



St Mary the Virgin
Church of England School

Learning with love, strength and faith following the example of Jesus

Upper KS2 Curriculum (Year 5 and 6)

[Cycle 2](#)

St Mary the Virgin CE Primary School

Our Vision

At St Mary's Church Aided Primary School, we aim to establish a happy and thriving community, living our core values of Love, Strength, Faith, the love of God and one's neighbour. Every child will have a love of life-long learning through high-quality teaching and excellent achievement, resilience, respect for all, equality and inclusion.

Love

Love and respect yourself and all others, treating them as you would like to be treated.

Luke 10: 25-37

Strength

Recognise people's strengths and use your own to be resilient and the best you can be in all you do.

John 6: 1-14

Faith

Have faith in yourself and others and be honest and truthful. Believe that you never know what you can achieve until you try.

Luke 5: 1-11

Following in the example of Jesus.

Achievement for All, Learning Together, Learning for Life



UKS2 Curriculum (Year 5 and 6)

Cycle 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
INTENT (Texts that MUST be covered are underlined. Others are offered as options for teacher/class selection)	<p>World War 2 Event: Chatham Dockyard (mini-residential)</p> <p>Key Texts: <u>Flossie's Diary</u>, Once, Goodnight Mr Tom, Letters from the Lighthouse</p> <p>History: World War 2 – politics, Hitler</p> <p>Science: Electricity</p> <p>Computing: 6.1 Coding</p> <p>Art/DT: Using tools, Developing products</p> <p>RE: How do people discover God today? What do Christians believe about God?</p> <p>Music: Charanga – I'll be there Vera Lynn/WW2 Songs</p> <p>PSHE: Being me in the world</p> <p>MFL: Introducing Me and my family</p> <p>PE: Football</p>	<p>World War 2 Event: WW2 Day</p> <p>Key Texts: <u>Carrie's War</u>, Rose Blanche, <u>WW2 Poetry</u>, The Machine Gunners, <u>non-fiction</u></p> <p>History World War 2 – the Home Front, Christmas at wartime, Battle of Britain</p> <p>Geography: European countries: Human and Physical features</p> <p>Science: Light</p> <p>Computing: 6.2 Online Safety</p> <p>Art/DT: Collage</p> <p>RE: Understanding Christianity - INCARNATION</p> <p>Music: Charanga – Classroom Jazz 2</p> <p>PSHE: Celebrating Difference</p> <p>MFL: School and Christmas</p> <p>PE: Basketball</p>	<p>The Fantastic Flying Books of Mr Morris Lessmore Event: Hindu visitor</p> <p>Key Texts: (snippets of many texts) <u>Bleak House</u>, Skellig, The Borrowers, <u>Shakespeare Sonnet 18</u>, Railway Children, stories from other cultures, The Highway Man.</p> <p>Geography: Comparison of other countries to UK, Local geography</p> <p>Science: Living things and their habitats</p> <p>Computing: 5.5 Game Creator</p> <p>Art/DT: Illustration and character design</p> <p>RE: What does it mean to be a Hindu?</p> <p>Music: Charanga – Make You Feel My Love</p> <p>PSHE: Dreams and Goals</p> <p>MFL: Everyday life and describing clothes and food.</p> <p>PE: Gymnastics</p>	<p>Survival Event: Forest School</p> <p>Key Texts: <u>Bear Grylls</u>, Shkelton's Journey, <u>Wonder</u>, Twist of Gold, Why the Whales came by.</p> <p>History/Geography: Local Area</p> <p>Science: Animals including Humans</p> <p>Computing: 5.6 3D modelling</p> <p>Art/DT: Cooking</p> <p>RE: Understanding Christianity - SALVATION</p> <p>Music: Charanga – Fresh Prince of Belair</p> <p>PSHE: Healthy Me</p> <p>MFL: Likes and Dislikes, hobbies and activities</p> <p>PE: Net and Wall</p>	<p>Parliament and Power Event: Westminster Trip</p> <p>Key Texts: The Accidental Prime Minister, Varjak Paw, <u>Non-fiction</u>, <u>Wordsworth Poetry (Daffodils)</u></p> <p>History/Geography: History of Parliament</p> <p>Science: Forces</p> <p>Computing: 6.8 Binary</p> <p>Art/DT: Portraits</p> <p>RE: Understanding Christianity – CREATION AND FALL</p> <p>Music: Charanga – You've Got a Friend in Me</p> <p>PSHE: Relationships</p> <p>MFL: Tenses – Future and past. Writing sentences, French texts.</p> <p>PE: Athletics</p>	<p>The Vikings Event: Production</p> <p>Key Texts: <u>Viking Boy</u>, Beowulf, Viking myths and legends</p> <p>History/Geography: Vikings and Celts</p> <p>Science- Scientific Enquiry</p> <p>Computing: 5.7 Concept Maps</p> <p>Art/DT: Construction and set building</p> <p>RE: What can we learn from a Mosque? What are the significant times of the year for Muslims?</p> <p>Music: Charanga – Reflect, Rewind and Replay Vikings</p> <p>PSHE: Changing Me</p> <p>MFL: Instructions and imperative verbs</p> <p>PE: Striking and Fielding</p>

IMPLEMENTATION: Science Skills

	<p>Science: Electricity</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 • Use recognised symbols when representing a simple circuit in a diagram. 	<p>Science: Light</p> <ul style="list-style-type: none"> • 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 	<p>Science: Forces</p> <ul style="list-style-type: none"> • 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 greater effect. • Learn how scientists, such as Galileo Galilei and Isaac Newton, helped to develop the theory of gravitation 	<p>Science: Scientific enquiry</p> <ul style="list-style-type: none"> • Plan different types of scientific enquires to answer questions, including recognising and controlling variable where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquires, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms • Identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>Science: Living things and their habitats</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 micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics 	<p>Science: Animals including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age • Learn about changes experienced in puberty • Research gestation periods of other animals and compare them with humans
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know how batteries and cells affect buzzers and lights in a circuit. To know symbols for a range of circuit items. To know how circuits work.</p>	<p>To know how light travels. To know that we see things using our lens to interpret light. To know that shadows form when a light source is blocked.</p>	<p>To know a range of scientists’ theories. To know the names of different forces and how they occur, including gravity. To know mechanisms can affect the amount of force needed.</p>	<p>To know ways of planning investigations effectively to ensure fair testing. To know methods of writing conclusions. To know ways of evaluating the effectiveness of an enquiry or investigation.</p>	<p>To know characteristics of living things. To know that living things can be classified in different ways.</p>	<p>To know what ‘gestation period’ means. To know changes that occur during puberty. To know how humans change from babies through to old age.</p>

IMPLEMENTATION: Computing Skills

<p>Y5</p> <ul style="list-style-type: none"> • Independently select and use appropriate software for a task • Design, input and test an increasingly complex set of instructions to a program or device • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems • Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated • Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user • Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency <p>Y6</p> <ul style="list-style-type: none"> • Identify a range of ways to report concerns about content and contact in and out of school • Design and create a range of programs, systems and content for a given audience • Solves problems by decomposing them into smaller parts • Create programs which use variables • Use variables, sequence, selection, and repetition in programs • Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently 	<p>Y5</p> <ul style="list-style-type: none"> • Independently select and use appropriate software for a task • Begin to use internet services to share and transfer data to a third party • Use filters in search technologies effectively • Use filters in search technologies effectively and appreciates how results are selected and ranked • Understand the need to only select age appropriate content <p>Y6</p> <ul style="list-style-type: none"> • Understand how computer networks enable computers to communicate and collaborate • Begin to use internet services within his/her own creations to share and transfer data to a third party • Use technology respectfully and responsibly • Identify a range of ways to report concerns about content and contact in and out of school • Use filters in search technologies effectively • Be discerning when evaluating digital content 	<p>Y5</p> <ul style="list-style-type: none"> • Independently select and use appropriate software for a task • Design, input and test an increasingly complex set of instructions to a program or device • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems • Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated • Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user • Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency <p>Y6</p> <ul style="list-style-type: none"> • Identify a range of ways to report concerns about content and contact in and out of school • Design and create a 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contact in and out of school 	<p>Y5</p> <ul style="list-style-type: none"> • Independently select and use appropriate software for a task • Design, input and test an increasingly complex set of instructions to a program or device • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems • Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated • Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user • Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency <p>Y6</p> <ul style="list-style-type: none"> • Design and create a range of programs, systems and content for a given audience • Solves problems by decomposing them into smaller parts • Create programs which use variables • Use variables, sequence, 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IMPACT – KNOWLEDGE GAINED	To know what coding is. To know what a program is. To know what debugging means and which strategies to choose from in order to complete this. To know what a variable is.	To know which steps to take to stay safe online. To know who to report online content to. To know what respectful and responsible communication online is.	To know what coding is. To know what a program is. To know what debugging means and which strategies to choose from in order to complete this. To know what a variable is.	To know what a 3D model is. To know what binary means and how this links to computing.	To know what a concept map is. To know how concept maps are used in computing.
IMPLEMENTATION: History Skills	<p>Y5</p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline • Compare sources of information available for the study of different times in the past • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source • Make comparisons between aspects of periods of history and the present day • Give some reasons for some important historical events <p>Y6</p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Understand how our knowledge of the past is constructed from a range of sources • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Make confident use of a variety of sources for independent research • Note connections, contrasts and trends over time and show developing appropriate use of historical terms • Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 • Use evidence to support arguments 		<p>Y5</p> <ul style="list-style-type: none"> • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies <p>Y6</p> <p>Describe a local history study</p>	<p>Y5</p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline • Understand that the type of information available depends on the period of time studied • Evaluate the usefulness of a variety of sources • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source • Make comparisons between aspects of periods of history and the present day <p>Y6</p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Understand how our knowledge of the past is constructed from a range of sources • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Make confident use of a variety of sources for independent research • Note connections, contrasts and trends over time and show developing appropriate use of historical terms • Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 	<p>Y5</p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline • Compare sources of information available for the study of different times in the past • Present findings and communicate knowledge and understanding in different ways • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies <p>Y6</p> <ul style="list-style-type: none"> • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Describe Britain's settlement by Anglo-Saxons and Scots • Understand how our knowledge of the past is constructed from a range of sources • Make confident use of a variety of sources for independent research • Note connections, contrasts and trends over time and show developing appropriate use of historical terms
	IMPACT – KNOWLEDGE GAINED	To know significant events of WW2, including the events leading up to it. To know what life was like on the Home Front. To know who Winston Churchill was and his significance. To know about the Dunkirk Evacuation and its significance. To know what the Front Line was. To know how the war ended. To know the impact of the war on modern life.		To know key dates of the local village and UK history.	To know what parliament means. To know how parliament is elected. To know how parliament is run in this country and how this is different around the world.

IMPLEMENTATION: Geography Skills

IMPACT –
KNOWLEDGE
GAINED

- Y5**
- Recognise the different shapes of countries
- Y6**
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 - 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

To know names and shapes of European countries.
To know and compare the difference between human and physical features.

- Y5**
- Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences
 - Identify the physical characteristics and key topographical features of the countries within North America
- Y6**
- 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
 - 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

To know the comparative features of countries.
To know the physical and human characteristics of different countries.

- Y5**
- Understand and use a widening range of geographical terms
 - Recognise the different shapes of countries
 - Know about the wider context of places e.g. county, region and country
- Y6**
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world
 - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.
 - Describe and understand key aspects of physical geography,
 - 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
 - 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
 - Use maps, charts etc. to support decision making about the location of places e.g. new bypass

To know the correct geographical terminology.
To know the eight compass points.
To know a range of fieldwork techniques.

IMPLEMENTATION: Art Skills

	<p>Y5</p> <ul style="list-style-type: none"> Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work Evaluate his/her work against their intended outcome <p>Y6</p> <ul style="list-style-type: none"> Follow a design brief to achieve an effect for a particular function Adapt his/her own final work following feedback or discussion based on their preparatory ideas 	<p>Y5</p> <ul style="list-style-type: none"> Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures Develop different ideas which can be used and explain his/her choices for the materials and techniques used Experiment with using layers and overlays to create new colours/textures <p>Y6</p> <ul style="list-style-type: none"> Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices 	<p>Y5</p> <ul style="list-style-type: none"> Use line, tone and shading to represent things seen, remembered or imagined in three dimensions Experiment with using layers and overlays to create new colours/textures <p>Y6</p> <ul style="list-style-type: none"> Select ideas based on first hand observations, experience or imagination and develop these through open ended research Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices 		<p>Y5</p> <ul style="list-style-type: none"> Mix colours to express mood, divide foreground from background or demonstrate tones Experiment with using layers and overlays to create new colours/textures <p>Y6</p> <ul style="list-style-type: none"> Begin to develop an awareness of composition, scale and proportion in their work Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices 	
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know which materials to use in their work to create different effects. To know that evaluating work can lead to successful outcomes. To know the layout of a design brief.</p>	<p>To know the techniques involved in making collage and creating shade and tone using this technique. To know to adapt final work to ensure a successful piece.</p>	<p>To know the terms of line, tone and shading and what these look like in practice. To know which textures to use when designing and making pieces.</p>		<p>To know techniques for mixing colours effectively. To know the terms composition, scale and proportion and what these look like in practice. To know techniques, colours and textures needed for different effects.</p>	

IMPLEMENTATION: DT Skills

	<p>Y5</p> <ul style="list-style-type: none"> • Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product • Create prototypes to show his/her ideas • Make careful and precise measurements so that joins, holes and openings are in exactly the right place • Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques • Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work • Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable <p>Y6</p> <ul style="list-style-type: none"> • Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products • Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities • Use technical knowledge accurate skills to problem solve during the making process • Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made • Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately 			<p>Y5</p> <ul style="list-style-type: none"> • Understand the main food groups and the different nutrients that are important for health • Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat • Select appropriate ingredients and use a wide range of techniques to combine them <p>Y6</p> <ul style="list-style-type: none"> • Confidently plan a series of healthy meals based on the principles of a healthy and varied diet • Use information on food labels to inform choices • Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills 		<p>Y5</p> <ul style="list-style-type: none"> • Make careful and precise measurements so that joins, holes and openings are in exactly the right place • Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques • Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work • Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable • Understand how to use more complex mechanical and electrical systems <p>Y6</p> <ul style="list-style-type: none"> • Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products • Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities • Use technical knowledge accurate skills to problem solve during the making process • Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made • Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately • Apply his/her understanding of computing to program, monitor and control his/her product
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know the process of using market research to inform designs. To know what a prototype is. To know famous inventors and designers and their work. To know the process needed for strengthening and stiffening a structure.</p>			<p>To know the importance of the main food groups. To know the process of how food is grown and produced. To know techniques used to create different foods.</p>		<p>To know a variety of skills and techniques used in construction. To know how a range of structures have been strengthened. To know which materials will be most effective for different requirements.</p>

IMPLEMENTATION: RE Skills

RE: How do people discover God today? What do Christians believe about God?

- Describe and explain how Christians learn about God.
- Make comparisons about beliefs about God.
- Explain how this links to their own understanding of God.

RE: Understanding Christianity - INCARNATION

- Link previous learning about God together to form ideas and opinions.
- Explain how Jesus has made an impact on Christian's lives.
- Understand and explain the terminology Messiah, rescuer, anointed.

RE: What does it mean to be a Hindu?

- Make links between Hinduism and other known religions.
- Compare and contrast traditions, beliefs and texts for Hindus and Christians.
- Explain features of traditional Hindu services, ceremonies and homes.

RE: Understanding Christianity - SALVATION

- Explain what Salvation means.
- Explain and understand messages given through the Bible.
- Explain the purpose and impact of Holy Communion on Christians.

RE: Understanding Christianity – CREATION AND FALL

- Be able to debate a range of religious ideas and beliefs.
- Compare thoughts of scientists and religions on creation.
- Give reasons for philosophical answers to questions.

RE: What can we learn from a Mosque? What are the significant times of the year for Muslims?

- Compare and contrast lives and beliefs of Muslims and Christians, as well as other known religions.
- Explain traditions of Muslim festivals.

IMPACT – KNOWLEDGE GAINED

- Pupils know that Christians believe God can be discovered through:
 - the Bible
 - the Church worship / community
 - their thinking reading / talking / praying
 - their experiences events of their lives
- Pupils know that Christians believe in God as a Trinity (Father, Son and Holy Spirit) and begin to understand what this means.
- Pupils know that to draw comparisons with beliefs about God from other religions.

- Pupils know that Jesus was Jewish.
- Pupils know that Christians believe Jesus is God in the flesh.
- Pupils know that Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- Pupils know that the Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like.
- Pupils know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah.
- Pupils know that Christians see Jesus as their Saviour.

- Pupils know that Hindus believe in one supreme reality (Brahman) and be able to name and describe the main forms the reality takes.
- Pupils know that Hinduism is a way of life aimed at reaching moksha, and the ways this can be achieved.
- Pupils know that the main features of family and home life including diet, worship at home, music and dance.
- Pupils know that there are a number of sacred texts including the Ramayana, Mahabharata, Bhagavad Gita and Upanishads.
- Pupils know the events that mark important times in the life of a Hindu eg horoscopes, sacred thread ceremony, marriage and death.

- Pupils know that Christians read the 'big story' of the Bible so pointing out the need for God to save people.
- Pupils know that the Gospels give accounts of Jesus' death and resurrection.
- Pupils know that the New Testament says that Jesus' death was somehow 'for us'.
- Pupils know that Christians interpret this in a variety of ways.
- Pupils know that Christians remember Jesus' sacrifice through the service of Holy Communion.
- Pupils know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- Pupils know that this belief gives Christians hope for life with God, starting now and continuing in a new life..
- Pupils know that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others.

- Pupils know that there is debate and controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- Pupils know that these debates and controversies relate to the purpose and interpretation of the texts.
- Pupils know that there are many scientists through history and now who are Christians.
- Pupils know that the discoveries of science make Christians wonder even more about the power and majesty of the creator.

- Pupils know the main features of a mosque.
- Pupils know how the mosque is used for prayer.
- Pupils know how the features of the mosque reflect the beliefs of those who pray there.
- Pupils know the main beliefs and practices associated with:
 - Ramadan
 - Id-ul-Fitr (marks the end of Ramadan)
 - Hajj
 - Id-ul-Adha (celebrates the end of Hajj)

IMPLEMENTATION: Music Skills**Y5**

- *Compose complex rhythms from an increasing aural memory*
- *Understand how pulse, rhythm and pitch work together*
- *Improvise with increasing confidence using own voice, rhythms and varied pitch*
- *Sing as part of an ensemble with increasing confidence and precision*
- *Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression*
- *Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets*
- *Develop an increasing understanding of the history and context of music*
- *Listen with attention to detail and recall sounds with increasing aural memory*

Y6

- *Sing as part of an ensemble with full confidence and precision*
- *Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression*
- *Create a simple composition and record using formal notation*
- *Develop a deeper understanding of the history and context of music*
- *Appropriately discuss the dimensions of music and recognise them in music heard*
- *Listen with attention to detail and recall sounds with increasing aural memory and accuracy*
- *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*
- *Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets*
- *Improvise and compose music for a range of purposes using the inter-related dimensions of music*

**IMPACT –
KNOWLEDGE GAINED**

- To know what rhythm, pulse and pitch are.
- To know what improvisation means.
- To know what a composition is.
- To know the differences between genres of music.
- To know the significance of different traditions of music.

IMPLEMENTATION: PSHee Skills

	<p>Y5</p> <ul style="list-style-type: none"> • I can face new challenges positively and know how to set personal goals • I understand my rights and responsibilities as a British citizen • I understand my rights and responsibilities as a British citizen and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this <p>Y6</p> <ul style="list-style-type: none"> • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community 	<p>Y5</p> <ul style="list-style-type: none"> • I can explain the differences between direct and indirect types of bullying • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied <p>Y6</p> <ul style="list-style-type: none"> • I can explain ways in which difference can be a source of conflict or a cause for celebration • I can show empathy with people in either situation 	<p>Y5</p> <ul style="list-style-type: none"> • I can describe the dreams and goals of a young person in a culture different from mine • I can reflect on how these relate to my own <p>Y6</p> <ul style="list-style-type: none"> • I can describe some ways in which I can work with other people to help make the world a better place • I can identify why I am motivated to do this 	<p>Y5</p> <ul style="list-style-type: none"> • I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures • I respect and value my body <p>Y6</p> <ul style="list-style-type: none"> • I can evaluate when alcohol is being used responsibly, anti-socially or being misused • I can tell you how I feel about using alcohol when I am older and my reasons for this 	<p>Y5</p> <ul style="list-style-type: none"> • I can explain how to stay safe when using technology to communicate with my friends • I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others <p>Y6</p> <ul style="list-style-type: none"> • I can recognise when people are trying to gain power or control • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control 	<p>Y5</p> <ul style="list-style-type: none"> • I can describe how boys' and girls' bodies change during puberty • I can express how I feel about the changes that will happen to me during puberty <p>Y6</p> <ul style="list-style-type: none"> • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and • I recognise how I feel when I reflect on the development and birth of a baby
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know what my rights and responsibilities are. To know what British values are and what it means to be a citizen. To know how to set personal goals. To know how democracy benefits the school. To know the universal rights for children.</p>	<p>To know the difference between direct and indirect bullying. To know ways in which differences can be resolved peacefully. To know that differences should be celebrated. To know what empathy means.</p>	<p>To know that children around the world have different dreams and goals. To know ways that I can help to improve my home life, school life and the lives of others. To know ways that I can make a difference to the world.</p>	<p>To know that a balanced diet is required for health and wellbeing. To know the impact of a poor diet. To know that some people suffer with body image problems. To know the laws surrounding alcohol. To know the impact of alcohol.</p>	<p>To know that I need to stay safe when using social media. To know that messages can be misinterpreted when written down. To know that information that I post online will never be totally removed.</p>	<p>To know how boys and girls bodies change during puberty. To know how a baby in conceived. To know how a baby develops in the womb. To know how a baby is born.</p>

IMPLEMENTATION: MFL Skills

	<p>Y5</p> <ul style="list-style-type: none"> Adapt known complex sentences to reflect a variation in meaning Begin to use intonation to differentiate between sentence types <p>Y6</p> <ul style="list-style-type: none"> Engage in longer conversations, asking for clarification when necessary Use pronunciation and intonation effectively to accurately express meaning and engage an audience Attempt to read a range of texts independently, using different strategies to make meaning 	<p>Y5</p> <ul style="list-style-type: none"> Create a short piece for presentation to an audience Learn a song or poem using the written text for support Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation <p>Y6</p> <ul style="list-style-type: none"> Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Create his/her own sentences using knowledge of basic sentence structure Use pronunciation and intonation effectively to accurately express meaning and engage an audience Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation 	<p>Y5</p> <ul style="list-style-type: none"> Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Use a wide range of adjectives to describe people and things, and use different verbs to describe actions Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun <p>Y6</p> <ul style="list-style-type: none"> Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions Begin to use some adverbs Create his/her own sentences using knowledge of basic sentence structure Understand how to use some adverbs in sentences 	<p>Y5</p> <ul style="list-style-type: none"> Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language Take part in conversations and express simple opinions giving reasons <p>Y6</p> <ul style="list-style-type: none"> Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Understand how to use some adverbs in sentences 	<p>Y5</p> <ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Adapt sentences to form negative sentences and begin to form questions Identify different ways to spell key sounds, and select the correct spelling of a familiar word <p>Y6</p> <ul style="list-style-type: none"> Have an awareness of similarities and differences in grammar between different languages Know how to conjugate a range of high frequency verbs Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words 	<p>Y5</p> <ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words <p>Y6</p> <ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Create his/her own sentences using knowledge of basic sentence structure Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know French words to describe my home and family. To know French words to compare myself to other people.</p>	<p>To know French words to describe my school. To know French words to describe my daily routine.</p>	<p>To know French words for different items of clothing. To know French words for different foods.</p>	<p>To know French words to describe things I like and don't like. To know French words to identify and describe hobbies and activities.</p>	<p>To know simple texts in French. To know the differences between tenses in French and when to use each one.</p>	<p>To know imperative verbs in French. To know adverbs in French.</p>

IMPLEMENTATION: PE Skills

	<p>Football skills</p> <ul style="list-style-type: none"> • Children will understand the different parts of their feet beginning to be able to link different skills to that part of the foot, e.g. Driven pass goes back to laces. • To gain an understanding on shooting to be able to have the correct technique aiming to find the space in the goal as well as getting the technique right. • Children will have an understanding on the rules of football and know to play successfully in a team showing cooperation and sportsmanship 	<p>Basketball skills</p> <ul style="list-style-type: none"> • Children will develop an understanding of keeping the ball controlled when dribbling following technique, being able to move in a various directions. While staying in correct control. • Children will develop the knowledge and be able to execute a range of different passes showing both control and accuracy. Being able to link it in to a game situation what's the best pass to play depending on my position. • Children will use the correct technique to shoot towards the hoop from various positions on the court (when is it best to shoot) , they will learn about working in attacking formations and learn about how to beat a defender or defenders. 	<p>Gymnastic Skills</p> <ul style="list-style-type: none"> • Children will look at balancing and exploring various body parts to balance on, looking and identifying points and patches and creating balances combining the two, they will have an understanding on the difference what will happen if I change my balances how can they link from ne to the other or how can I link them at the same time?. • To understand ways of travelling what directions can we use can we roll jump crawl? Exploring a range of travelling techniques and linking this back to there balances putting together a small sequence, can we link these back to our balances or rolls. • To confidently perform gymnastic rolls showing technique and following teaching points being able to add cannon and mirroring together and put into a small routine. Being able to link these back to balances and travelling. 	<p>Net And Wall skills</p> <ul style="list-style-type: none"> • To have an understanding on how to safely hold a tennis racket. And explore both forehand and back hand shorts. Using accuracy and control to return the ball over the net. • To learn about how to correctly hold a badminton racket, to use the underarm and over arm clears in game. To confidently serve the shuttlecock over the net. • To explore volleyball learning short like the Dig, set and smash returning the ball over the net using control an d accuracy. 	<p>Athletic skills</p> <ul style="list-style-type: none"> • I can identify in myself and others what makes a good runner I can show technique and understanding on how to improve my performance. • Show technique while throwing a javelin and identify what I need to do improve performance. How can I help others to find success. Taking both positives and areas for improvement. • I understand how to be safe while carrying and throwing a javelin being mindful of others in my class. 	<p>Striking and fielding skills</p> <ul style="list-style-type: none"> • I can safely hold a bat and understand the swinging motion. • I can start to link other skills previously learnt and put them into practice. • I can begin to make links about my batting and being strategic on the shots played. Throwing with accuracy aiming for the target required. • I can have an understanding on the rules of different striking and fielding games how can I make successful decisions which result in success for me and my team.
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know that I can use my foot in different ways to create different shots. To know rules of football and conventions around this.</p>	<p>To know a range of passes and ways of controlling these. To know a range of shooting techniques from different areas of the court/pitch. To know a range of attaching formations.</p>	<p>To know ways of travelling and ways of linking these together. To know a range of rolls, balances and techniques. To know the terms cannon, unison and mirroring.</p>	<p>To know ways of hold a racket correctly for a range of shots. To know ways of serving and returning balls.</p>	<p>To know what I need to do to improve my performance. To know safety rules when dealing with equipment.</p>	<p>To know ways of improving accuracy in throwing and catching. To know rules for a range of striking and fielding games.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey	World War 2	World War 2	The Fantastic Flying Books of Mr Morris Gleitzman	Survival	Parliament and Power	The Norsemen Cometh
Literacy genres (adaptable according to needs and interests of children)	Diaries Letters Narrative	Newspapers Poetry Narrative	Narrative Poetry Biographies	Information Reports Narrative Explanation	Letters Poetry Speeches Persuasive	Reports Narrative Information instruction
Maths themes (adaptable according to needs of children)	Place Value Addition, Subtraction, Multiplication and Division	Fractions	Decimals and Percentages Algebra	Measurement Converting units, perimeter, area and volume Ratio Statistics	Geometry Properties of shape, position and direction Investigations and Consolidation	Investigations and Consolidation
Forest School	Using your body over the styles Getting ready independently Foraging for wild fruit and harvest- blackberries, survival and foraging, make do and mend, using natural and found resources	Compass and map skills to the woods Making 3d story maps, or story strings on the way to or in the woods Making houses/ listening to fairy stories in the woods- folk tales	Making plaster/ mud footprints. Plant and fern identification, fire making,	Emergence of spring, new shoots, identifying trees, first blossoms, eggs, bird id, egg id, Easter bonnets out of ivy and sticky weed, making drink out of sticky weed	Compass and maps again, 3d maps in the woods, games, you are only safe games, fire making- imagining parliament had successfully been burned, speeches- voice projection sound games to support skills for speeches	Structure building, boat building, go on a walk over the river Medway to look for path out to sea

Maths overview adapted from <https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/MixedAge/Year-5-and-6-Mixed-Age-Guidance-Autumn-1.pdf>