

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	Alex Rider: Stormbreaker by Anthony Horowitz	Cosmic by Frank Cottrell-Boyce Tuesday by David Wiesner	Cogheart by Peter Bunzl The Lion and the Unicorn by Shirley Hughes	Good Night Mr Tom by Michelle Magorian	The Amazing Thing that Happened to Barnaby Brockett by John Boyne	Boy Giant: Son of Gulliver by Michael Morpurgo
English units	<p>Unit 1: To entertain</p> <p>To write the <u>climax</u> for part of an adventure story. Focus: suspense</p> <p>Unit 2: To entertain</p> <p>To write a narrative recount of the Highway Man. Focus: character development</p>	<p>Unit 3: To inform</p> <p>Newspaper Report (and outside broadcast): Tuesday by David Wiesner</p> <p>Unit 4: To inform</p> <p>To write a non-chronological report (linked to space)</p> <p>Unit 5: To entertain</p> <p>Poetry – Narrative – Classic- The Tyger by William Blake</p>	<p>Unit 6: To entertain</p> <p>To write emotive poetry. (Stimulus: <i>Beyond the Lines, Dulce Et Decorum Est and How to Die</i>) Focus: Figurative language</p> <p>Unit 7: To inform</p> <p>To explain the key events that led to the beginning of World War Two.</p> <p>Unit 8: To entertain</p> <p>To write a narrative. Focus: Flashbacks, second person and amplification</p> <p>Stimulus: The Piano</p>	<p>Unit 9: To inform:</p> <p>To write instructions.</p> <p>Unit 10: To persuade.</p> <p>Propaganda – persuasive leaflets</p> <p>Unit 11: To persuade</p> <p>Speech Writing.</p>	<p>Unit 12: Moderation Window:</p> <p>Little Freak: Diary writing, persuasive letter writing, narratives (including dialogue to advance the action and pathetic fallacy)</p> <p>Alma: Newspaper Reports.</p>	<p>Unit 13: To entertain</p> <p>Narrative: Traditional Tales reimaged</p> <p>Unit 14: To persuade and inform</p> <p>Travel guide/magazine article linked to Geography: The Alps.</p>
Science	<p>Forces</p> <p>Gravity, air resistance, water resistance and friction.</p> <p>Levers, pulleys and gears.</p>	<p>Earth and Space</p> <p>The solar system</p> <p>Movement of the Moon</p> <p>Earth's rotation, day/night; apparent movement of the sun.</p>	<p>Light</p> <p>Light appears to travel in straight lines</p> <p>How we see</p> <p>Shadows</p> <p>Reflections</p>	<p>Living Things and Their Habitats</p> <p>Life cycles</p> <p>Reproduction in some plants and animals.</p> <p>Human development.</p>		<p>Human Lifecycles</p> <p>Human growth</p> <p>Puberty</p>
History/ Geog	<p>Settlement: Crime and Punishment linked to Espionage (Castleton)</p>	<p>Distribution of natural resources</p> <p>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focusing on energy.</p>	<p>Conflict: World War 2</p>	<p>Living and Lifestyles: Holocaust, evacuees and lifestyle through WW2</p>	<p>UK and European maps</p> <p>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 include non-UK countries.</p>	<p>Land use and trade links</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. (Lincolnshire and Alps)</p>

DT		Christmas Toy - Automator		Fabric Phone case Link WW2 make do and mend		
Art	Observational drawing Still Life		Sculpture Barbara Hepworth		Mixed Media Design a front cover	Waterleaf paintings
Computing	Internet Communication How we find information; how search engines work (select and rank results) and what influences searching	3D Modelling Working in a 3D space, including combining 3D objects and examining the differences between working digitally with 2D and 3D graphics.	Webpage Creation What makes a good web page?; use this information to design and evaluate their own website	Spreadsheets Organising data into columns and rows; formatting data to support calculations; introducing formulas and how they can be used to produce calculated data	Variables in Games Variables in programming through games in Scratch	Sensing Programming a micro:bit to use sensors to collect information
Music	<p>Y5 Our Community (Unit 1)</p> <p>Music Focus: Performance</p> <ul style="list-style-type: none"> Conduct metres of two, three and four Prepare for a performance by considering narration, performance space, setting up and other logistics Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion Learn about jazz scat singing and devise scat sounds Learn to sing a song from English musical heritage (20th century) 	<p>Christmas Performance</p> <ul style="list-style-type: none"> To use voices expressively and creatively by singing songs To understand how music can tell a story To explore, place, create and perform vocal and instrumental sounds <p>Y5 Solar System (Unit 2)</p> <p>Music Focus: Structure</p> <ul style="list-style-type: none"> Develop techniques of performing rap using texture and rhythm Create and present a performance of song, music and poetry Play and improvise using the whole tone scale Listen to music with focus and analyse using musical vocabulary Hear and understand the features of the whole tone scale 	<p>Y6 Journeys (Unit 2)</p> <p>Music Focus: Song Cycle Performance</p> <ul style="list-style-type: none"> Convey lyrical meaning through expressive singing in a part-song with echoes Develop song cycles for performance, making decisions about texture, staging and dramatisation Learn to sing major and minor note patterns accurately Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers 	<p>Y5 Life Cycles (Unit 3)</p> <p>Music Focus: Structure</p> <ul style="list-style-type: none"> Play a chordal accompaniment to a piece Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music Follow and interpret a complex graphic score for four instruments Learn to sing and play ostinati from an early 20th-century orchestral work Learn to sing and play ostinati from an early 20th-century orchestral work 	<p>Y6 Class Awards (Unit 5)</p> <p>Music Focus: Awards Show Performance</p> <ul style="list-style-type: none"> Refine vocal performance with consideration of posture, breathing and enunciation Compose programme music from a visual stimulus Discuss the music of a Russian Romantic composer with reference to a painting from the same period 	<p>Y6 Moving On (Unit 6)</p> <p>Music Focus: Leavers' Assembly Performance</p> <p>Key Stage Two Performance.</p> <ul style="list-style-type: none"> Conduct metres of two, three and four Perform complex song rhythms confidently Change vocal tone to reflect mood and style Experience and understand the effect of changing harmony Listen to and understand modulation in a musical bridge Play tuned instrumental parts confidently from graphic scores with note names
PE	Circuit training/ GetSet4PEfitness GetSet4PE Basketball	GetSet4PE Rugby GetSet4PE Gymnastics	GetSet4PE Volleyball GetSet4PE Yoga	GetSet4PE la crosse GetSet4PE Golf	May Dancers GetSet4PE Cricket	GetSet4PE Athletics GetSet4PE Tennis
RE	<p>Ingham Unit UKS2 5</p> <p>LAS Additional: Buddhism and Humanism: Believing, Living,</p> <p>Big Question: Do you have to believe in God to be good? Thinking</p>		<p>Ingham Unit UKS2 6</p> <p>LAS Compulsory</p> <p>Life Journey: Hinduism and Islam - Living</p>		<p>Ingham Unit 7 UKS2 7</p> <p>LAS Compulsory</p> <p>Life Journey – Christianity – Living</p>	<p>Ingham Unit UKS2 8</p> <p>LAS Additional: Believing, Thinking</p>

			<p><i>Big Question: What impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not?</i></p> <p>Rites of passage.</p>		<p>Big Question: What value does religion bring for religious people? Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p>Big Question: Creation and Science: Conflict or complementary?</p>
MFL	Let's Visit a French Town (Y6 Unit 1)	Let's Go Shopping (Y6 Unit 2)	This is France (Y6 Unit 3)	All in a Day (Y6 Unit 4)	French Culture and Lifestyle	French Consolidation
PSHE Class Assembly Theme	<p>Respecting Ourselves and Others</p> <p>Respecting different and similarities, discussing difference sensitively</p>		<p>Growth Mindset</p>		<p>Looking after our mental health</p> <p>Maintaining a balanced lifestyle, (oral hygiene and dental care – cover in Science and linked to sports week)</p>	
PSHE	<p><u>Families and Friendships</u></p> <p>Attraction to other; romantic relationships; civil partnership and marriage.</p>	<p><u>Safe Relationships</u></p> <p>Recognising and managing pressure; consent in different situations.</p>	<p><u>Belonging to a community</u></p> <p>Valuing diversity; challenging discrimination and stereotypes.</p>	<p><u>Money and Work</u></p> <p>Influences and attitudes to money; money and financial risk.</p>	<p><u>Growing and Changing</u></p> <p>Human reproduction and birth; increasing independence; managing transition</p>	<p><u>Keeping Safe</u></p> <p>Keeping personal information safe; regulations and choice; drug use and the law; drug use and the media</p>

Upper KS2	Year A					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Possible titles	All at Sea		Ancient Egypt		Global Citizens	
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) Darwin's Dragons by Lindsay Galvin (extracts)	The Secrets of a Sun King by Emma Carroll Death Sets Sail by Robin Stevens (extracts)	Poetry: Anthologies	Journey to the River Sea by Eva Ibbotson	Holes by Louis Sachar
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 Marriott 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 on Camp Green Lake/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	Ancient Egypt - Religion and beliefs	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	Portraits Picasso and Cubism	Programming Adventures	Mixed Media Historical - 3d Mask making	Mixed Media Word Art	DT Global Food	Printmaking: Exploring shape and colour Angie Lewin Jasper Johns
Computing	Sharing Information How information is transferred between systems and devices	Vector Drawing Vector images are made up of shapes. How to create, layer, group and duplicate vector images.	Video Editing Develop the skills of capturing, editing, and manipulating video in groups.	Flat-file Databases How a flat-file database can be used to organise data. Pupils order and answer questions about data and create graphs and charts to help solve problems.	Selection in Physical Computing Use a Crumble Controller to connect and control components using algorithms.	Selection in Quizzes Using conditions (if..then...) in programming to create quizzes
Music	Y5 At the Movies (Unit 5) Music Focus: Composition · Sing and play percussion in a group piece with changes in tempo and dynamics · Perform music together in synchronisation with a short movie · Use the musical dimensions to create and perform music for a movie · Evaluate and refine compositions with reference to the inter- related dimensions of music · Identify changes in tempo and their effects · Demonstrate understanding of the effect of music in movies · Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities · Learn about and use cue scores · Create sounds for a movie, following a timesheet · Learn about and explore techniques used in movie soundtracks	Christmas Performance · To use voices expressively and creatively by singing songs · To understand how music can tell a story · To explore, place, create and perform vocal and instrumental sounds	Y5 Keeping Healthy (Unit 4) Music Focus: Beat · Create musical effects using contrasting pitch · Compare and contrast two pieces of 19th century Romantic music · Read a melody in staff notation · Develop a structure for a vocal piece and create graphic scores · Sing and play an American spiritual	Y6 Growth (Unit 4) Music Focus: Mini Musical Performance · Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement · Improvise descriptive music on instruments and other soundmakers · Sing and play traditional Ghanaian music · Sing two West African call and response songs in two groups	Y6 World Unite (Unit 1) Music Focus: Step Dance Performance · Demonstrate understanding of beat and syncopation through singing and body percussion · Demonstrate coordination and rhythm skills by participating in a complex circle game · Devise, combine and structure rhythms through dance · Demonstrate understanding of pitch through singing from simple staff notation	Y5 Celebration (Unit 6) Music Focus: Performance · Sing a song in unison and three-part harmony Perform a song with a complex structure in four parts · Sing with attention to accuracy in rhythm, pitch and dynamics · Develop ensemble playing, focusing on steady beat and placing notes accurately together · Control short, loud sounds on a variety of instruments
PE	GetSet4PEfitness Circuit training/ GetSet4PE Netball	GetSet4PE Football GetSet4PE Gymnastics	GetSet4PE Hockey GetSet4PE Dance (Swimming)	GetSet4PE badminton GetSet4PE Yoga	GetSet4PE Athletics May Dancers	GetSet4PE Rounders Orienteering (running games)

RE	Ingham Unit UKS2 1 LAS Compulsory Being Human – <i>Hinduism- Believing</i> Big Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Ingham Unit UKS2 2 LAS Compulsory Being Human – <i>Islam - Believing</i> Big Question: What does the Qur'an teach Muslims about how they should treat others?	Ingham Unit UKS2 3 LAS Compulsory Being Human – <i>Christianity- Believing</i> Big Question: In what ways does the Bible teach Christians to treat others? How is this expressed in practice?		Ingham Unit UKS2 4 LAS Additional Expressing Beliefs through the Arts (<i>Christianity, Hinduism, Islam</i>) Believing, Living, Thinking Big Question: Is it better to express your religion in arts and architecture or in charity and generosity? <i>Spirited Arts competition run by NATRE]</i>	
	MFL	Getting to Know You (Y5 Unit 1)	All About Ourselves (Y5 Unit 2)	That's Tasty (Y5 Unit 3)	Family and Friends (Y5 Unit 4)	School Life (Y5 Unit 4 I) Time Travelling (Y5 Unit4)
PSHE Class Assembly Theme	Respecting Ourselves and Others Respecting different and similarities, discussing difference sensitively		Growth Mindset		Looking after our mental health Maintaining a balanced lifestyle, (oral hygiene and dental care – cover in Science and linked to sports week)	
PSHE	Families and Friendships Managing friendships and peer influence	Safe Relationships Physical contact and feeling safe.	Belonging to a community Protecting the environment; compassion towards others.	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Families and Friendships Personal identity; recognising individuality and different qualities; mental wellbeing.	Safe Relationships Keeping safe in different situations, including responding in emergencies and first aid.