



Upper Key Stage 2

Question	What if the Victorians never existed?			
Bible Verse	Psalm 145 v4 – One generation commends your works to another; they tell of your mighty acts.			
Values	Ambition	Legacy	Resilience	Acceptance
Real Life Application	'Mechanimal' Moving Toys			
Enrichment Opportunities	Newstead Victorian Christmas			
English (core texts and genres)	Procedural texts (making Victorian Peg Dolls) A Story Like The Wind – Read to Write Unit Cogheart – Narrative Street Child - Persuasive letters The Closest Thing to Flying – Dairy			
Maths	<u>Year 5</u> Place value (including rounding and negative numbers) Formal written methods for addition and subtraction Prime, square and cube numbers Known number facts Multiplying and dividing by 10, 100 and 1000.		<u>Year 6</u> Place value (including rounding and negative numbers) Formal written methods for: addition, subtraction, multiplication and division Prime, square and cube numbers Multiplying and dividing by 10, 100 and 1000. Fractions, decimals and percentages	
Science	Electricity (Y6 objectives) - Know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - Know how to 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. - Know how to recognise symbols when representing a simple circuit in a diagram			
RE	- People of God (Freedom) – following the agreed RE syllabus - Incarnation – following the agreed RE syllabus - Know the place of Incarnation and Messiah within the ‘big story’ of the Bible. - Know some Gospel and prophecy texts, using technical terms. - Know connections between biblical texts, Incarnation and Messiah, using theological terms. - Know how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. - Know how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives. - Know how far the world needs a Messiah, expressing their own insights. - Know how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.			
History	Know how to compare and contrast the characteristics of periods in history, leading to an understanding of how the wider world has changed over time.			



Termly overview – Discover (Autumn Cycle A)

	• Know that the chronology of significant events in history subsequently shaped different societies • Know that there are patterns that follow throughout History. • Know how to make a timeline of events and developments. • Know how to note connections between different periods of history. • Know that the Victorians made major changes in Britain. (Local area). • Know how to speculate and hypothesise about the past and formulate their own theories about reasons for change. • Know how to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across these time periods.
Geography	• Know how to locate countries, capital cities and some main cities in Europe, Africa and Asia.
Music	N/A
Art	• Know that sketchbooks are for recording observations and to revisit and review ideas, to explore and make artistic decisions before creating a final piece. • Know how to purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Know that the styles of other artists can influence their own work. • Know that an artist's work has an impact on society at the time. • Know how to create and arrange accurate patterns.
D&T	• Know that design criteria can be developed. • Know that a design specification is used to guide thinking. • Know how to use appropriate tools / materials with precision. • Know how to select tools and equipment suitable for the task and explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Know how to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Know how to evaluate their ideas and products against their original design specification. • Know how to investigate how well products have been designed and made to a criteria.
PE	<u>Tag Rugby</u> Know: • How to grip a ball and the importance of carrying it in two hands. • When to pop pass and when to pocket pass. • What position to get into when passing left and how it changes when passing right. • How to 'roll' hands when changing position and making catches. • What a knock-on and forward pass are. • To close the space when defending and be wary of the dummy pass. • To run onto the ball at pace. • What offside is. • To organise attacking lines in a staggered formation either side of the ball.



Termly overview – Discover (Autumn Cycle A)

- That each team has a limited number of tackles before possession of the ball changes to the other team.
- That a team can operate with a full back.
- That possession of the ball in the centre of the pitch, near the opponent's line, their defence is stretched.
- When the referee might play advantage and when they won't.

Show

- Pop pass and pocket pass.
- Tag someone safely.
- What constitutes a try and what doesn't.
- Pass accurately to the left and right.
- Send and receive a ball on the run and under pressure.
- Pass a rugby ball backwards consistently.
- Dummy a pass.
- Pass missing out players in a line.
- Take a tap penalty with a dummy half.
- Attack in staggered lines.
- Position to be able to receive a pass on the run.
- Apply skills effectively.
- Develop game understanding and compete in a game of tag rugby.

Grow

- Develop teamwork skills whilst working with others.
- Explore honesty and its importance within PE and beyond.
- Explore inclusion and what it looks like in PE and beyond.

Netball

Know:

- How to signal for a pass.
- To move to a new space after passing.
- How to disguise passes.
- That being sideways on to receive a ball opens up the court.
- What the term 'landing foot', 'pivot' and 'stepping' mean.
- The rules around shooting.
- Some attacking principles.
- To communicate non-verbally on court.
- Where to be on court when playing specific positions.
- What infringements look like and how to restart games after them.

Show:

- Send a netball in a variety of ways.
- Receive a ball and already know what to do with it.



Termly overview – Discover (Autumn Cycle A)

	• Pass accurately, using a variety of passes. • Anticipate the play and release the ball quickly and efficiently. • Land and pivot to pass the ball. • Shoot with good technique. • Shoulder pass accurately and with force. • Create space. • Position to take rebounds from missed shots. • Participate purposefully in a netball match. • Apply tactics that have been decided as a team. • Play by the rules of netball. Grow: • Develop teamwork skills whilst working with others. • Explore honesty and its importance within PE and beyond. • Explore inclusion and what it looks like in PE and beyond. • Understand the term respect and what it looks like in PE and beyond. • Understand the importance of fair play in PE and sport. • Explore equality and what it means for PE.
Computing	Covered the terms not in Foresters: <u>Quizzing</u> • To explore different types of quizzes and identify their features, strengths and weaknesses. • To explore the features of 2Quiz and experiment with creating quiz questions. • To explore additional features of quizzes, such as title screens and content pages. • To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. • To be able to refine, test and share completed quizzes. <u>Game Creator</u> • To evaluate the features of a successful video game. • To plan a game in 2DIY3D. • To design and use game sprites. • To add features to a game world and check playability. • To evaluate games created by others. <u>Graphing</u> • To create comparative bar charts using graphing software. • To create pie charts using graphing software. • To create line graphs using graphing software. • To present data in graphs to support an argument. <u>Spreadsheets</u> • To understand and use basic formatting in Excel. • To develop skills in using basic functions in Excel. • To create and format charts in Excel. • To sort and filter data within a spreadsheet. • To understand and use advanced functions in Excel. • To combine Excel skills to create an effective spreadsheet for a given purpose. <u>Coding</u>



Termly overview – Discover (Autumn Cycle A)

	- To understand some ways that code can be simplified so that it is easier to read and runs more efficiently. - To program a computer simulation using 2Code. - To know what decomposition and abstraction are in Computer Science. - To understand what a function is and how functions work in code. - To understand what datatypes are and how they are used when coding with variables. - To read code, predict outcomes and identify and fix bugs. <u>Word Processing</u> - To format text in a new Word document and then save it with an appropriate filename. - To learn how to edit text and apply more advanced formatting. - To learn how to adjust the layout of a Word document. - To learn how to insert and format images in Word. - To use tables in Word to organise information. - To combine Word skills to create and review a factsheet. <u>3D Modelling</u> - To explore and develop simple 3D models using CAD software. - To explore the effect of moving points when designing. - To plan, design and begin creating packaging to meet a design brief. - To refine, assemble and evaluate the finished packaging prototype.
PSHE	Covered in Foresters Term
MFL	Covered in the terms not in Foresters: <u>Unit 1: Portraits – Describing in French</u> - To begin to understand that adjectives change if they describe a feminine noun. - To understand a simple description of hair and eye colour. - To create simple descriptive sentences. - To understand simple descriptive sentences. - To write descriptive sentences. <u>Unit 2: Meet my French Family</u> - To recognise and use phrases to say if I have a brother or sister. - To be able to name different family members on a family tree. - To be able to build descriptive sentences into a short paragraph. - To be able to understand and express simple opinions. - To plan and prepare a short presentation about my family. <u>Unit 3: Clothes – Getting Dressed in France</u> - To recognise and use vocabulary relating to clothing. - To add colour adjectives, adapting the suffix in accordance with gender. - To understand adjectival position and agreement for gender and number. - To express an opinion (like/dislike). - To describe an outfit using adjectives correctly. <u>Unit 4: French Weather</u> - To recognise and recall weather phrases. - To repeat short phrases accurately. - To describe the weather using points of the compass. - To recognise the French written words for multiples of ten.



- To apply knowledge of French vocabulary to a presentation.

Unit 5: Exploring the French-speaking world

- To recognise, read and respond to directional language.
- To read and give directions in French.
- To identify features of countries in the French-speaking world.
- To investigate climate data from the French-speaking world using authentic materials.
- To ask and answer questions about different countries in the French-speaking world.

Unit 6: Planning a French Holiday

- To begin using the future tense.
- To identify and form the present and near future tenses.
- To describe which clothes to pack for a holiday.
- To read and understand a story about a summer holiday.
- To plan a holiday to France.