



Upper Key Stage 2

Question	What if materials were not available for the world's creations?	
Bible Verse	Ephesians 2 v 10 "For we are God's handiwork, created in Christ Jesus to do good works."	
Values	Happiness	Integrity Creativity Diversity
Outcome	Greek Myths published and displayed in Farnsfield Library	
Visits and Visitors	Graffiti artist Year 5 residential to YHA Boggle Hole, Robin Hood's Bay	
English (core texts and genres)	Greek Myths – Narrative Who Let the God's Out – Diary Greek Sculptor - Biography	
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	Properties and Changes of Materials <ul style="list-style-type: none"> • 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 • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • 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 	
RE	<ul style="list-style-type: none"> • What can we learn from great leaders and inspiring people? – following the agreed RE syllabus • Salvation – Understanding Christianity unit 	
History	<ul style="list-style-type: none"> • Know how and why the Greeks influenced the Western world. 	
Geography	N/A	
Music	N/A	
Art	<ul style="list-style-type: none"> • Know that shape, form and detail can be used to evoke feelings • Know that a brief can be used to create a product for a specific purpose or audience • Develop understanding of different ways of finishing work: glaze, paint, polish etc. • Plan and design a sculpture 	



	<ul style="list-style-type: none"> • Use tools and materials to carve, add shape, add texture and add pattern • Give detailed observations about notable artists', architects' and designers' work • Create and arrange accurate patterns. • Plan and design a collage and use a range of mixed media.
D&T	N/A
PE	<p><u>Spring 1:</u></p> <p>Dance</p> <ul style="list-style-type: none"> • Perform different styles of dance performed clearly and fluently. • Critically evaluate performance both of self and of classmates and provide feedback in class discussions. <p>Handball</p> <ul style="list-style-type: none"> • 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. <p><u>Spring 2:</u></p> <p>Lacrosse</p> <ul style="list-style-type: none"> • Identify, create and exploit space in a competitive situation against an opponent. • 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>Health and Fitness</p> <ul style="list-style-type: none"> • Know that exercise is important for mental well being. • 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.
Computing	<p>Purple Mash 6.3 Spreadsheet</p> <ul style="list-style-type: none"> • To use a spreadsheet to investigate the probability of the results of throwing many dice • To use a spreadsheet to calculate the discount and final prices in a sale



	<ul style="list-style-type: none"> • To use a spreadsheet to plan how to spend pocket money and the effect of saving money • To use a spreadsheet to plan a school charity day to maximise the money donated to charity <p>Purple Mash 6.4 Blogging</p> <ul style="list-style-type: none"> • To identify the purpose of writing a blog • To identify the features of a successful blog • To plan the theme and content for a blog • To understand how to write a blog and blog post • To consider the effect upon the audience of changing the visual properties of the blog • To understand how to contribute to an existing blog • To understand how and why blog posts are approved by the teacher • To understand the importance of commenting on blogs
PSHE	<p>Heart Smart:</p> <p>Spring 1:</p> <ul style="list-style-type: none"> • Too Much Selfie Isn't Healthy • All The Same, All Different • Listen Up! • You Go Before Me • Growing Together • Social Media-Good Or Bad? • Reflection <p>Spring 2: Don't Hold On to What's Wrong</p> <ul style="list-style-type: none"> • Don't Hold On to What's Wrong • Work It Out • Power Of Forgiveness • Ways To Say • Bit By Bit • Deep Impact • Reflection
MFL	<p>Salut!</p> <p>Spring 1: Main Unit R: My Family</p> <ul style="list-style-type: none"> • Talk about what they have done using the perfect past tense when provided with a model sentence • Identify third person plural forms of common nouns, with help • Recognise the two different second person subject pronouns-"tu" and "vous" • Use single words from the unit to substitute into model sentences, creating new sentences <p>Spring 2: Main Unit S: A Weekend With Friends</p> <ul style="list-style-type: none"> • Understand the main points of the unit's story in written form • Develop and present a simple role-play, taking sentences from the Question And Answer screens as a basis • Build on their knowledge of the past tense and be able to write and say perfect past tense with help



Farnfield St Michael's C of E Primary School

Termly Overview – Create (Spring Cycle B)

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| | <ul style="list-style-type: none">• Form basic opinions about what they like to do in the context of school trips• Take part in a continuous conversation with some verbal prompts |
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