


Upper KS2	Year B					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Possible titles	<u>Crime and Punishment</u>	<u>Out of this world</u>	<u>WW2</u>		<u>We are awesome</u>	<u>Tale as old as time</u>
Stimulus	Castleton Residential		Holocaust Centre Trip			
Anchor Text/Class Novel	Holes By Lois Sachar Alex Rider: Stormbreaker by Anthony Horowitz	Cosmic by Frank Cottrell-Boyce Tuesday by David Wiesner	Vote: Children to vote for end of day WW2 themed book. Children will be exposed to a range of extracts and a voting system will be in place. Eg. Letters from the Lighthouse, Poem: How to die/Beyond the Lines (Stimulus), Dulce Et Decorum Est (Classic, Narrative) Literacy Shed Video: The Piano Picture Book: The Lion and the Unicorn – Shirley Hughes		The Amazing Thing that Happened to Barnaby Brockett by John Boyne	Grimm Tales By Phillip Pullman and other traditional tales with a twist. The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka
English units	Unit 1: To entertain To write the <u>climax</u> for part of an adventure story. Focus: suspense Unit 2: Diary entry Unit 3: To entertain To write a narrative recount of the Highway Man. Focus: character development	Unit 3: To inform Newspaper Report Tuesday by David Wiesner Unit 4: To inform To write a non-chronological report (linked to space)	Unit 5: To entertain To write emotive poetry. (Stimulus: Beyond the Lines , <i>Dulce Et Decorum Est</i> and <i>How to Die</i>) Focus: <i>Figurative language</i> Unit 6: To inform To explain the key events that led to the beginning of World War Two. Unit 7: To entertain To write a narrative. Focus: Flashbacks, second person and amplification Stimulus: The Piano	Unit 8: To inform: To write instructions. Unit 9: To persuade. Propaganda – persuasive leaflets Unit 10: To persuade Speech Writing.	Unit 11: Moderation Window: Little Freak : Diary writing, persuasive letter writing, narratives (including dialogue to advance the action and pathetic fallacy) Unit 12: Alma : Newspaper Reports and story	Unit 13: To entertain Narrative: Traditional Tales reimagined Unit 14: To persuade and inform Travel guide/magazine article linked to Geography: The Alps.
Science	Forces Gravity, air resistance, water resistance and friction. Levers, pulleys and gears.	Earth and Space The solar system Movement of the Moon Earth's rotation, day/night; apparent movement of the sun.	Light Light appears to travel in straight lines How we see Shadows Reflections	Living Things and Their Habitats Life cycles Reproduction in some plants and animals. Human development.		Human Lifecycles Human growth Puberty
History/ Geog	Settlement: Crime and Punishment linked to Espionage (Castleton) and comparing crime and punishment throughout history.	Distribution of natural resources focusing on energy. Look at wind, water, solar and thermal energy. Links to local area/issues?	Conflict: World War 2 (links with geography mapping for countries involved with WW2) Study why WW2 started and learn about the key conflicts such as the Blitz, Battle of Britain, The Dambusters and D-Day.	Living and Lifestyles: Holocaust, evacuees and lifestyle through WW2 Study the impact WW2 had civilians in this country and how children used the Kindertransport to escape Nazi rule.	Maps and Movement Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6-figure grid references with teaching of latitude and longitude in depth. Expand map skills to	Land use and trade links Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a

					include non-UK countries.	European country. (Lincolnshire and Alps) How mountains are formed and different types of mountains. Location of key mountains in the world.
Art/DT	Mechanical systems Making a pop-up book	Drawing I need space!	Textiles Making a waistcoat	Drawing Make my voice heard	Food and Nutrition Come dine with me	Sculpture and 3D Making memories
Computing	Online Safety Lesson 1 DATA HANDLING Mars Rover	Online Safety Lesson 2 COMPUTER SYSTEMS & NETWORKS Search Engines	Internet Safety Day (Feb) PROGRAMMING Bletchley Park and the history of computers	Online Safety Lesson 3 PROGRAMMING Exploring AI	Online Safety Lesson 4 SKILLS SHOWCASE Inventing a Product (Y5 unit)	Online Safety Lesson 5 (Assessment) 
Music	Looping and Remixing To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to.	Film Music To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	Songs of World War 2 To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	Blues To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time.	Musical Theatre To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.	Composing and performing a Leavers' song To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.
PE	Hockey Netball	Football Gymnastics	Circuit training Dance	Badminton Gymnastics	May Dances Tennis	Athletics Rounders
RE	What do people believe about caring for the world and others? How do people express their beliefs through worship and caring for others? How do people use their senses to worship?		How do people choose between right and wrong?		School Designed Unit: What is philosophy?	
MFL	Let's Visit a French Town	French Transport *Kapow introduced	In my French House	French Music Celebrations	Verbs in a French Week	French Sports and Olympics
PSHE	Family and Relationships Friendship skills	Health and Wellbeing Taking responsibility for my health	Safety and Changing Body Social Media		Citizenship Parliament and national democracy	Economic Wellbeing Careers

	Resolving conflict Family life Stereotyping: race and religion Challenging stereotypes Change and loss	The impact of technology on health Resilience toolbox Immunisation Physical health concerns	First Aid: Bleeding First Aid: Basic life support Year 5: Puberty; Menstruation; Emotional Changes in Puberty Year 6: Physical and emotional changes; Conception; Pregnancy and birth		Year 6 only : Identity and body image Transition to secondary school
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Upper KS2	Year A					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Possible titles	<u>All at Sea</u>		<u>Ancient Egypt</u>		<u>Global Citizens</u>	
Anchor Text/Class Novel	Treasure Island by Robert Louis Stevenson (Archaic - extracts) (and full abridged version) Malamander by Thomas Taylor	Floodland by Marcus Sedgwick (Dystopia) The Raven by Edgar Poe Darwin's Dragons by Lindsay Galvin (extracts)	The Secrets of a Sun King by Emma Carroll The Lion and Albert by Marrott Edgar	A Long Walk to Water – by Linda Sue Water	The Explorer by Eva Ibbotson	Skellig – David Almond The Final Year by Matthew Goodfellow
English units	Unit 1: To entertain To write the opening of an adventure story. Focus: character and setting description and speech to advance the action. Unit 2: To entertain To write a new chapter of a mystery story (Malamander). (suspense)	Unit 3: To inform and entertain Newspaper: based on the Lighthouse from the Literacy Shed. Unit 4: To inform To write a biography: Charles Darwin. Unit 5: To entertain Narrative Poetry: The Raven Edgar Poe	Unit 6: To inform Non: Chronological Report: Linked to topic Unit 7: To inform: To write instructions. Unit 8: To entertain To retell a narrative poem as a story: The Lion and Albert by Marriot Edgar (comedy)	Unit 9: To discuss Debate and discursive text (balanced argument). Unit 10: To persuade Formal letter writing. Unit 11: To entertain: Short burst writing based on Treasure (Literacy Shed) Diary writing Setting Description Internal Monologue	Unit 12 Moderation Window: Explanation Text linked to living in Brazil Newspaper Report based on children living in shanty towns. Fiction narratives inspired by Swing of Change (Literacy Shed)-inc flashbacks, internal monologue etc.	Unit 13: To entertain Informal letter writing. Unit 14: To persuade. Persuasive leaflets based Visiting Brazil
Science	Classification of Plants and Animals Classification and grouping of living things Classification systems – Linnaeus Vertebrates and invertebrates; flowering and non-flowering	Evolution and Inheritance Evolution and evidence from the past. Variation Adaption	Human Circulatory System Human circulatory system Diet, exercise, drugs and lifestyle. How nutrients and water are transported within animals / humans	Properties and Changes of Materials Comparing materials and their properties including hardness, transparency, electrical and thermal conductivity and attraction to magnets Dissolving and solutions Separating mixtures Reasons for the uses of everyday materials. Reversible/irreversible changes.		Electrical Circuits Compare the functions of components in circuits; impact of changes. Circuit diagrams.
History/ Geog	Exploration- Voyages - journeys of Joseph Banks, Captain Cook and the Pilgrim fathers.	Mapping coasts and oceans Children will use fieldwork at Boggle Hole and photographs to explain how our coastline has changed over time.	Ancient Egypt - Religion and beliefs of the ancient civilisation.	Rivers Name and locate the key topographical features. Understand how these features have changed over time. Understand the uses of rivers. Locate the River Nile (linked to History) and find out facts about it.	Contrasting Locality - Brazil human settlements and economic activity	Democracy- suffragettes, civil rights and the Magna Carta.
DT/Art	Painting and Mixed Media Portraits	DT Frame structures Bridges	Sculpture and 3D Interactive Installation	Cooking and Nutrition Creating a Bolognese sauce and packaging	Painting and Mixed Media Artist Study	Electrical Systems Steady hand game

Computing	Online Safety Lesson 1 CREATING MEDIA Stop Motion Animation	Online Safety Lesson 2 PROGRAMMING Music	Internet Safety Day (Feb) DATA HANDLING Big Data	Online Safety Lesson 3 PROGRAMMING Introduction to Python	Online Safety Lesson 4 PROGRAMMING Micro:bit	Online Safety Lesson 5 (Assessment) Select Skills Showcase from Upper KS 2 units
Music	Theme and variations (Theme: Pop Art) To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.	Composition notation (Theme: Ancient Egypt) To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	South and West Africa To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	Composition to represent the festival of colour (Theme: Holi festival) To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	Composing and performing a Leavers' song To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.
PE	Hockey Netball	Football Gymnastics	Circuit training Dance	Badminton Gymnastics	May Dances Tennis	Athletics Rounders
RE	How do people know who or what to believe? What do people believe about the existence of God?		What do people believe about good, evil and suffering?		What do people believe about peace? What do we mean by religious and spiritual experiences?	
MFL	Portraits – describing in French	Meet my French Family	Clothes – getting dressed in France	French Weather	Exploring the French-speaking World	Planning a French Holiday
PSHE	Family and Relationships Build a friend – what makes a good friend Respect and manners Respecting myself Marriage Bullying Stereotyping-disability Challenging stereotypes	Health and Wellbeing The importance of rest Taking responsibility for my feelings Healthy meals Sun safety	Safety and the Changing Body Online friendships Staying safe online Alcohol Drugs, alcohol and tobacco: Influences Year 5: Puberty; Menstruation; Emotional Changes in Puberty Year 6: Physical and emotional changes; Conception; Pregnancy and birth		Citizenship Breaking the law Prejudice and discrimination Human Rights	Economic Wellbeing Risk with money Year 6 only : Identity and body image Transition to secondary school