Long Term Curriculum Plan

Science — Upper Key Stage 2

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Year 5						Year 6					
Out of this World	**Chim Chimney**	**The Attenborough Effect**	**World war II**	**It's a Jungle out there**	**Marvellous Mayans**	**Ever Changing Auckland**	**Everyone Evolves**	**Groovy Greeks**	**My Heart Skips a Beat**	**The Victorious Vikings**	**Raging Rivers**
Earth and Space 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	Forces explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 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.	Scientists and Inventors identifying scientific evidence that has been used to support or refute ideas or arguments	Animals, Including Humans Describe the changes as humans develop to old age	Living Things and Habitats 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 Properties and changes of materials Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity 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	Properties and changes of materials (continued) 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.	**Light** 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 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Evolution and Inheritance** 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 animals based on specific characteristics	Scientists and Inventors give reasons for classifying plants and animals based on specific characteristics To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations in the context of Stephen Hawking and his findings on black holes.	**Animals Including Humans** 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 function Describe the ways in which nutrients and water are transported within animals, including humans .	Living things and their habitats 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 animals based on specific characteristics	Electricity 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 use recognised symbols when representing a simple circuit in a diagram

Long Term Curriculum Plan

History — Upper Key Stage 2

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year 5						Year 6					
Out of this World	**Chim Chimney**	**The Attenborough Effect**	**World war II**	**It's a Jungle out there**	**Marvellous Mayans**	**Ever Changing Auckland**	**Everyone Evolves**	**Groovy Greeks**	**My Heart Skips a Beat**	**The Victorious Vikings**	**Raging Rivers**
	a study of an aspect of history or a site dating from a period beyond 1066		**A significant turning point in British history**		A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	A local history study a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		Ancient Greece – a study of Greek life and achievements and their influence on the western world the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld	

Historical enquiry
Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
Investigate own lines of enquiry by posing questions to answer.

Chronological understanding
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
Order significant events, movements and dates on a timeline.
Describe the main changes in a period in history.

Historical enquiry
Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
Investigate own lines of enquiry by posing questions to answer.

Chronological understanding
Order significant events, movements and dates on a timeline.
Identify and compare changes within and across different periods.
Understand how some historical events occurred concurrently in different locations i.e. Ancient Greece and Prehistoric Britain.

Long Term Curriculum Plan

Geography — Upper Key Stage 2

The national curriculum for geography aims to ensure that all pupils:

- 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
- are competent in the geographical skills needed to:
- 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)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<u>Geographical enquiry and skills</u>:
Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?']
Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]
Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]
Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality]
Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].
Use geographical vocabulary [i.e. temperature, transport, industry]
Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera]
Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids]
Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images]
Draw plans and maps at a range of scales [i.e. a sketch map of a locality]
Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]
Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]

Year 5

Out of this World

Chim Chimney

<u>Locational Knowledge</u>

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

<u>Place Knowledge</u>

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 within North or South America

<u>Geographical skills and fieldwork</u>
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

The Attenborough Effect

<u>Human and Physical Geography</u>
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

World war II

It's a Jungle out there

Marvellous Mayans

<u>Locational Knowledge</u>
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

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Year 6

Ever Changing Auckland

Everyone Evolves

<u>Locational Knowledge</u>
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

Groovy Greeks

My Heart Skips a Beat

<u>Human and physical geography</u>
describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
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
<u>Geographical skills and fieldwork</u>
four and six - 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

The Victorious Vikings

Raging Rivers

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

Long Term Curriculum Plan

Art and Design — Upper Key Stage 2

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Subject content:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 5

Out of this World	Chim Chimney	The Attenborough Effect	World war II	It's a Jungle out there	Marvellous Mayans
<u>Printing</u> Create printing blocks using sketchbook ideas develop techniques i.e. mono-printing, block printing, relief/impressed method experiment with overprinting motifs and colour		<u>Textiles</u> Use fabrics to create 3D structures Experiment with a range of media to overlap and layer creating textures, effects and colours		<u>Painting</u> Develop a painting from a drawing. Experiment with different media and materials for painting. Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. Mix and match colours to create atmosphere and light effects Identify, mix and use primary, secondary, complimentary and contrasting colours.	
<u>Work of artists</u> Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design.					

Year 6

Ever Changing Auckland	Everyone Evolves	Groovy Greeks	My Heart Skips a Beat	The Victorious Vikings	Raging Rivers
<u>Drawing</u> Work on sustained, independent, detailed drawings. Develop close observational skills Use a sketchbook to collect and develop ideas. Experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. Use different techniques for different purposes i.e. shading, hatching, blending. Develop drawing using tonal contrast and mixed media. Begin to use simple perspective in their work i.e. by using single focal point on horizon Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.		<u>3D Design</u> shape, form, model and construct from observation and imagination Use recycled, natural and manmade materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips etc. Produce patterns and textures in malleable materials.		<u>Collage</u> Add collage to a printed or painted background Use a range of media to create collages Use different techniques, colours and textures when designing and making pieces of work Use collage as a means of extending work from initial ideas.	
<u>Work of artists</u> Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design.					

Long Term Curriculum Plan

Design and Technology — Upper Key Stage 2

The national curriculum for design and technology aims to ensure that all pupils:

- 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 their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Designing – Understanding contexts, users and purposes
work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
Describe the purpose of their products
Indicate the design features of their products that will appeal to intended users
Explain how particular parts of their products work
Carry out research, using surveys, interviews, questionnaires and web-based resources
Identify the needs, wants, preferences and values of particular individuals and groups
Develop a simple design specification to guide their thinking
Designing - Generating, developing, modelling and communicating ideas
Share and clarify ideas through discussion
Model their ideas using prototypes and pattern pieces
Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
Use computer-aided design to develop and communicate their ideas
Generate realistic ideas, focusing on the needs of the user
Make design decisions that take account of the availability of resources
Making - Planning
Select tools and equipment suitable for the task
Explain their choice of tools and equipment in relation to the skills and techniques they will be using
Select materials and components suitable for the task
Explain their choice of materials and components according to functional properties and aesthetic qualities
Produce appropriate lists of tools, equipment and materials that they need
Formulate step-by-step plans as a guide to making
Making – Practical skills and techniques
Follow procedures for safety and hygiene
Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components
Accurately measure, mark out, cut and shape materials and components
Accurately assemble, join and combine materials and components
Accurately apply a range of finishing techniques, including those from art and design
Use techniques that involve a number of steps
Demonstrate resourcefulness when tackling practical problems
Evaluating – Own ideas and products
Identify the strengths and areas for development in their ideas and products
Consider the views of others, including intended users, to improve their work
Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
Evaluate their ideas and products against their original design specification
Evaluating – Existing products
Technical knowledge – Making products work
How to use learning from science and maths to help design and make products that work
That materials have both functional properties and aesthetic qualities
That materials can be combined and mixed to create more useful characteristics
That mechanical and electrical systems have an input, process and output
The correct technical vocabulary for the projects they are undertaking
How mechanical systems such as cams or pulleys or gears create movement
How more complex electrical circuits and components can be used to create
Pupils will be taught to investigate and analyse:
How well products have been designed and made
Why materials have been chosen
What methods of construction have been used
How well products work to achieve their purposes
How well products meet user needs and wants
How much products cost to make
How innovative products are
How sustainable the materials in products are
What impact products have beyond their intended purpose
Evaluating – Key events and individuals
About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products
Technical knowledge- making products work
How to use learning from science and maths to help design and make products that work
That materials have both functional properties and aesthetic qualities
That materials can be combined and mixed to create more useful characteristics
That mechanical and electrical systems have an input, process and output
The correct technical vocabulary for the projects they are undertaking
How mechanical systems such as cams or pulleys or gears create movement
How more complex electrical circuits and components can be used to create
functional products T8 how to program a computer to monitor changes in the environment and control their products
How to reinforce and strengthen a 3D framework
That a 3D textiles product can be made from a combination of fabric shapes
That a recipe can be adapted by adding or substituting one or more ingredients

Year 5			Year 6		
Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Structures Frame structures	Cooking and nutrition – Where food comes from That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world That seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking Cooking and nutrition – Food preparation, cooking and nutrition how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking That recipes can be adapted to change the appearance, taste, texture and aroma That different food and drink contain different substances – nutrients, water and fibre – that are needed for health	Mechanical Systems Pulleys or gears	Textiles different fabric shapes (including computer-aided design)	Cooking and nutrition – Where food comes from That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world That seasons may affect the food available How food is processed into ingredients that can be eaten or used in cooking Cooking and nutrition – Food preparation, cooking and nutrition How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking That recipes can be adapted to change the appearance, taste, texture and aroma That different food and drink contain different substances – nutrients, water and fibre – that are needed for health	**Electrical Systems** More complex switches and circuits (including programming, monitoring and control)

Long Term Curriculum Plan

Music			**Upper Key Stage 2**									
The national curriculum for music aims to ensure that all pupils: • 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.												
Year 5						**Year 6**						
Pulse On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures Don't Stop Believing	Rhythm Perform pieces which use off-beat and dotted rhythms and single quaver rests Five Gold Rings	**Melody and notation** **Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated** **Classroom Jazz 1**	**Active listening** **Whilst listening pick out and perform syncopated and off beat rhythms; be able to explain why that music uses that type of rhythm** **Benjamin Britten- A Tragic Story**	**Composing and improvising** **Create 4 bar melodies in different tempos and time signatures that can be performed and include some off beat rhythms** **Stop**	**Performing** **Perform 8 note melodies or developed chord progressions (eg 2 plus chords per bar) and more complex rhythms** **Reflect, Rewind and Replay**	Pulse When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music Happy	Rhythm Perform pieces which use off beat and syncopated in; 3 different time signatures, 3 different tempos Benjamin Britten- A New Year's Carol Autumn songs	**Melody and notation** **Perform from and compose with 8 different notes; capture the work in different formats including staff notation so it can be recreated** **Classroom Jazz 2**	**Active listening** **Talk about the key features of music including: tempo, metre, instrumentation, melody. Understand the key features of at least 4 different types/ genre of music** **Fresh Prince of Belair**	**Composing and improvising** **Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures** **Make You Feel my Love**	**Performing** **Perform confidently and accurately, individually as well as part of a group** **Reflect, Rewind and Replay**
Singing Sing pieces including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts						Singing Sing musically responding to the performance directions of the music, eg phrasing; sing more extended harmony parts						

Long Term Curriculum Plan

Computing

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Keeping safe on the internet every term throughout the year. E-cadets will also lead regular whole school assemblies as well as teach individual classes about the importance of keeping themselves safe

Year 5						**Year 6**					
Out of this World	**Chim Chimney**	**The Attenborough Effect**	**World war II**	**It's a Jungle out there**	**Marvellous Mayans**	**Ever Changing Auckland**	**Everyone Evolves**	**Groovy Greeks**	**My Heart Skips a Beat**	**The Victorious Vikings**	**Raging Rivers**
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.						design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

Long Term Curriculum Plan

Physical Education — Upper Key Stage 2

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Year 5						Year 6					
Out of this World	**Chim Chimney**	**The Attenborough Effect**	**World war II**	**It's a Jungle out there**	**Marvellous Mayans**	**Ever Changing Auckland**	**Everyone Evolves**	**Groovy Greeks**	**My Heart Skips a Beat**	**The Victorious Vikings**	**Raging Rivers**
Tag Rugby **Festival – Handball**	Multi skills	Gymnastics and dance Festival dance (EE)	Badminton	Swimming Rounders	Athletics **Festival – rounders**	Football **Festival – Handball**	Multi skills	Gymnastics and dance Badminton league prep	Tennis/ table tennis	Athletics	Swimming rounders**Festival – rounders (EE)**
				Outdoor adventures (3weeks)						Outdoor adventures (3weeks)	
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 compare their performances with previous ones and demonstrate improvement to achieve their personal best **Swimming and water safety** 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.						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 compare their performances with previous ones and demonstrate improvement to achieve their personal best **Swimming and water safety** 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.					

Long Term Curriculum Plan

Languages — Upper Key Stage 2

The national curriculum for languages aims to ensure that all pupils:

- 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
- can 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.

Year 5						Year 6					
Out of this World	**Chim Chimney**	**The Attenborough Effect**	**World war II**	**It's a Jungle out there**	**Marvellous Mayans**	**Ever Changing Auckland**	**Everyone Evolves**	**Groovy Greeks**	**My Heart Skips a Beat**	**The Victorious Vikings**	**Raging Rivers**
Rigolo Unit 1 Salut, Gustave!Rigolo Unit 5 En vacances QCA Unit 18 – les planetes	Rigolo Unit 2 A l'ecole QCA Unit 19- Notre ecole	Rigolo Unit 4 En ville QCA Unit 23 – Monter un cafe	Rigolo Unit 3 La nourriture QCA Unit 13 – Bon appétit	QCA unit 6 – Ca pousse! – growing things	Rigolo Unit 6 Chez moi(homes) QCA unit 17 le retour du pretemps	Rigolo Unit 7 Le weekend QCA unit 9 – tell me a story	Rigolo Unit 11 Le sport QCA unit 10 – vive le sport	Rigolo Unit 8 les vetements	Rigolo unit 9 Ma journee QCA unit 15 – En route pour le ecole	Rigolo unit 12 on va faire le fete QCA unit 11 les carnival des animaux	Rigolo 10 Les transport QCA unit 20 Notre Monde
listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English						listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English				

Long Term Curriculum Plan

Religious Education	**Upper Key Stage 2**
RE contributes to the aims of the whole school curriculum and has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life[1]. Through RE pupils can develop skills e.g. discernment, critical thinking and reasoning. RE gives opportunities for pupils to listen to others, hear and analyse conflicting viewpoints and develop empathy and respect. RE, therefore, contributes to the development of the following: Economic as pupils develop skills in RE for adult life, employment and lifelong learning Cultural as pupils develop understanding of how religious traditions contribute to the cultural heritage in all its diversity Social as pupils develop understanding of how religious identity and belonging are expressed, and consider their own participation in groups and communities Personal as pupils reflect on their own spiritual and moral ideas and those of others.	

	Other core religion		Diversity unit
	Christianity		Thematic unit
	Whole School Approach to Christmas/Easter		

Year 5	**Y4 What do Christians believe about Jesus?** What do Christians believe about God?	What are the themes of Christmas?	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	**Y4 Why is Lent such an important period for Christians?** Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed in the home? Why do people use rituals today?
Year 6	**Y5 -Why is Moses important to Jewish people?** **Y5-Why do Jewish people go to the synagogue?** **Y5 How are Jewish beliefs expressed in the home?** **Y5 What do Christians believe about God?**	**Y5 What are the themes of Christmas?** What do the gospels tell us about the birth of Jesus?	What can we find out about a local Muslim community? How and Why do people care about the environment?	**Y5 Why is the Last Supper so important to Christians?** Why are Good Friday and Easter Day the most important days for Christians?	What can we learn about religious diversity in our area? So, what do we now know about Christianity? (exploration through the concepts) Statutory bridging unit.

Long Term Curriculum Plan

PSHE/SRE

		Autumn			Spring			Summer		
Year 5	PSHE Inc.RSE	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	TalkAbout	Conversational Skills (Listening, Starting a conversation, Taking turns, Asking and answering questions, Being relevant, Repairing, Ending a conversation)								
Year 6	PSHE Inc.RSE	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
	TalkAbout	Assertiveness (Expressing feelings, Standing up for yourself, Making suggestions, Refusing, Disagreeing, Complaining, Apologising, Requesting explanations)								