



Upper Key Stage 2

Question	What if you sang your own song?		
Bible Verse	Exodus 15 v2 – The Lord is my strength and my song.		
Values	Independence	Self-discipline	Equality Responsibility
Outcome	Music Showcase and Vinyl Record Art		
Visits and Visitors	Visit to Baitul Hafeez Mosque, Sneinton Year 5 residential to YHA Boggle Hole, Robin Hood's Bay		
English (core texts and genres)	No Ballet Shoes in Syria – Narrative Rise Up! – Report Amina's Voice – Diary This is Me – Poetry (song)		
Maths	<u>Year 5</u> Formal written methods for multiplication Formal written method for division Fractions Decimals Percentages Measures Statistics	<u>Year 6</u> Measures Geometry – Position and direction Algebra Geometry – Properties of shape Statistics Ratio and Proportion	
Science	Animals, including humans (Y5 objectives) <ul style="list-style-type: none"> Describe the changes as humans develop to old age Animals including humans (Y6 objectives) <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 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 		
RE	<ul style="list-style-type: none"> Islam – following the agreed RE syllabus Salvation – following the agreed RE syllabus 		
History	N/A		
Geography	N/A		
Music	<ul style="list-style-type: none"> Recognise different genres of music. Describe and evaluate different genres of music using good musical vocabulary. Begin to recall a range of composers, linking some to the correct musical era. Identify and describe different genres of music through history. Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? Know the style of the five songs and to name other songs from the units in those styles. 		



Termly overview – Create (Spring Cycle A)

	<ul style="list-style-type: none"> Describe the historical context of songs and describe how music has evolved over time. Know and talk about the fact that we each have a musical identity. Compose more complex pieces (using a range of different rhythms) and exploring harmony with the pentatonic scale. Apply an understanding of all musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture). one part (e.g. base part and tune). Know that composition can take the form of one or more layers. Know that by using different layers this will produce a different sound. Talk about their choice of layers. Show a good awareness of the intended audience (e.g. knowing that a fanfare needs to draw the audience to attention; sound scape representing a countryside haven). Begin to conduct an ensemble performance directing changes in the tempo and the dynamics accordingly. Record extended melody lines on stave notation, recognising up to 8 notes.
Art	<ul style="list-style-type: none"> Know that colours, tones and tints can enhance the mood of a piece. Know that the outcome will be affected by their choices. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.
D&T	N/A
PE	<p><u>Spring 1:</u> Gymnastics</p> <ul style="list-style-type: none"> Perform a variety of travels at different levels on benches and narrow beams. Create and perform gymnastic routines utilising both the floor and apparatus, demonstrating a good technique of shapes, jumps, travels and rolls. Use apparatus to create and perform sequences individually and with a partner. Critically evaluate performance both of self and of classmates and provide feedback in class discussions. <p>Tag Rugby</p> <ul style="list-style-type: none"> Identify, create and exploit space in a competitive situation against an opponent. Pass and receive a ball with accuracy and control using the inside of the foot. Catch a medium/large ball with control and good technique, selecting the appropriate handling shape ('W', 'cup' or 'scoop'). Go past a defender whilst maintaining controlled passion, demonstrating a skill, change of direction and a change of pace. Communicate effectively and provide information when passing and receiving. Demonstrate the ability to lead and motivate others. Problem solve situations and provide constructive feedback to team mates. Use technical and tactical understanding to effect the game. Understand and apply the principles of attacking and defending in a game situation. <p><u>Spring 2:</u> Healthy Body and Mind</p> <ul style="list-style-type: none"> Know that exercise is important for mental well being.



	<ul style="list-style-type: none"> • Know the important safety principles when preparing for exercise. • Know that exercise has a valuable role in keeping healthy. • Know that muscles have names. • Create warm-up routines. <p>Athletics</p> <ul style="list-style-type: none"> • Demonstrate a competent running style. • Exchange/receive the baton with good control and co-ordination in relay activities. • Perform and mark a standing long jump and a standing triple jump and progress performance. • Perform, mark and analyse a range of throwing techniques, including the javelin and the chest push. • Run and jump over large hurdles using good technique. • Work well as part of a relay team with good communication and timing. • Understand how to improve performance using good technique and can identify technical flaws.
Computing	<p>Purple Mash 5:2 Online Safety</p> <ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • To ensure reliability through using different methods of communication. <p>Purple Mash 5.3 Spreadsheets</p> <ul style="list-style-type: none"> • To use formulae within a spreadsheet to convert measurements of length and distance. • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes. • To create formulae that use text variables. • To use a spreadsheet to help plan a school cake sale.
PSHE	<p><u>Heart Smart:</u></p> <p><u>Spring 1: Too Much Selfie Isn't Healthy</u></p> <ul style="list-style-type: none"> • Too Much Selfie Isn't Healthy • When I'm Feeling Lonely... • Read My Lips • Honour • Great Groups • Be aware What you Share! •



	<p><u>Spring 2: Don't Hold On to What's Wrong</u></p> <ul style="list-style-type: none"> • Don't Hold On to What's Wrong • Different Perspective • Nelson Mandela • Emotion's Don't Drive • I Did, Not I Am • Bully Busting • Reflection
MFL	<p><u>Salut!</u></p> <p>Spring 1: Main Unit L: Hobbies</p> <ul style="list-style-type: none"> • Be able to express likes and dislikes using visual prompts and understand that 'tu' is often used to form a question • Read the unit's story aloud and recognise some French words and phrases in the text when prompted • Be able to talk about what they do and like doing, giving simple opinions with help • Recognise the differences between "le/la" and "un/une" in the context of the unit • Understand that some nouns have irregular plurals in French <p>Spring 2: Main Unit M: A School Trip</p> <ul style="list-style-type: none"> • Recognise and understand the difference between "mon", "ma" and "mes" in the French story text • Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences • Recognise the future tense when prompted • Form basic opinions about what they like to do in the context of school trips • Join in with familiar French songs, pronouncing the majority of words clearly