



Upper Key Stage 2

Question	What if we lived through WWII?	
Bible Verse	2 Chronicles 20 v 15 – ‘The battle is not yours, but God’s.’	
Values	Justice	Compassion Forgiveness Perseverance
Outcome	VE Day Party	
Visits and Visitors	Perlethorpe – Evacuee Experience Day Holocaust Centre HL’s grandma to talk about her experiences of living through WWII	
English (core texts and genres)	Procedural texts (making peppermint creams and what to do in an air-raid) Read to Write Unit (Diary) Letters from the Lighthouse – Narrative Once - Persuasive letters (against Jewish persecution) Where the Poppies Now Grow – Poetry	
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	Earth and Space <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. Forces <ul style="list-style-type: none"> 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 	
RE	<ul style="list-style-type: none"> Creation – Understanding Christianity unit Incarnation – Understanding Christianity unit 	
History	<ul style="list-style-type: none"> Know that significant events in World War II were a turning point in British history, and significant events took place in the local area. Understand how our knowledge from the past is constructed through a range of sources. Compare and contrast the characteristics of periods in history, leading to an understanding of how the wider world has changed over time. Know that the chronology of significant events in history subsequently shaped different societies. 	



Termly overview – Discover (Autumn Cycle B)

	<ul style="list-style-type: none"> • Present findings about the past in a variety of ways (ICT) including dates and subject specific words. • Present detailed findings using historical skills and to be aware of the audience. • Question the reliability of different sources and evidence. • Know that there is often not a single answer to historic questions and give reasons why there may be different accounts. • Know that some sources of evidence are more useful than others and evaluate its usefulness and accuracy in order to form their own opinions. • Understand how our knowledge from the past is constructed through a range of sources. • Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.
Geography	<ul style="list-style-type: none"> • Understand how borders of some countries have been altered by historic events (e.g. the border of Germany as a result of WW1/2).
Music	<ul style="list-style-type: none"> • Sing in harmony and descant parts. • Sing with clear diction when performing songs.
Art	<ul style="list-style-type: none"> • Know that prejudices can be challenged through art. • Add collage to a painted or printed background. • Plan and design a collage and use a range of mixed media. • Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.
D&T	<ul style="list-style-type: none"> • Describe the purpose of their products and indicate the design features of their products that will appeal to intended users. • Identify the needs, wants, preferences and values of particular individuals and groups and develop a simple design specification to guide their thinking. • Explain their choice of materials and components according to functional properties and aesthetic qualities • Tack or attach wadding or stiffening and learn how to start and finish off a row of stitches.
PE	<p><u>Autumn 1</u></p> <p>Tag Rugby</p> <ul style="list-style-type: none"> • Identify, create and exploit space in a competitive situation against an opponent. • Pass a ball accurately with control using 'bounce', 'chest', 'overhead', 'shoulder', 'hip' and side passes. • 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>Hockey</p> <ul style="list-style-type: none"> • Identify, create and exploit space in a competitive situation against an opponent. • Pass and shoot with accuracy, using the 'push' and 'slap' techniques in hockey.



Termly overview – Discover (Autumn Cycle B)

- 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.

Autumn 2

Basketball

- Identify, create and exploit space in a competitive situation against an opponent.
- Catch a medium/large ball with control and good technique, selecting the appropriate handling shape ('W', 'cup' or 'scoop').
- Pass a ball accurately with control using 'bounce', 'chest', 'overhead', 'shoulder', 'hip' and side passes.
- 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.

Tennis

- Demonstrate competent reactions and footwork when responding to an opponent and recovering on the court.
- Perform a wide-range of techniques including forehand, backhand, serve, drop shot and volley.

Computing

Autumn 1

Purple Mash 6:1 – Coding

- To design a playable game with a timer and a score.
- To plan and use selection and variables.
- To understand how the launch command works.
- To use functions and understand why they are useful.
- To understand how functions are created and called.
- To use flowcharts to test and debug a program.
- To create a simulation of a room in which devices can be controlled.
- To understand the different options of generating user input in 2Code.
- To understand how user input can be used in a program.
- To understand how 2Code can be used to make a text-based adventure game.

Autumn 2

Purple Mash 6:2 – Online Safety

- To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.
- To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.



Termly overview – Discover (Autumn Cycle B)

	<ul style="list-style-type: none"> • To identify the benefits and risks of giving personal information and device access to different software. • To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it. • To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • To identify the positive and negative influences of technology on health and the environment.
PSHE	<p><u>Autumn 1</u> PSHE UNIT: Get HeartSmart</p> <ul style="list-style-type: none"> • Get HeartSmart • Powerful Poses • Stone Trainers • Secret Scenarios • Tying the Knot • Healthy Food, Healthy Heart • Reflection <p><u>Autumn 2</u> PSHE UNIT: Don't Forget to Let Love In</p> <ul style="list-style-type: none"> • Don't Forget to Let Love In • What Are You Worth? • People Say I Am • Thumbs Up • Gratitude Jar • Signs To Spot • Reflection
MFL	<p><u>Autumn 1</u> Unit: P: Actions</p> <ul style="list-style-type: none"> • Begin to recognise and use perfect past sentences with help • Recognise some adverbs from the lessons • Recognise and use, with some help, third person singular verbs to describe what someone is doing • Build on what they've learnt about sentences in French and begin to use model sentences, to make new ones, with help <p><u>Autumn 2</u> Unit: Q: In France</p> <ul style="list-style-type: none"> • Read sentences in the perfect past tense about what they have eaten with some help • Be able to understand the main points of the unit's recipe with help • Prepare and present a short presentation with some help • Ask questions in the second person singular using the correct intonation when prompted



Farnfield St Michael's Primary School

Termly overview – Discover (Autumn Cycle B)

- Recognise that “on” has several meanings in French