Vernon Park Primary School 2023-2024
UKS2 Long Term Subject Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Termly Values	Kindness and Empathy	Friendship and Respect	Honesty and Responsibility	Tolerance and Fairness	Support and Inclusion	Challenge and Resilience
THEMATIC TOPIC	War		Change		Invasion	
Intent	How does war impact the world we live in? What is life like in times of war?		What impact has Britain's past had on the way we live today? What was life like working in the mills?		What did the Vikings do to deserve their infamous reputation? Who wants to be a Viking?	
Implementation	Geography: War – land boundaries and borders – how will our world look in the future? History: The impact of war		Geography: Changes in our Local Environment – how has our country changed over time and what are the geographical features of the UK and Greater Manchester? History: Vernon Mill Remembers		Geography: Europe – a study of the Alpine Region – where are the Alpine regions of the world and can you ski in the summer? History: The Vikings	
Impact	To explore the physical geography of Europe and how land boundaries and borders were formed. To investigate the impact and effect war has had on shaping our world and the future cost to our planet, both conservational and humanitarian.		To understand how modern Britain developed over time. To investigate what life was like during the Industrial Revolution.		To discover Alpine regions around the world, identify and describe their commonalities and differences. To understand who the Vikings were, why and how they came and what impact they had on Britain.	
Topic Launch Geography	**Europe and Land Boundaries** Which countries are in Europe? Collaborative learning - elicitation Europe quiz and knowledge organiser Explore foods from different countries in Europe. Use maps and atlases to locate counties within Europe and identify their capital cities. Locate Europe's environmental regions and key physical and human characteristics.		**UK and Greater Manchester** How has our local area changed? How and why did industry in the local area change and what impact has this had on Stockport? Map work – can we identify features of our local area and track how these have changed over time. Industry – conduct surveys in the local area – how do people work and where do they work? Learning Walk of our local area – housing and amenities field trip. Comparison – how does our local area compare to other area(s) in the UK?		**Alpine Regions of the world**. What and where are the Alpine regions?	

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<table>
<tr><td>Topic Launch History</td><td colspan="2">War
<u>What is life like during times of war?</u>
Role play – Evacuation to the Countryside, billeting and leaving our families behind
DT – Wartime cooking (Carrot cookies
Coded messages – Morse code, semaphore and code breaking (cyphers)
Singing – war time music (Pack up your troubles and Long way to Tipperary)
VE Day party with bunting, picnic and war time dancing – Lambeth walk, Lindy-hop (basic)</td><td colspan="2">Change
<u>What was it like working in the mills?</u>
<u>History of our local area:</u>
<u>Vernon Mill – now and then</u>
Vernon Mill Project launch day – local artist visit (Pauline Wood)
Visit to Vernon Mill.
History of the Mill – its construction and uses over 100 years
Artist Workshops
Art project – landscape and portrait painting ‘The Story of the Mill’</td><td colspan="2">Invasion
<u>Who wants to be a Viking?</u>
Viking experience day
Making a Viking Longboat</td></tr>
<tr><td>Grammar</td><td colspan="6">Pupils should:
• Manipulate word, sentence and text structure for cohesion and effect.
• Use a full range of punctuation taught at KS2.
• Use and understand the full range of grammar terminology taught at KS2.</td></tr>
<tr><td></td><td colspan="3">• Word classes
• Prefixes and suffixes
• Informal and formal speech
• Modal verbs
• Clauses (main, subordinate, relative, dependent etc.)
• Phrases (noun, adverbial, prepositional etc.)
• Passive and active voice
• Subjunctive mood
• Tense</td><td colspan="3">• Cohesion and cohesive devices
• Layout devices (including subheadings and bullet points)
• Parenthesis
• Semi-colons, colons and dashes for sentence demarcation
• Hyphens
• Determiners including articles
• Subject and object
• Synonyms and antonyms</td></tr>
<tr><td>Spelling</td><td>Y5/6 Spelling patterns
Endings which sound like /shus/ spelt –cious or –tious
Endings which sound like /ʃəl/ inc. -cial, -tial or exceptions.
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency
Year 5/6 wordlist</td><td>Y5/6 Spelling patterns
Words ending in –able and –ible. Words ending in –ably and –ibly.
Adding suffixes beginning with vowel letters to words ending in –fer
Use of the hyphen
Words with the /i:/ sound spelt ei after c
Year 5/6 wordlist</td><td>Y5/6 Spelling patterns
Words containing the letter-string ough
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
Homophones and other words that are often confused
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Year 5/6 wordlist</td></tr>
<tr><td>Handwriting</td><td colspan="6">PenPals Scheme of Work – Cambridge University Press</td></tr>
<tr><td>Reading</td><td colspan="6">Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Schofield & Sims: Complete Comprehension – Scheme of Work)</td></tr>
<tr><td>Drama</td><td colspan="6">DEAL drama structures</td></tr>
</table>

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<table>
<tr><td rowspan="2">English</td><td colspan="4">Focus Author: John Boyne
Boy in the Striped Pyjamas

Focus Poetry
National Poetry Day
War Poetry including Tony Walsh - Mightier Than War
Siegfried Sassoon, Wilfred Owen, Raina Maria Rilke

Focus Non-Fiction:
WW1 and WW2

Guided Reading and Class Story:
Malorie Blackman – Cloud Busting
Terry Pratchett - The Wee Free Men</td><td colspan="4">Focus Author:
Michael Morpurgo - Kensuke's Kingdom

Focus Author:
Michael Morpurgo - Beowulf
(Play script writing)

Focus Non-Fiction:
The History of Vernon Mill and the cotton trade.

Guided Reading and Class Story:
Louis Sachar – There's a Boy in the Girls' Bathroom
Onjali Q Rauf - The Boy at the Back of the Class</td><td colspan="4">Focus Author: Chris Bradford
The Young Samurai

Focus Picture Books:
Shaun Tan – The Arrival
Neil Gaiman - Wolves in the Walls

Focus Non-Fiction:
Vikings

Guided Reading and Class Story:
Beverley Naidoo - Journey to Jo'Burg
Frank Cottrell-Boyce The Unforgotten Coat</td></tr>
<tr><td colspan="4">Fiction
Narrative and character description and development
Recounts and diary writing
Formal and informal Letter Writing

Non-Fiction
Newspaper reports and journalistic writing - events of WW1 and WW2
Biography/ Autobiography- Wilfred Owen
Balanced argument, opinion and debate – can war ever be justified?
Information texts

Poetry
Spoken word and performance poetry - Benjamin Zephaniah
Imagery and impact - war poetry</td><td colspan="4">Fiction
Features of contemporary modern Fiction
Narrative and setting description
Action scenes developing pace and suspense
Play Scripts - use of dialogue to move action along - Beowulf

Non-Fiction
Instructional Writing
Non-Chronological Reports (Anglo-Saxons)
Information texts (Anglo -Saxons)
Persuasive Writing – advert for a hero - linked to Beowulf

Poetry
Ballads, sonnets and narrative poetry</td><td colspan="4">Fiction
Classic modern Fiction
Narrative and action Scene
Show not tell writing techniques
Dialogue to advance action
Power of Imagery – picture books
Simile, metaphor and personification
Setting and character description
Poetic device, pathetic fallacy, mood and atmosphere.

Non-Fiction
Informal Letters
Non-Chronological Reports

Poetry
Rhyme and rhythm, scansion and metre.</td></tr>
<tr><td rowspan="2">Maths</td><td><u>Year 5</u>
Place Value
Addition and subtraction</td><td><u>Year 6</u>
Place Value
The four calculations (+ - x ÷)</td><td><u>Year 5</u>
Place Value
Multiplication and division</td><td><u>Year 6</u>
Fractions</td><td><u>Year 5</u>
Fractions and decimals</td><td><u>Year 6</u>
Decimals and percentages
FDP conversions
Measurement</td><td><u>Year 5</u>
Percentages</td><td><u>Year 6</u>
Algebra
Ratios
Geometry and Statistics</td><td><u>Year 5</u>
Geometry – Angles, shapes, position and direction</td><td><u>Year 6</u>
Properties of shapes
Position and direction</td><td><u>Year 5</u>
Measurement – Converting units
Prime Numbers
Perimeter, area and volume</td><td><u>Year 6</u>
SATs revision
Post SATs Project Work</td></tr>
<tr><td colspan="6">Year 5 Programme of Study:</td><td colspan="6">Year 6 Programme of Study:</td></tr>
</table>

	• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally, drawing upon known facts • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Read and write decimal numbers as fractions [for example, 0.71 =] • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Read, write, order and compare numbers with up to 3 decimal places • Solve problems involving number up to 3 decimal places • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction • Solve problems which require knowing percentage and decimal equivalents • Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes • Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • Solve problems involving converting between units of time • Use all four operations to solve problems involving measure [for example, length,	• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across 0 • Solve number and practical problems that involve all of the above • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the 4 operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions G1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	• Solve problems involving similar shapes where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples • Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with 2 unknowns • Enumerate possibilities of combinations of 2 variables • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places • Convert between miles and kilometres • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

	• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates • Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements G 1 as a mixed number [for example, + = = 1] • Add and subtract fractions with the same denominator, and denominators that are multiples of the same number	mass, volume, money] using decimal notation, including scaling • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) • identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90° • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables	• Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, × =] • Divide proper fractions by whole numbers [for example, ÷ 2 =] • Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. • Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • Multiply one-digit numbers with up to 2 decimal places by whole numbers • Use written division methods in cases where the answer has up to 2 decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison	• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • Describe positions on the full coordinate grid (all 4 quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average
IT and Computing	Pupils should: • Use technology safely, respectfully and responsibly. • Recognise acceptable/unacceptable behaviour. • Identify a range of ways to report concerns about content and contact.			
	Creating media – Web page creation Pupils should: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Data and information - Introduction to Spreadsheets Pupil should: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Programming A – Selection in physical computing Pupils should: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	

<table>
<tr><td></td><td>-To review an existing website and consider its structure
-To plan the features of a web page
-To consider the ownership and use of images (copyright)
-To recognise the need to preview pages
-To outline the need for a navigation path
-To recognise the implications of linking to content owned by other people</td><td>-To create a data set in a spreadsheet
-To build a data set in a spreadsheet
-To explain that formulas can be used to produce calculated data
-To apply formulas to data
-To apply formulas to data
-To choose suitable ways to present data</td><td>-To control a simple circuit connected to a computer
-To write a program that includes count-controlled loops
-To explain that a loop can stop when a condition is met
-To explain that a loop can be used to repeatedly check whether a condition has been met
-To design a physical project that includes selection
-To create a program that controls a physical computing project</td></tr>
<tr><td>Science</td><td colspan="3">Pupils should:
● Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
● Identify scientific evidence that has been used to support or refute ideas or arguments.
● Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary.
● Using test results to make predictions to set up further comparative and fair tests.
● Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, and bar and line graphs.
● Report and present findings from enquiries, including conclusions, causal relationships and explanations of, and degree of trusting 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.
● Read, spell and pronounce scientific vocabulary correctly.</td></tr>
<tr><td></td><td><u>Physics</u>
Forces including gravity, resistance and mechanical forces.</td><td><u>Biology</u>
Living things and their habitats
Life Cycles and animal characteristics</td><td><u>Physics</u>
Understand locations and interactions of the sun, Earth and moon.</td></tr>
<tr><td></td><td>● Describe the movement of the Earth and other planets relative to the sun in the solar system.
● Describe the movement of the moon relative to the Earth.
● Describe the sun, Earth and moon as approximately spherical bodies.
● Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
● Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</td><td></td><td></td></tr>
<tr><td></td><td><u>Physics</u>
Light and shadows – how does the eye track shadows?</td><td><u>Chemistry</u>
Properties of materials including hardness, solubility, transparency, magnetism and conductivity.</td><td><u>Biology</u>
Health and the human body including the circulatory and pulmonary systems.</td></tr>
<tr><td></td><td>● Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
● Recognise that light appears to travel in straight lines
● Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
● Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
● Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
● Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies</td><td></td><td></td></tr>
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- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

</td><td>

function.

- Describe the ways in which nutrients and water are transported within animals, including humans.
- Compare and group together everyday materials on the basis of their properties,including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

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<tr><td>Geography</td><td colspan="2">

Pupils should:

- Extend their knowledge and understanding beyond the local area, to include the United Kingdom and Europe, North and South America.
- Identify and find the location and characteristics of a range of the world's most significant human and physical features.
- Develop their use of geographical tools and skills to enhance their locational and place knowledge.

<table>
<tr><td>War
Where in the world did war happen? How did war impact land boundaries? How will our world look in the future?</td><td>Changes in our Local Environment
How has our country changed over time and what are the geographical characteristics of the UK and Greater Manchester?

Capitals of the World Daily Trivia Challenge</td><td>Europe: A study of the Alpine Region
Where are the alpine regions of the world and can you ski in the summer?</td></tr>
<tr><td colspan="2">

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

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- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

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- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

</td></tr>
<tr><td rowspan="3">History</td><td colspan="2">

Pupils should:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time, and develop the appropriate use of historical terms.
  Address and devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informal responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

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<tr><td>

War
Did WWI or WWII have the biggest impact on the modern world?

</td><td>

Anglo-Saxons
Was the Anglo-Saxon period really a Dark Age?

</td><td>

Vikings
Would the Vikings do anything for money? Were they really as bad as their reputation suggests?

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<tr><td>

- Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world
- Tell the story of events within and across the time periods I have studied.
  Identify specific changes within and across different periods over a long arc of development.
- Understand historical concepts cause & consequence, continuity & change, similarity, difference etc.
- Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.
- Discuss trends over time.
- Identify the relationship between different periods and the legacy or impacts for me and my identity.
- Think critically, weigh evidence, sift arguments, and develop perspective and judgement.

</td><td colspan="2">

- Explain that the past can be represented or interpreted in many different ways. Select relevant historical information, considering different viewpoints or thinking about possible bias.
- Understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims
- Devise my own historically valid questions.
- Understand how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.
- Create my own structured accounts, including written narratives and analyses.
- Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/ periods e.g. century, decade
- Use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.

</td></tr>
<tr><td rowspan="2">D&T</td><td colspan="2">

Pupils Should:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

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<tr><td colspan="2">Projects on a Page</td></tr>
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<table>
<tr><td></td><td>Structures – Frame Structures</td><td colspan="2">Textiles - Combining different fabric shapes</td><td>Food - Celebrating culture and seasonality</td></tr>
<tr><td></td><td colspan="2">● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
● Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
● Evaluate, investigate and analyse a range of existing products</td><td colspan="2">● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
● Understand how key events and individuals in design and technology have helped shape the world (Anderson Shelters).
● Understand and apply the principles of a healthy and varied diet
● Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
● Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</td></tr>
<tr><td rowspan="4">Art</td><td colspan="4">Pupils should:
● Create sketch books to record their observations and use them to review and revisit ideas
● Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
● Learn about great artists, architects and designers in history.</td></tr>
<tr><td>Activism</td><td colspan="2">Shadow Puppets</td><td>Set Design</td></tr>
<tr><td>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.

Printing, Collaging, Drawing

Key Artists: Luba Lukova, Faith Ringgold, Kate DeCiccio.</td><td colspan="2">Explore how traditional and contemporary artists use cut outs and shadow puppets.

Making, Drawing, Sketchbooks</td><td>Explore creating a model set for theatre of animation inspired by poetry and music.

Making in 3D</td></tr>
<tr><td colspan="2">● Produce creative work, exploring their ideas and recording their experiences
● Become proficient in drawing, painting, sculpture and other art, craft and design techniques
● Evaluate and analyse creative works using the language of art, craft and design
● Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
● Evaluate the effect of light on objects and people from different directions
● Interpret the texture of a surface
● Produce increasingly accurate drawings of people
● Explore the concept of perspective</td><td colspan="2">● Use stories, music, poems as stimuli
● Select and use materials
● Embellish work and develop work in embellishing
● Explore fabric making, printing and painting
● Explore and appreciate different artists using textiles
● Work collaboratively on a larger scale
● Design prints and different techniques for printing including screen printing.
● techniques used by various artists
● Plan and develop ideas</td></tr>
</table>

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<table>
<tr><td></td><td colspan="3">

- Explore effects with hue, tint, tone, shades and mood
- Explore the use of texture in colour
- Explore the use of colour for purposes and to express feelings

</td><td colspan="3">

- Sketch and paint from observation or imagination
- Explore properties of media
- Discuss and evaluate own work and that of others, including sculptors
- Create own abstract pattern to reflect personal experiences and expression
- Create pattern for purposes

</td></tr>
<tr><td rowspan="5">Music</td><td colspan="6">Pupils should:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

</td></tr>
<tr><td colspan="6">Charanga</td></tr>
<tr><td>Rock Music</td><td>Jazz</td><td>Pop Ballads</td><td>Rap music</td><td>Motown</td><td>Musical Theatre</td></tr>
<tr><td>Listen and Appraise
Performance
Rhythm and Beat
Improvisation
Composing</td><td>Improvisation
Instrument knowledge
Performance
Pitch
Rhythm</td><td>Listen and Appraise
Instruments in an ensemble
Performance
Composition
Pitch</td><td>Listen and Appraise
Performance
Composition
Rhythm</td><td>Listen and Appraise
Vocal depth and harmony</td><td>UKS2 Performance</td></tr>
<tr><td colspan="3">

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory

</td><td colspan="3">

- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

</td></tr>
<tr><td rowspan="3">PE</td><td colspan="6">Pupils should:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

</td></tr>
<tr><td>Fitness
Dance
Swimming (Y6)</td><td>Basketball
Tag Rugby
Swimming (Y6)</td><td>Dance
Badminton
Swimming (Y5)</td><td>Outdoor Adventurous Activities
Hockey
Swimming (Y5)</td><td>Rounders
Volleyball</td><td>Dance
Athletics</td></tr>
<tr><td colspan="3">

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

</td><td colspan="3">

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

SWIMMING and WATER SAFETY

</td></tr>
</table>

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<table>
<tr><td></td><td colspan="3">

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

</td><td colspan="3">

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

</td></tr>
<tr><td rowspan="2">R.E</td><td colspan="2">What does it mean to be a Muslim today? Ideas about God – compare and contrast the key beliefs of Christianity and Islam.</td><td colspan="2">If God is everywhere, why go to a place of worship?</td><td>What would Jesus do?</td></tr>
<tr><td colspan="5">

- Using appropriate religious vocabularies, pupils identify and describe key features of religions, including beliefs, teachings and their meaning.
- Identify and describe religious practices and their meanings.
- Begin to make links between religions and identify some basic similarities and differences.
- Ask questions and suggest own answers about the significant experiences of others, including religious believers.
- Raise and suggest answers to a range of ultimate questions.
- Ask questions about matters of right and wrong and suggest answers which show understanding of moral and religious teachings.
- Using a wide range of religious vocabulary explain the similarities and differences in beliefs and teachings between religions.
- Explain the link between beliefs, ideas, practices and behaviour.
- Explain how religious ideas and beliefs can be expressed in a variety of forms.
- Explain, with reasons, their own and other people's views about human identity.
- Explain, with reasons, their own and other people's views about ultimate questions.
- Explain, with reasons, their own and other people's views about human identity and ethical issues, including religious ideas.

</td></tr>
<tr><td>PSHE
SRE
Citizenship</td><td>PSHE - How can we keep healthy as we grow?
Drug Education – making informed choices about alcohol
RSHE – Feelings, Friendship and Relationships</td><td>PSHE – Democracy and Belonging to a Group (UK Parliament Week)

.RSHE – rights and responsibilities</td><td>PSHE - How can the media influence people?

Drug Education – information about drugs, the law and school rules</td><td>PSHE – How can the media influence people?
RSHE – Growth, development and puberty</td><td>PSHE - What will change as we become more independent?
RSHE – stereotypes and representation of gender in the media</td><td>PSHE - How do friendships change as we become more independent
PSHE -emotions and feelings
RSHE – body parts</td></tr>
<tr><td rowspan="3">Foreign Languages French</td><td colspan="5">

Pupils should:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

</td></tr>
<tr><td colspan="5">Language Angels Scheme of Work</td></tr>
<tr><td colspan="2">

<u>Presenting Myself</u>

- Count to 20.

</td><td colspan="2"><u>Olympics</u></td><td><u>Vikings</u></td></tr>
</table>

	• Say their name and age. • Say hello and goodbye. • Ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.	• Tell somebody in French the key facts of the history of the Olympics. • Tell somebody in French the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. • Say the nouns in French for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. • Understand the concept of de la, de l' and du when you say you play a sport in French.	• Name the key periods in Ancient Britain, chronologically in French. • Describe themselves physically by pretending to be a member of a fictitious Viking family. • Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. • Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. • Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I…), with an opportunity to move to third person singular. • Recognise and start to understand commonly used reflexive verbs and pronouns.
Possible Trips and Events	**Mount Cook Residential – Y6 only** **Stockport Air Raid shelter** **Imperial War Museum** **Remembrance Day 11.11.2021**	**Planetarium experience - science link**	**Viking workshop** **Enterprise Week** **Year 5/6 Production** **Leavers' Service** **Theatre Trip**