



## Upper Key Stage 2 Long Term Planning Overview - 2014-2015

### 2<sup>nd</sup> year of rolling 2 year programme

Link to New Curriculum 2014 for KS1 and KS2 <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

*Please be aware that in the 2014 to 2015 academic year, pupils in year 6 are to be taught the pre-2014 programmes of study in English, mathematics and science in order for them to be able to sit the end of Year SATs*

	Autumn 1	Autumn 2	Spring	Summer
	<b>The Vikings (Y5) John Muir and the great outdoors (Y6)</b>	<b>‘Your country needs you’ (WW1)</b>	<b>‘Lights, camera, action’</b>	<b>‘Ooh la la’</b>
<b>History</b>	<p>(Y5) Viking raids and invasion. Viking invasions and Danegeld. Edward the Confessor and his death in 1066.</p> <p>(Y6) John Muir: study of British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>(Y5 &amp; Y6)</p> <p><i>A local history study</i></p> <p>Kirk Fenton (WW1) – local study of the village, focusing on the changes over the past 100 years.</p>	<p><i>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i></p> <p>Stars of the past (20<sup>th</sup> Century) eg. Marilyn Monroe, Robin Williams, Julie Andrews, Charlie Chaplin.</p> <p>Changes in film &amp; photography since the 20<sup>th</sup> Century. Different types of cameras and their capabilities. Film production.</p>	<p><i>World History</i></p> <p>Eiffel tower – why was it built? Who built it? What importance does it hold in its city?</p>
<b>Geography</b>	<p><b>Y5-</b> Locating the world’s countries, cities and counties using maps to focus on Europe.</p> <p><b>Y6-</b> Describing and understanding aspects of River features and Coastal erosion</p> <p>Fieldwork (East Barnby)</p>		<p>Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.</p> <p>(How are these reported on in the Media?)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe (York/East Barnby and France)</p> <p>Physical geography including French mountain ranges.</p>

<p><b>Religious Education</b></p> <p><i>The Agreed Syllabus for Religious Education in North Yorkshire</i></p>	<p><b>2.5 Christian Aid/Islamic Relief. Can they change the world?</b></p> <p>Pupils will learn about the work of two major faith based charities, Islamic Relief and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic and Christian traditions. The unit is challenging to attitudes of selfishness or small mindedness. Through their study, they compare the two charities and their work, looking at their inspiration. They will consider the personal challenge to make the world a better place.</p>	<p><b>2.7 Values: what matters most to Christians, to Humanist and to me?</b></p> <p>By using the concepts of Christianity and Humanism as they relate to values, and examples of stories that transmit and exemplify certain values, pupils will be enabled to clarify and apply their own values. This unit contributes to the continuity and progression of pupils' learning by taking ideas about religious and other stories from earlier units further. The skill of applying ideas for oneself is at the heart of the learning process.</p>	<p><b>2.8 What will make our community more tolerant and respectful?</b></p> <p><b>The unit will provide these opportunities</b></p> <ul style="list-style-type: none"> <li>▪ Pupils have opportunities to consider the concept of diversity</li> <li>▪ Pupils have opportunities to consider a diverse range of views about questions of living together, tolerance and respect</li> <li>▪ From the study of many religions, pupils will be able to think about their own experiences and views in relation to questions of community cohesion</li> </ul>
<p><b>Computing</b></p>	<p><u>Progression in E-Safety</u> Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p> <p><u>Technology in our lives</u> 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</p> <p><u>Programming</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><u>Handling data</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		

**Science**

**Living things and their habitats (Y5)**

Pupils should be taught to:

- 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.

**Animals, including humans (Y5)**

Pupils should be taught to:

- describe the changes as humans develop to old age.

**Earth and space –Y5**

Pupils will be taught to:

- describe the movement of the Earth 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

**Properties and changes of materials Y5**

Pupils should be taught to:

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

**Forces Y5**

Pupils should be taught to:

- 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.

**Living things and their habitats (Y6)**

Pupils will be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and

**Electricity Y6**

Pupils will be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and

**Animals including humans Y6**

Pupils will be taught to:

- identify and name the main parts of the human circulatory system, and describe the

	<p>based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Evolution and inheritance Y6</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>voltage of cells used in the circuit</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Light Y6</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• understand that light appears to travel in straight lines</li> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</li> </ul>	<p>functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	
<p><b>Art</b></p>	<p><u>Outdoor art (Andy Goldsworthy – Y6)</u> Create sketch books to record their observations and use them to review and revisit ideas.</p> <p><u>Viking Longboats/weapons (Y5)</u> Improve their mastery of art and design techniques – sculpture using clay</p> <p><u>The Scilly Isles (setting for text in English )</u> Improve their mastery of art and design techniques using watercolours.</p>	<p><u>Lawrence of Arabia portraits.</u> Create sketch books to record their observations and use them to review and revisit ideas, using pencil. Texture, tone, line.</p> <p><u>Images of WW1</u> Improve their mastery of art and design techniques using watercolours.</p>	<p>Monochrome art (digital images) Improve their mastery of art and design techniques using tone</p> <p>Graphic design - produce a film poster</p>	<p>Children should learn about great artists, architects and designers in history.</p> <p>French Artists – Monet, Cezanne plus an artist that the children have chosen.</p> <p>Architects and designers (Eiffel tower) Steven Sauvestre</p>

<p><b>Design and Technology</b></p>	<p><b><u>Design and make a Viking money holder Y5</u></b> <b><u>Bird feeder Y6</u></b></p> <p>Design</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>• Use appropriate materials to make a product.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Evaluate own ideas against ideas of others</li> </ul>	<p><b><u>Mod roc trenches/shelters</u></b></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>		<p>French recipe book</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
<p><b>Physical Education- Indoor</b></p>	<p><b><u>Gymnastics –Floor and small apparatus</u></b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b><u>Dance</u></b></p> <p>Perform dances using a range of movement patterns</p> <p>(WW1 tea dance)</p>	<p><b><u>Dance</u></b></p> <p>Perform dances using a range of movement patterns (The Hakka –link with outdoor PE)</p> <p><b><u>Gymnastics –large apparatus</u></b></p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	

<p><b>Physical Education- Outdoor</b> (Total Sports to support)</p>	<p><b><u>Football</u></b> Learning the skills and techniques for Football.  Playing competitive games.</p>	<p><b><u>Netball</u></b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><b><u>Tag Rugby</u></b> use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><b><u>Orienteering</u></b> take part in outdoor and adventurous activity challenges both individually and within a team  <b><u>Athletics</u></b> use running, jumping, throwing and catching in isolation and in combination</p>
<p><b>PPA Cover (ARTIS) MUSIC</b></p>	<p>Music and movement linked to : The Vikings Y5 The Outdoors Y6  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Study and learn WW1 songs in preparation for a WW1 tea dance for the community.  Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Theme tunes/songs from the shows  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Use and understand staff and other musical notations</p>	<p><b>Y5/6 summer performance (Top secret at the moment!!!)</b></p>
<p><b>SEAL</b></p>	<p><b><u>New Beginnings</u></b> Understanding rights and responsibilities in school. Understanding the need for rules in society. How to make changes in school.</p>	<p><b><u>Getting On and Falling Out</u></b> Children will look at aspects of friendship, seeing things from another perspective, working together, managing anger and resolving conflict,</p>	<p><b><u>Good to be me</u></b> Children will learn about accepting who they are, they will think about understanding and managing their feelings.  <b><u>Going for Goals</u></b> Children will get to know themselves, set themselves realistic goals, plan how to achieve their goals, make good choices, show persistence and evaluate their achievements.</p>	<p><b><u>Relationships</u></b> Children will think about the feeling of embarrassment, what embarrasses them and how to deal with it. They will also learn about dealing with friendships after an argument.  <b><u>Changes</u></b> Children will explore their own feelings about change and how they may differ to others. They will learn strategies for coping with change.</p>
<p><b>French</b></p>	<p><b><u>Y5- 13.Ma famille</u></b> Learn to talk about family Give an oral presentation  <b><u>Y6- 19. Les portraits</u></b> Learn to describe themselves and other people Use their developing language skills to understand clues in a guessing game Write a paragraph about a</p>	<p><b><u>Y5- 14. On fait la fête</u></b> Learn how to ask and say when their birthday is in French. Find out about birthday celebrations in French.  <b><u>Y6- 20. Les cadeaux</u></b> Learn some words for presents</p>	<p><b><u>Y5- 15. Cher zoo</u></b> Learn names for zoo animals Learn and use some adjectives to describe zoo animals  <b><u>16.Le petit déjeuner</u></b> Develop their awareness of typical breakfast food and drink in France Learn to order a range of food and drink</p>	<p><b><u>Y5- 17. Vive le temps libre</u></b> Learn to talk about more hobbies Learn to use the future tense Design a poster about themselves  <b><u>18. À la plage</u></b> Learn some nouns and verbs to describe a beach scene  Learn how to order and pay for ice creams</p>

	famous person	<p>Learn how to ask for presents and be able to say what they will buy for other family members</p> <p>Be able to thank someone for a gift and write gift tags, lists and letters</p>	<p><b><u>Y6- 21. Le carnaval des animaux 22. Au café</u></b></p> <p>Listen to a piece of music by a French composer</p> <p>Learn new animal names</p> <p>Learn about animal habitats</p> <p>Learn how to design a poster in French</p>	<p><b><u>Y6- 23. Tour de France</u></b></p> <p>Learn about France, Paris and Le Tour de France</p> <p>Learn how to make an oral and written presentation in French</p> <p><b><u>24. Destinations</u></b></p> <p>Learn names of countries in French</p> <p>Learn shape names</p> <p>Learn to describe nationality, where they are from + the language they speak</p> <p>Learn to describe holiday plans</p>
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