



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 <i>Ancient Civilisations</i>		Fragile Earth <i>Climate Change</i>		Invasion and warfare! <i>Invasions of Britain through time</i>	
Text	Who Let the Gods out Theseus and the Minotaur Supplementary Reading Skills: Energy/Forces (Y5), Poetry Volume 2 (Y6), Resilience (Y6), Christmas (Y5)		Floodland or The Girl of Ink and Stars Earth Shattering events Supplementary Reading Skills: Light (Y6), Medieval Monarchs (Y5), Children's Classics (Y5), Population (Y6)		Once War Boy 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		Duxford Braintree museum – evacuee session	
Outcomes	Week 1-3: Purpose: Writing to inform Genre: non-chronological report Theme: the legacy of Ancient Greece Week 4-6: Purpose: Writing to entertain Genre: Myth Theme: own myth based on Theseus and the Minotaur	Week 1-3: Purpose: Writing to compare Genre: Comparison text Theme: Athens v Sparta Week 4-6: Purpose: Writing to recount Genre: Newspaper Report Theme: Discovery of artefacts	Week 1-3: Purpose: Writing to persuade/instruct Genre: Persuasive speech Theme: Effects of climate change and how to reduce Week 4-6: Purpose: Writing to inform Genre: Balanced argument Theme: Amount of screen time	Week 1-3: Purpose: Writing to entertain Genre: Narrative Theme: New ending for class novel Week 4-6: Purpose: Writing to inform Genre: Explanation text Theme: linked to Science	Week 1-3: Purpose: Writing to inform Genre: Newspaper report Theme: declaration of WWII Week 4-6: Purpose: Writing to explain Genre: essay Theme: impact of the Blitz	Week 1-3: Purpose: Writing to recount Genre: Diary Theme: evacuation Week 4-6: Purpose: Writing to entertain Genre: poetry Theme: Wartime

	<p>Skills and knowledge</p> <p>Year 5</p> <p>Can use a variety of sentence openers (ISPACED).</p> <p>Can describe settings and characters.</p> <p>Can structure and organise writing cohesive paragraphs – understands cohesion</p> <p>Can add embedded adverbials e.g. she banged on the door, shaking with rage, and waited.</p> <p>Can use repetition to engage the reader.</p> <p>Can build tension (ellipses, three short sentences – He stopped. He listened. He ran.</p> <p>Can use speech punctuation accurately and a range of reporting clauses and positions.</p> <p>Understands how to use relative pronouns.</p> <p>What is ambiguity and how to avoid it with punctuation?</p> <p>What happens when I move the sub-clause position in complex sentences?</p> <p>What are modal verbs (might, should, could, would, can, may, must, shall, will)?</p> <p>Revisit:</p> <p>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.</p> <p>Can describe settings, characters and atmosphere</p> <p>Can structure and organise writing in well linked cohesive paragraphs.</p> <p>Can choose between using reported and direct speech.</p> <p>Can use speech to develop character and action.</p> <p>Can establish and maintain a theme.</p> <p>Can build an extended image.</p> <p>Can create sentences with colons and semi-colons.</p> <p>Can make use of flashbacks.</p> <p>Can use extensive knowledge of vocabulary and grammar to manipulate formality.</p> <p>What is a subject, object, synonym, antonym, colon, bullet point, colon, semi-colon, passive and active voice?</p> <p>What is the perfect and passive form of a verb?</p>	<p>Skills and knowledge</p> <p>Year 5</p> <p>Borrow writers’ techniques from book, screen and stage.</p> <p>Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear.</p> <p>Can maintain a viewpoint throughout a text.</p> <p>Can ensure cohesion within and between all paragraphs in a text.</p> <p>Can use stanzas to organise ideas around a theme in poetry.</p> <p>Can use extended similes and personification</p> <p>Can use rhetorical questions.</p> <p>Can write in third person omniscient EG Bob thought ...Fred wondered if..</p> <p>Can use adjectives of taste e.g. bitter</p> <p>Can use hyphens, prepositions, brackets correctly.</p> <p>Revisit</p> <p>Can use relative clauses to add detail.</p> <p>What is the difference between and adverb, adverbial and an adjective?</p> <p>Year 6</p> <p>Can manipulate levels of formality.</p> <p>Can write a controlled and balanced argument.</p> <p>Can add depth and detail to paragraphs using a range of parenthesis.</p> <p>Can use speech to explain and persuade.</p> <p>Can use semi-colons for effect.</p> <p>Can use hyperbole.</p> <p>Can use adjectives of smell e.g. acrid</p> <p>What is the difference between a hyphen and a dash?</p> <p>What is a subject, object, synonym, antonym, colon, bullet point, hyphen, colon, semi-colon, passive and active voice, brackets, dashes and parenthesis?</p> <p>How do I use dashes?</p>	<p>Skills and knowledge</p> <p>Year 5</p> <p>Can balance narrative writing between action, description and dialogue.</p> <p>Can use contrast, additional detail and explanation.</p> <p>Can use vivid description.</p> <p>Can use asides to the reader.</p> <p>Can hide details from the reader.</p> <p>Can use contrast within and beyond sentences e.g. out of the dirty, ramshackle house walked the gleaming silver robot.</p> <p>Can use modal verbs and adverbs.</p> <p>What is a relative pronoun, cohesion, ambiguity, modal verb, relative clause, parenthesis, bracket, dash, hyphen, preposition, simile?</p> <p>What is a modal adverb? (perhaps, surely, obviously)</p> <p>What happens to nouns or adjectives when I add suffixes –ate, -ise, and –ify?</p> <p>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.</p> <p>Can affect the emotions of the reader at points in the text.</p> <p>Can use assonance and consonance.</p> <p>Can create a subtle mood.</p> <p>Can use repetition, connectives, ellipsis etc for cohesion.</p> <p>Can use more than one subordinate clause successfully in a complex sentence</p> <p>What is a subject, object, synonym, antonym, colon, bullet point, semicolon, hyphen, active, passive, ellipsis, bullet points?</p> <p>What is ‘the subjunctive’ (e.g. If Fred were here, things would be different) and how can I use it?</p> <p>How is ellipsis used appropriately?</p>
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Science	<p>Scientific enquiry – in all topics children will be taught to:</p> <ul style="list-style-type: none">- Plan different types of scientific enquiries to answer questions (comparative and fair tests), including recognising and controlling variables where necessary- Take measurements, using a range of scientific equipment with increasing accuracy and precision and repeating readings when appropriate-Choose the most appropriate equipment to make measurements with increasing precision- Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs-Use and develop keys to identify, classify and describe living things and materials. Identify patterns that might be found in the natural environment- Use test results to make predictions to set up further and comparative tests- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations- Identify scientific evidence that has been used to support or refute ideas or arguments. Begin to recognise which secondary sources will be most useful. Separate opinion from fact.-Understand how scientific ideas have developed over time					

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Science	<p>Revisit LKS2 forces and magnets content Forces Why do dropped objects fall back down to Earth? Vocab: <i>Isaac Newton, gravity</i> How do parachutes work? Vocab: <i>air resistance, friction</i> How do dolphins swim quickly? Vocab: <i>water resistance, streamlined</i> How could I lift 20kg easily? Vocab: <i>levers, pulleys, gears, cog, mechanism</i> Famous scientist to discuss: Isaac Newton Earth & Space REVISIT KS1 seasonal changes What is a Solar System? Vocab: <i>solar, orbit, gravitational pull, planets</i> Is the Earth in the middle of the Solar System? Vocab: <i>Copernicus, geocentric, heliocentric</i> Why do we have night and day and why does the Sun seem to move in the sky? Vocab: <i>sundial, solstice, Stonehenge</i> What other planets are in our Solar System, what are they like, and how do they move around the Sun? Vocab: <i>spherical bodies, gravitational force, Earth, sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune, orbit</i> Why does the moon change shape? Vocab: <i>wax, wane, full-moon, gibbus, new moon, crescent</i></p>		<p>Revisit LKS2 content on plants and life cycles and KS1 animals. Living Things & their Habitats How do strawberries grow new plants? Vocab: <i>sexual, asexual, reproduction, runner, tuber, geranium, spider plant, rosemary, Plantlets, cuttings, bulbs</i> Why do some plants have flowers? Vocab: <i>stigma, pollination, stamen, stile, filament, pollen, sepal, pollinator, anther, ovary</i> How do dogs have puppies? Vocab: <i>offspring, sperm, fertilise, reproduce, sexual, asexual,</i> What is the life-cycle of a dog/duck/ladybird/frog? Vocab: <i>metamorphosis, fledgling, larvae, froglet, spawn</i> How are the life-cycles of a mammal and a bird the same and different? How are the life-cycles of an insect and an amphibian the same and different? Discuss famous scientist Rachel Carson and her work on dangers to Ocean Ecosystems What is a micro-organism, invertebrate and vertebrate? Vocab: <i>micro-organism, bacteria, virus, fungi, algae, protozoa, invertebrate, vertebrate, spinal column, amphibians, reptiles, mammals</i> Who is Carl Linnaeus and what did he do? Vocab: <i>Linnaean system, classify, organise, taxonomy, kingdom, phylum, order, class, genus, species, Latin</i> How is a dog classified using the Linnaean system? How is a strawberry classified using the Linnaean system? Vocab: <i>as above, plus: canis lupus familiaris, fragaria ananassa</i></p>		<p>Revisit from KS1 and LKS2 Living things and habitats, LKS2 Rocks - Autumn term on living things. Evolution & Inheritance Who is Charles Darwin and what is The Theory of Evolution? Vocab: <i>evolve/evolution, adapt/adaptation, vary/variation</i> How do we know about prehistoric life? Vocab: <i>fossil, ammonite, prehistoric, Jurassic, Triassic, Cretaceous</i> How are fossils made? Vocab: <i>decompose, preserve, minerals</i> How are giraffes adapted to their habitat? Vocab: <i>adapt, evolve, inherited, offspring, species, elongated</i> How are cacti adapted to their habitat? Vocab: <i>adapt, evolve, inherited, offspring, species, succulent, arid/semi-arid</i> Why do offspring have different features to their parents? Vocab: <i>characteristics, traits, dominant, favourable</i> How does adaptation lead to evolution? Vocab: <i>mutation, characteristics, traits</i> Linked to history topic of invasion – explore the achievements of Alan Turing</p>	

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History	<p>Ancient Greece</p> <p>Chronology:</p> <p>Who were the Ancient Greeks and when did they live?</p> <p>Comparing and contrasting:</p> <p>What were the city states?</p> <p>Were rival states Athens and Sparta different?</p> <p>BV1,2</p> <p>Learning from sources:</p> <p>What do artefacts tell us about life in Ancient Greece? Use photographs of pottery and statues to look at soldiers, ships, gods and rulers.</p> <p>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:</p> <p>Who ruled the Ancient Greeks? How did they vote? How do we vote today? Discuss birth of democracy</p> <p>How are the Olympic Games different today from Ancient Greek times? Is this an important legacy?</p> <p>BV1</p> <p>Vocabulary Classical, civilisation, democracy, culture, justice, myth, legend, archaeological</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</p> <p>BV3,4</p>				<p>Invasion and warfare!</p> <p>Chronology:</p> <p>When were previous invasions of Great Britain? Romans, Saxons, Vikings, Spanish Armada?</p> <p>Timeline of WW2 key events</p> <p>Learning from sources:</p> <p>Recap range of sources? What evidence is there of previous invasions? Writings, artefacts, settlements, buildings etc.</p> <p>How reliable are the sources? What is bias?</p> <p>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?</p> <p>Why is wartime evidence to be treated with care? Introduce propaganda and its purpose</p> <p>Comparing and contrasting:</p> <p>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.</p> <p>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?</p> <p>BV3</p> <p>Understanding the legacy:</p> <p>How different would Britain have been if the Spanish Armada or German invasion of 1940 had been successful?</p> <p>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	Ancient Civilisations 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. 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. Geographical skills and fieldwork Map work and atlases		Fragile Earth: Climate change - Revisit – water cycle, Rainforests 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? 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: <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 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 Vocabulary: <i>Equator, Northern and southern hemisphere, Arctic, Antarctic, sea level, glacier, climate, drought, evaporation, fossil fuel, global warming, greenhouse effect, grassland, aquatic, desert, tundra, forest</i>		Invasion Knowing places in the world: - Locations Ocean, countries – Who invaded and from where? Human and physical geography What about UK made it attractive from a trade and resources aspect? Geographical skills and fieldwork Map work and atlases	

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Art	Outcomes: 1. Pottery timeline showing how the designs changed through time – clay 2. Painting – watercolour Parthenon Skills – Painting <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 Skills – Sculpture <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. Evaluating, Exploring and Developing ideas <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. Knowledge 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		Outcomes: 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. Skills – Printing <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.) Skills – Digital <ul style="list-style-type: none"> Can use Movie Maker to combine photos, soundtracks and film (link to computing) Evaluating, Exploring and Developing ideas <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. Knowledge 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) Vocabulary: <i>texture, form, random pattern, repeated pattern, foreground, vanishing point, horizon, tint, shade, focal point, foreground, background, wash,</i>		Outcomes: 1. Sketch drawings of events in WW2 using techniques taught in range of mediums 2. Sketch in the style of L S Lowry Skills – Drawing <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. Evaluating, Exploring and developing ideas <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. Knowledge The life and works of LS Lowry. The concept of Make do and mend – wartime Britain Vocabulary: <i>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</i>	

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D&T	Textiles – Making Christmas decorations Design: <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 Make: <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 Evaluate: <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. Knowledge: Fabrics can be stiffened and strengthened.		Electrical systems: Make a security alarm Design <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 Make <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 Evaluate <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 ground breaking electrical systems Understand and use electrical systems, apply understanding of computing to program, monitor and control their products.		Food : Making soup Design <ul style="list-style-type: none"> Generate innovate ideas through research and discussion with peers and adults to develop a design brief and criteria for design spec Use words and ICT as appropriate to develop and communicate ideas – research allergies etc Make: <ul style="list-style-type: none"> Write a step by step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients Make and present the food product appropriately for intended user and purpose Evaluate: <ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record evaluations using tables/graphs etc Evaluate the final product with reference back to design brief and specification and identify improvements Understand how key chefs have influence eating habits to promote healthy lifestyles Knowledge: <ul style="list-style-type: none"> Know how to use utensils and equipment including knives and heat sources to prepare and cook food Understand that seasonality in relation to food products and the source of food items 	

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PSHE	Being Me in My World <u>Y5 themes</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <u>Y6 themes</u> 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 BV1,2,4	Celebrating Difference <u>Y5 themes</u> 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 <u>Y6 themes</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy BV3,4	Dreams and Goals <u>Y5 themes</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation <u>Y6 themes</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments BV3	Healthy Me <u>Y5 themes</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour <u>Y6 themes</u> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress BV2,3	Relationships <u>Y5 themes</u> 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 <u>Y6 themes</u> 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 BV2,4	Changing Me <u>Y5 themes</u> 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 <u>Y6 themes</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition BV4

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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>

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Computing	Project Evolve: Self-image and Identity, Online Relationships, Online Reputation BV2,4		Project Evolve: Online Bullying, Managing Online Information BV2,4		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership BV2,4	
	Teach Computing (NCCE): Sharing Information 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): Flat-File Databases Year 5 Equipment: Chromebooks or laptops Apps/software/sites: Google Sheets or MS Excel	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): Selection in Quizzes Year 5 Equipment: Chromebooks or laptops Apps/software/sites: Scratch 3

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>	
MFL (French)	Phonics 1 & 2 (Extra teaching) I Am Learning (Early Language)	I am able... (Early Language) I know how to... (Early Language)	Vegetables (Early Language)	Presenting Myself (Intermediate)	Presenting Myself (Intermediate)	My Family (Intermediate)

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>	
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>