></p> <p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p> <p><u>Y6 themes</u></p> <p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>BV2,4</p>	<p>Changing Me</p> <p><u>Y5 themes</u></p> <p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p><u>Y6 themes</u></p> <p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <p>BV4</p>

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Years 5 & 6	Ancient Greece – life and legacy <i>Ancient Civilisations</i>		Fragile Earth <i>Climate Change</i>		Invasion and warfare! <i>Invasions of Britain through time</i>	
Computing	Project Evolve: Self-image and Identity, Online Relationships, Online Reputation <i>BV2,4</i>		Project Evolve: Online Bullying, Managing Online Information <i>BV2,4</i>		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership <i>BV2,4</i>	
	Teach Computing (NCCE): Systems and searching Year 5 Equipment: Chromebooks Apps/software/sites: N/A	Teach Computing (NCCE): Vector Drawing Year 5 Equipment: Chromebooks Apps/software/sites: Google Drawings	Teach Computing (NCCE): 3D modelling Year 6 Equipment: Chromebooks Apps/software/sites: Tinkercad (set up class link)	Teach Computing (NCCE): Selection in Physical Computing (replace with 'Variables in Games' if no access to data loggers) Year 5 Equipment: Laptops Apps/software/sites: Crumbles (not currently available in school)	Teach Computing (NCCE): Communication Year 6 Equipment: Laptops Apps/software/sites: Crumbles (not currently available in school)	Teach Computing (NCCE): Selection in Quizzes Year 5 Equipment: Chromebooks or laptops Apps/software/sites: Scratch 3
MFL (French)	Phonics 3 & 4 (Extra teaching)		Family (Intermediate)	In the Classroom (Intermediate)	My Home (Intermediate)	The Date (Intermediate)
Religious Education		How and why does religion bring peace and conflict? Multi <i>Human/Social Sciences</i>	How do _____ explain the suffering in the world? Buddhist <i>Theology</i>	What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian <i>Philosophy</i>	Creation or science: conflicting or complementary? Christian/Humanist <i>Theology</i>	How do beliefs shape identity for _____? Muslim (prepare for KS3) <i>Human/Social Sciences</i>
Physical Education	Gymnastics (Real Gym) Dodgeball	Dance (Real Dance) Football	Cross Country/Fitness Basketball/Netball	Gymnastics Tag Rugby	Athletics Cricket	Tennis Rounders