



Upper Key Stage 2

Question	Our community: what if we explore it?	
Bible Verse	1 Corinthians 1 v 10 - "Let there be real harmony so that there won't be splits in the community. I plead with you to be of one mind, united in thought and purpose."	
Values	Initiative	Service Belonging Respect
Outcome	Using locational knowledge, explore the local area through to Farnsfield Halifax Bomber memorial.	
Visits and Visitors	Brackenhurst Science trip Hagg Farm Y6 residential Locational knowledge trip around Farnsfield	
English (core texts and genres)	Boy in the Tower – Newspaper Where my wellies take me – Description Holes – Description Read to Write – Origins of the species - Explanation	
Maths	<u>Year 5</u> Measures Geometry – Properties of Shape Geometry – Position and Direction Statistics	<u>Year 6</u> Ratio and Proportion Revision
Science	Living things and their habitats (Year 5 and Year 6 objectives) <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	
RE	Summer 1: <u>Spirited Arts</u> <ul style="list-style-type: none"> Engage critically with big ideas. Listen with compassion to the thoughts and ideas of others. Articulate own thoughts and feelings with increasing clarity. Summer 2: <u>What would Jesus do?</u> <ul style="list-style-type: none"> Additional Understanding Christianity unit – objectives not specified on Progression Document 	



History	N/A
Geography	<ul style="list-style-type: none"> • Use different sources to locate locations/countries, including digital/computer mapping, GPS. • Explain how geographical features of the UK have changed over time. • Can use maps/ virtual data to compare topographical features locally to that of a contrasting region of the UK. • Know that a combination of the appropriate types of fieldwork can support specific enquiry. • Know that different types of fieldwork are useful to find different types of information, (sketch maps and plans). • Know the distribution of natural resources including energy, food, minerals and water. • Use an Ordnance survey map to build knowledge of a local area.
Music	N/A
Art	<ul style="list-style-type: none"> • Know that shading can show mood and feeling. • Know that sketches can be used to communicate emotions and a sense of self-worth. • Know that all art techniques can reflect mood and emotion.
D&T	<ul style="list-style-type: none"> • Know that the seasons affect the food available • Create, plan, prepare and cook a healthy and balanced savoury food/meal using a heat source. • Know that different preparation techniques are used depending on the food type. • Demonstrate a range of cooking techniques- chopping, kneading, grating, mixing, baking etc. (e.g. bread).
PE	<p>Summer 1:</p> <p><u>Basketball</u></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. • Pass and shoot with accuracy, using the 'push' and 'slap' techniques in hockey. • 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>Cricket</u></p> <ul style="list-style-type: none"> • Intercept a moving ball in different directions, adjusting the body using controlled footwork.



Termly overview –Explore (Summer Cycle A)

- Select appropriate catching techniques and barriers including the short and long barriers.
- Strike a ball accurately using a variety of different techniques including the 'straight drive'.
- Catch competently using one hand.
- Throw competently, with accuracy, over short, medium and long distances selecting appropriate throwing techniques.
- Demonstrate understanding of tactics and strategies.
- Demonstrate good shot selection based upon formation of the field.

Summer 2:

Outdoor and Adventurous Activities (Year 6 only – at Hagg Farm)

- Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.
- Know that critical thinking is beneficial when approaching a task
- Navigate around a course using a map.
- Develop strategies to solving challenges and ways to alter methods in order to improve.
- Know that critical thinking allows you to form good ideas.
- Know that group thinking and reflection are a best method to solve problems and overcome challenges.
- Know that there are a variety of strategies to orientate and use a map efficiently to navigate around a course.

PE lessons during this half term will consolidate all objectives covered throughout the rest of the academic year.

Computing

Purple Mash 5:4 – Databases

- To learn how to search for information in a database.
- To contribute to a class database.
- To create a database around a chosen topic.

Purple Mash 5:5 – Game Creator

- To Introduce the 2DIY 3D tool.
- To begin planning a game.
- To design the game environment.
- To design the game quest to make it a playable game.
- To finish and share the game.
- To self- and peer-evaluate.

PSHE

Heart Smart:

Summer 1: Fake is a mistake!

- Fake is a mistake!
- Time to get real
- No need to hide
- Soft shells
- Hearts that welcome feedback



	<ul style="list-style-type: none"> • Decisions, decisions, decisions • Reflection <p>Summer 2: 'No way through isn't true'</p> <ul style="list-style-type: none"> • No way through • Egg in a flask • Success is not always what you see • Hope Light • Period Relay • What am I? • Reflection
MFL	<p>Salut!</p> <p>Summer 1: Main Unit N: Seasons</p> <ul style="list-style-type: none"> • Recognise that the pronoun "on" is often used in sentences relating to the date. • Respond to questions using simple opinions with help. • Understand French instructions to make a Chinese lantern with reference to English instructions and some help. • Recognise and write some adjectives after nouns with help. • Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure. <p>Summer 2: Main Unit O: The Environment</p> <ul style="list-style-type: none"> • Recognise and use some articles when prompted. • Recognise that the third person singular form of the present tense is used to describe what an animal eats. • Prepare and present a short weather report, using sentences provided that differ from English sentence structures. • Write some regular plurals when provided with the singular noun and recognise that some plurals are irregular when prompted.