



**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	<b>Animals, including humans (Y5 objectives)</b> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul> <b>Animals including humans (Y6 objectives)</b> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>		
RE	<ul style="list-style-type: none"> <li>Islam – following the agreed RE syllabus</li> <li>Salvation – following the agreed RE syllabus</li> </ul>		
History	N/A		
Geography	N/A		
Music	<ul style="list-style-type: none"> <li>Recognise different genres of music.</li> <li>Describe and evaluate different genres of music using good musical vocabulary.</li> <li>Begin to recall a range of composers, linking some to the correct musical era.</li> <li>Identify and describe different genres of music through history.</li> <li>Know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>Know the style of the five songs and to name other songs from the units in those styles.</li> </ul>		



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



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



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