

Key Stage 2 Curriculum (Upper)

Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (Driver)	Ancient Greeks		The Vikings are Coming		Plants vs Humans	Lights, camera, action
Writing opportunities	Information Texts Non-Chron Reports	Journalistic Writing Persuasive Writing	Viking Narrative with flashback Myths and legends	Recount Auto/Biography Poetry (Essential Texts) Moon Whales Discursive	Explanation Texts Narrative	Playscripts (Narrative to playscripts)
Science Year 6	<p>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 	<p>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 	<p>Animals including humans</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> ▪ 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 	SATS Revision	<p>Living things and their habitats</p> <p>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</p> <ul style="list-style-type: none"> ▪ give reasons for classifying plants and animals based on specific characteristics. 	<p>Evolution and inheritance</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> ▪ recognise that living things produce offspring of the same kind, but normally offspring vary

	<ul style="list-style-type: none"> use recognised symbols when representing a simple circuit in a diagram. 	<p>objects and then to our eyes</p> <ul style="list-style-type: none"> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>within animals, including humans.</p>			<p>and are not identical to their parents</p> <ul style="list-style-type: none"> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>Geography</p>	<p>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.</p> <p>(Climate, looking at location, weather and terrain)</p> <p>Locate the world’s countries using maps to focus on Europe. Concentrate on their environmental regions, key human and physical characteristics, counties and major cities.</p>	<p>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.</p> <p>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</p>	<p>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</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human Geography includes types of settlement; land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>	<p>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.</p> <p>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 their knowledge of the United Kingdom and the wider world.</p> <p>Use field work 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.</p>	
	<p>Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied.</p>					

History	Ancient Greece – a study of Greek life and achievements and their influence on the western world.		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.			
Art	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] To create sketchbooks to record their observations and use them to review and revisit ideas.	To create sketchbooks to record their observations and use them to review and revisit ideas.	To create sketchbooks to record their observations and use them to review and revisit ideas.	To create sketchbooks to record their observations and use them to review and revisit ideas. (Link to Usher gallery visit)	To create sketchbooks to record their observations and use them to review and revisit ideas.	To create sketchbooks to record their observations and use them to review and revisit ideas.
DT	To prepare a variety of predominantly savoury dishes using a range of cooking techniques(Greek foods cooking)		Select and use a wider range of materials and components (Textiles) according to their functional properties and aesthetic properties. (Design/Make/Evaluate Viking slippers/Shoes) Then look a designing space boots for Earth and Space topic.		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Shelters/Tents) Forest Schools Link – Mrs Roberts Set design and structure.	
Music	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.		Develop an understanding of the history of music.		Improvise and compose music for a range of purposes using the inter-related dimensions of music. (Link to minecraft biomes)	

<p>Computing</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>(Correct use of search engines and building an understanding of how they work. Understanding use of search engines and how to omit certain words and search terms.)</p>	<p>Select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.</p> <p>(Link to visit to Jorvik centre and interactive presentations.)</p>	<p>Select, use and combine a variety of software 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.</p> <p>(Children create their own digital app. Pull in information from coding and other terms work. Instruction manual. Trailer presentation etc.)</p>
<p>MFI</p>	<p>Verbs and Grammar</p>	<p>At School</p>	<p>The Weekend Healthy Lifestyles</p>
<p>Computing (Coding)</p>	<p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Objectives to be covered during through Purplemash activities.</p>		
<p>R.E.</p>	<p>God</p> <p>UC 2b.1 (core)</p> <p>What does it mean if God is loving and holy?</p> <p>LAS Additional</p> <p>Unit Designed by the School (including Christianity):</p> <p>Do you have to believe in God to be good?</p>	<p>Creation</p> <p>UC 2b.2 (core)</p> <p>Creation and Science: Conflicting or Complementary?</p> <p>Creation</p> <p>UC 2b.2 (digging deeper)</p> <p>Creation and Science: Conflicting or Complementary</p>	<p>LAS Compulsory</p> <p>Life Journey – Hinduism/Islam</p> <p><i>[Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether</i></p>

	[Opportunity to study Humanism/atheism and explore e.g. issues of social justice]			<i>they can prove their beliefs to be true or not]</i>
Wow days/trips	Usher Gallery in Lincoln	Jorvik Centre	Lincoln observatory/ Planetarium Leicester space centre	Orienteering. End of year performance.