

Key Stage 2 Curriculum (Upper)

Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (Driver)	Ancient Greeks	Stars and stripes	The Vikings are Coming	Earth and Space	Plants vs Humans	Lights, camera, action
Writing opportunities	Information Texts Non-Chron Reports	Non Chron Reports 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 5	<p>Properties and changes of materials</p> <p>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</p> <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to 	<p>Forces</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including 	<p>Earth and Space</p> <ul style="list-style-type: none"> 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. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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. 	<p>Animals, Including humans</p> <p>describe the changes as humans develop to old age.</p>	

	<p>recover a substance from a solution</p> <ul style="list-style-type: none"> ▪ 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. 	<p>levers, pulleys and gears, allow a smaller force to have a greater effect.</p>				
Science Year 6	Electricity	Light	Animals including humans	SATS Revision	Living things and their habitats	Evolution and inheritance

	<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. 	<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>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 within animals, including humans. 		<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>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 and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
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Geography	<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>
	Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied.				
History	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>		

Art	<p>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]</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	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)	
PE	<p>FASA</p> <p>Gymnastics – Term1 Refer to Val Sabin Gymnastics units.</p> <p>Dance – Term 2 Refer to Val Sabin Dance units.</p>		<p>FASA</p> <p>Gymnastics – Term 3 Refer to Val Sabin Gymnastics units.</p> <p>Dance – Term 4 Refer to Val Sabin Dance units.</p>		<p>FASA (Swimming Terms 5 and 6)</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Running, jumping, throwing and catching in isolation and combination</p>	
PE Games	Hockey	Netball	Basketball	Cricket (Kwick)	Rounders/Tennis	

<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>Basic French Conversation Skills Jolie Ronde Scheme</p>	<p>Numbers and number of objects Jolie Ronde Scheme</p>	<p>Family Members and People Jolie Ronde Scheme</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>Wow days/trips</p>	<p>Usher Gallery in Lincoln</p>	<p>Jorvik Centre</p>	<p>Lincoln observatory/ Planetarium Leicester space centre</p>	<p>Orienteering. End of year performance.</p>