

	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	Temples and Togas (12 th – 9 th Century BC Europe)		Magnificent Mayans		Journeys Across History	
Intent	Why was the Ancient Greek empire so important and how do we know so much about them?		Who were the Mayans and what impact have they had on the Modern World?		What makes people go on a journey and how many different types of journey can be made?	
Implementation	History: Who were the Ancient Greeks and why were they important? Geography: Climate change – how is this impacted by tourism? (Modern Greece)		History: The Mayan civilisation – What similarities are there between the Mayan and other ancient civilisations? Geography: The Amazon and South America		History: Journeys – which journeys have been of major significance to the world? Geography: Journeys - trade	
Impact	To compare ancient and modern civilisations, contrasting them to a local environment and understanding the impact of global warming, climate change and deforestation.		To understand the foundations of different cultures and how they shape the modern world.		To understand how and why people make journeys.	
Topic Launch	<p style="text-align: center;">Ancient Greece</p> <p style="text-align: center;"><u>Who were they and why were they important?</u></p> <ol style="list-style-type: none"> Children complete a topic knowledge organiser recording information they already know about Ancient Greece and what they'd like to find out. PE - Children compete in some traditional Greek Olympic competitions (sprinting, javelin and long distance running) followed by prize-giving (Olive leaf wreaths etc.) Greek patterns - printing geometric patterns as a border for display board. DT - Greek cooking – look at traditional ingredients from Greek cooking and prepare a meal of Greek 		<p style="text-align: center;">The Mayans</p> <p style="text-align: center;"><u>How did the Mayans impact the world they lived in and the world we live in today?</u></p> <ol style="list-style-type: none"> History – QQT (Quiz Quiz Trade) – Mayan fact cards. Collect information and put together a tourist guide for a Mayan civilisation. History / Art - Mayan hieroglyphics – code breaking to get information and solve puzzle clues. Music - Watch a video of Mayan music, look at percussion instruments and explore rhythm patterns – work in small groups to create an original composition complete with graphic score to perform to the group. 		<p style="text-align: center;">Journeys</p> <p style="text-align: center;"><u>What is a journey?</u></p> <ol style="list-style-type: none"> English / Drama Use drama and role-play to understand what it is like to go on a journey. English - Debate – do you have to leave to go on a journey? Are journeys purely physical? History - Look at famous journeys. Discuss which journeys have shaped modern society? E.g. great explorers (Columbus, Space travel, Arctic race etc.) PSHE - Circle time – discuss: Why do people make journeys? Refugees, socio-economic and political migration. PE: To use a pictorial map to find hidden clues. 	

	Salad, pita and hummus, olive and feta muffins, herby filo triangles and tzatziki. 5. Lesson 1 from the MTP - when was the Ancient Greek period and where were they in the world?	4. DT - Make your own version of the Mayan ball game Pitz 5. Lesson 1 from the MTP - who were the Aztecs?	6. PSHE - Suitcase Packing – if you were going on a journey around the world, what would you take with you and why?
--	--	--	---

Collaborative Learning	<h2>Kagan Structures.</h2>
------------------------	----------------------------

Grammar	Pupils should:					
	<ul style="list-style-type: none"> 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. 					
<ul style="list-style-type: none"> Word classes Word families, etymology and Punctuation in Standard English Standard English Plurals (regular and irregular) Prefixes and suffixes Formal and informal speech Modal verbs Clauses (main, subordinate, relative, dependent etc.) Phrases (noun, adverbial, prepositional etc.) Passive and active voice Subjunctive mood Tense (including progressive) 			<ul style="list-style-type: none"> Cohesion and cohesive devices Layout devices (including paragraphs, subheadings and bullet points) Parentheses (brackets, commas, dashes) Semi-colons, colons and dashes for sentence demarcation Hyphens and hyphenated words Determiners including articles Subject and object Synonyms and antonyms Coordinating and subordinating conjunctions Multi-word noun phrases Modal verbs and adverbs for degree of possibility Statement, question, command, exclamation 			

Spelling	Year 5/6 wordlist	Year 5/6 wordlist	Year 5/6 wordlist	Year 5/6 wordlist	Year 5/6 wordlist	Year 5/6 wordlist
	Y5/6 Spelling patterns Endings which sound like /shus/ spelt -cious or -tious Endings which sound like cial/tial or exceptions. Words ending in ant, ance/ancy, ent, ence/ency	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	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	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	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	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

Handwriting	PenPals Scheme of Work – Cambridge University Press		
Reading	Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Rising Stars: Cracking Comprehensions– Scheme of Work)		
Drama	DEAL drama structures		
English	<p style="text-align: center;">Focus Author: Neil Gaiman</p> <p>Focus – Modern and Contemporary Fiction: <i>Coraline</i> – Neil Gaiman</p> <p>Focus - Narrative Poetry National Poetry Day - October 6th 2022 - The Environment Narrative poetry. <i>Custodian</i> and <i>Names</i> by Brian Moses Writing inspired by poetry.</p> <p>Focus - Non-Fiction: Explanation Texts The Ancient Greeks – who were they and what legacy did they leave for the modern world? <i>Greek Gods & Heroes</i> – Sylvie Baussier & Almasty <i>So You Think You've Got it Bad? A Kid's Life in Ancient Greece</i> – Chae Strathie & Marisa Morea <i>A Visitor's Guide to Ancient Greece</i> – Lesley Sims</p> <p>Guided Reading and Class Story: <i>Cloudbusting</i> - Malorie Blackman</p>	<p style="text-align: center;">Focus Author: William Shakespeare</p> <p>Focus - Play scripts: <i>Macbeth</i> – William Shakespeare <i>Macbeth The Graphic Novel: Plain Text</i> –Jon Haward <i>What's So Special About Shakespeare?</i> – Michael Rosen <i>Macbeth for Kids</i> – Lois Burdett</p> <p>Focus - Poetry Rhyming couplets and sonnets: Create riddles and spells for the witches</p> <p>Focus - Non-Fiction: Information Texts and non-chronological reports Who were the Mayans and how did they live? Which gods did the Mayans worship? What was the Mayan counting system?</p> <p>Guided Reading and Class Story: <i>There's a boy in the girls' bathroom</i> – Louis Sachar <i>The Wolf Wilder</i> – Katherine Rundell</p>	<p style="text-align: center;">Focus Author: JRR Tolkien</p> <p>Focus - Modern and Classical Fiction: <i>The Hobbit</i> – JRR Tolkien</p> <p>Focus - Picture Books: <i>The Arrival</i> – Shaun Tan <i>Wolves in the Walls</i> – Neil Gaiman</p> <p>Focus - Non-Fiction: Instructional texts and biographies and autobiographies. Journeys: famous journeys and expeditions. Instructional texts, biographies and diaries of explorers: Amelia Earhart Roald Amundsen Neil Armstrong Ellen MacArthur Nelson Mandela</p> <p>Guided Reading and Class Story: <i>Journey to Jo'burg</i> – Beverley Naidoo <i>The Long Walk to Freedom</i> – Nelson Mandela</p>
	<p>Narrative and character description and development. Setting description and action scenes. Newspaper reports and journalistic writing – The Trojan Horse Biography/Autobiography – Greek Gods and Goddesses Balanced Argument and debate</p>	<p>Narrative and setting description Information texts - Who were the Mayans? Instructional Writing – How to survive life as a Mayan Non-Chronological Reports – the people of Meso-America Fiction – alternative endings Macbeth Play Scripts - Macbeth</p>	<p>Narrative and action scenes Setting and character description 'Show not tell' writing techniques Dialogue to advance action Classic modern Fiction – writing in the style of Tolkien Power of Imagery – picture books</p>

Vernon Park Primary School 2022-2023
UKS2 Long Term Subject Planning

	<p>Recounts and diary writing Formal and Informal Letters – Letters from Coraline to the Other Mother etc. Poetry that tells a story Information texts – tourist guide to Ancient Greece, diary of a child in Ancient Greece</p>				<p>Poetry – rhyming couplets and scansion (metre, syllable work, rhyme and rhythm) Persuasive Writing – how can we protect the future of The Amazon Rainforest? Argument and debate – ‘progress’ vs preservation.</p>				<p>Simile, metaphor and personification Pathetic Fallacy Poetic devices for mood and atmosphere. Argument and debate Formal and Informal Letters – letters from Bilbo to the King of the Elves, Beorn, The Master of LakeTown, Smaug the Dragon Non-Chronological Reports</p>														
	Year 5 Place Value Addition and subtraction	Year 6 Place Value The four calculations (+ - x ÷)	Year 5 Place Value Multiplication and division	Year 6 Fractions	Year 5 Fractions and decimals	Year 6 Decimals and percentages FDP conversions Measurement	Year 5 Percentages	Year 6 Algebra Ratios Geometry and Statistics	Year 5 Geometry – Angles, shapes, position and direction	Year 6 Properties of shapes Position and direction	Year 5 Measurement – Converting units Prime Numbers Perimeter, area and volume	Year 6 SATs revision Post SATs Project Work											
Maths	Year 5 Programme of Study:						Year 6 Programme of Study:																
	<ul style="list-style-type: none"> 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 						<ul style="list-style-type: none"> 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] 						<ul style="list-style-type: none"> 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 						<ul style="list-style-type: none"> 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 				

Vernon Park Primary School 2022-2023
UKS2 Long Term Subject Planning

	<ul style="list-style-type: none"> ● 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 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, $+ = = 1$] 	<ul style="list-style-type: none"> ● 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, 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 ($^\circ$) ● 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 	<ul style="list-style-type: none"> ● 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 ● Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\times =$] ● Divide proper fractions by whole numbers [for example, $\div 2 =$] ● 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 	<ul style="list-style-type: none"> ● 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 ● 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
--	--	--	---	---

Vernon Park Primary School 2022-2023
UKS2 Long Term Subject Planning

	<ul style="list-style-type: none"> Add and subtract fractions with the same denominator, and denominators that are multiples of the same number 	<ul style="list-style-type: none"> Complete, read and interpret information in tables, including timetables 	such as 15% of 360] and the use of percentages for comparison	
IT and Computing	<p>Pupils should:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact. 			
	<p><u>Researching and Animation</u></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>Stop frame animation – Stories from Ancient Greece Book Creator about key influencers.</p>	<p><u>Kodu - Creating Worlds</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs.</p>	<p><u>Radio Stations - Advert for a Production</u></p> <p>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.</p> <p>Understand the opportunities [networks] offer for communication and collaboration.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	
Science	<p>Pupils should:</p> <ul style="list-style-type: none"> 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. 			
	<p><u>Biology</u> <u>Evolution and Adaptation</u></p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary 	<p><u>Physics</u> <u>Electricity</u></p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 	<p><u>Biology</u> <u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and 	<p><u>Chemistry</u> <u>Mixtures and Solutions, Properties and Changes of Materials</u></p> <ul style="list-style-type: none"> 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.

Vernon Park Primary School 2022-2023
UKS2 Long Term Subject Planning

	<p>and are not identical to their parents.</p> <ul style="list-style-type: none"> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> Use recognised symbols when representing a simple circuit in a diagram. 	<p>animals based on specific characteristics.</p>	<ul style="list-style-type: none"> 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. 	<p>lifestyle on the way their bodies function.</p> <ul style="list-style-type: none"> Describe the ways in which nutrients and water are transported within animals, including humans. Describe the changes as humans develop to old age. Draw a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty. Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> 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. 				
	<p>Climate Change (Year 6 Rising Stars Unit 2 Protecting the Environment) Link to Modern Greece – what impact does tourism have?</p>	<p>South America (Year 6 Rising Stars Unit 1 South America: The Amazon)</p>	<p>Journeys. (Year 5 Unit 3 Rising Stars – Journeys; Trade) Where do people travel to or from? Where do all our belongings / possessions come from?</p>		
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 			

Vernon Park Primary School 2022-2023
UKS2 Long Term Subject Planning

	<ul style="list-style-type: none"> ● Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). ● 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. 	<ul style="list-style-type: none"> ● 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. 	
History	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 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. 		
	<p>Temples and Togas – the Ancient Greeks – Rising Stars History, Year 6 Unit 2</p>	<p>Magnificent Mayans - Rising Stars History, Year 6, Unit 1</p>	<p>Journeys – Rising Stars History, Year 5 Unit 3 What makes people go on a journey and which journeys have changed the world?</p>
	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	
D&T	<p>Pupils Should:</p> <ul style="list-style-type: none"> ● 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. 		
	<p>Projects on a Page - More Complex Switches</p>	<p>Projects on a Page - Food Technology Celebrating Cultures and Seasonality</p>	<p>Projects on a Page - CAMs</p>

Vernon Park Primary School 2022-2023

UKS2 Long Term Subject Planning

	<ul style="list-style-type: none"> ● 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 (packaging for Chocolate project). 	<ul style="list-style-type: none"> ● 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. 	
Art	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 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. 		
	<p>Traditional Greek patterns for borders etc. Geometric pattern making / printing / batik</p> <p>Greek columns and vases – studies in sketching techniques, shading and light and dark</p>	<p>Cross-curricular links to Geography - Wildlife</p> <p>Sketching, clay tiles and 3D animals</p>	<p>Take 1 Picture Art project</p> <p>Artist Study - Sandra Silberzweig</p>
	<ul style="list-style-type: none"> ● 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 ● 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 	<ul style="list-style-type: none"> ● 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 ● 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. 	
Music	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 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. 		

Vernon Park Primary School 2022-2023
UKS2 Long Term Subject Planning

	<p>Harvest Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music Rock Anthems</p>	<p>Carol Concert Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music Jazz and Improvisation</p>	<p>Easter Service Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music Pop Ballads</p>	<p>Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music Old School Hip-Hop</p>	<p>Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music Motown</p>	<p>End of Year Performance Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation The history of music, look back and consolidate your learning, learn some of the language of music</p>
	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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. 		
PE	<p>Pupils should:</p> <ul style="list-style-type: none"> 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. 					
	<p>Orienteering Team Games Dance Swimming (Y6)</p>	<p>Orienteering Team Games Swimming (Y6)</p>	<p>Orienteering Team Games Gym</p>	<p>Orienteering Team Games Gym</p>	<p>Orienteering Team Games Gym Swimming (Y5)</p>	<p>Orienteering Team Games Dance Swimming (Y5)</p>
	<ul style="list-style-type: none"> 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 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 			<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>SWIMMING and WATER SAFETY</u> 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. 		
RE	<p>Why do some people believe God exists? What can be done to reduce racism? (SLD)</p>		<p>Green Religion: What can be done about climate and environment?</p>		<p>What do religions say to us when life gets hard?</p>	
	<ul style="list-style-type: none"> 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. 					

	<ul style="list-style-type: none"> ● 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. 					
Citizenship PSHE SRE	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Foreign Languages French	Pupils should: <ul style="list-style-type: none"> ● 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. 					
	<p align="center"><u>School Life</u></p> This unit will teach children key vocabulary related to objects, subjects and prepositional language. They will also learn questions and answers which they would use at school.		<p align="center"><u>Getting to Know You</u></p> In this unit, children will apply previous learning to express emotions. They will talk about their ambitions, old stories from childhood and use two different tenses accurately.		<p align="center"><u>This is France!</u></p> This unit of work will teach children key vocabulary to describe France and famous French landmarks and people. They will also learn about Paris and the activities you can do in France!	
	<ul style="list-style-type: none"> ● Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts. ● Understand and express simple opinions. ● Listen attentively and understand more complex phrases and sentences. 			<ul style="list-style-type: none"> ● Prepare a short presentation on a familiar topic. ● Write sentences on a range of topics using a model. 		
Possible Trips and Events	<p align="center">Y6 Residential Local Area Fieldwork – litter survey</p>		<p align="center">Local Area Fieldwork Mayans Workshop</p>		<p align="center">Local Area Fieldwork Journey to Manchester KS2 Leavers KS2 Production</p>	