



Upper Key Stage 2

Question	What if the Victorians never existed?	
Bible Verse	Psalm 145 v4 – One generation commends your works to another; they tell of your mighty acts.	
Values	Ambition	Legacy Resilience Acceptance
Outcome	'Mechanimal' Moving Toys	
Visits and Visitors	Newstead Victorian Christmas	
English (core texts and genres)	Procedural texts (making Victorian Peg Dolls) A Story Like The Wind – Read to Write Unit Cogheart – Narrative Persuasive letters (votes for women) The Closest Thing to Flying – Dairy	
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	Electricity (Y6 objectives) <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram 	
RE	<ul style="list-style-type: none"> People of God (Freedom) – following the agreed RE syllabus Incarnation – following the agreed RE syllabus 	
History	<ul style="list-style-type: none"> 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 Know that there are patterns that follow throughout History. Make a timeline of events and developments. Note connections between different periods of history. Know that the Victorians made major changes in Britain. (local area). Speculate and hypothesise about the past and formulate their own theories about reasons for change. Can develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across these time periods. 	
Geography	<ul style="list-style-type: none"> Locate countries, capital cities and some main cities in Europe, Africa and Asia. 	
Music	N/A	
Art	<ul style="list-style-type: none"> Use sketchbooks to record observations and revisit and review ideas. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Know that the styles of other artists can influence their own work. Know that an artist's work has an impact on society at the time. 	



<p>D&T</p>	<ul style="list-style-type: none"> • Create and arrange accurate patterns. • Know that design criteria can be developed. • Know that a design specification is used to guide thinking. • Use appropriate tools / materials with precision. • Select tools and equipment suitable for the task and explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Evaluate their ideas and products against their original design specification. • Investigate how well products have been designed and made to a criteria.
<p>PE</p>	<p><u>Autumn 1</u></p> <p>Handball</p> <ul style="list-style-type: none"> • To pass the ball correctly using an overhead pass, bounce pass and side pass techniques • To pass and receive the ball with accuracy, control and confidence • To use good technique when passing, receiving and ball handling • To understand how to use space effectively and how to move as part of a team • To use the 1,2,3 system efficiently • To be able to shoot using the ball over elbow technique • To be able to link passing, receiving and shooting skills together • To use the basic principles of how to attack and defend, as an individual and as part of a team • To use tactics and strategies as part of a team to be successful • To play a handball small sided game as part of a team, following the rules of the game. <p>Netball</p> <ul style="list-style-type: none"> • To demonstrate accurate passing and receiving skills. • To demonstrate skills more fluently and effectively in games • To implement a variety of techniques regarding attacking and defending into game situations. • To develop consistency in performance. • To demonstrate full control when receiving the ball, landing on one foot and pivoting. • To implement a range of techniques for changing direction/footwork. • To incorporate skills fluently in a task. • To demonstrate basic shooting technique. • To choose the appropriate skills needed for specific tasks, performing them fluently and effectively. • To implement finding space when attacking and marking an opponent during games. • To choose the appropriate skills needed for specific tasks/game, performing them fluently and effectively. • To implement a variety of techniques for attacking and defending within games. • To play competitive games applying attacking and defending knowledge. • To implement a variety of passes during a game. • To implement pivoting during a game. • To choose the appropriate skills needed for specific tasks/game, performing them fluently and effectively. • To implement a variety of techniques for attacking and defending. <p><u>Autumn 2</u></p>



Tennis

- To demonstrate the importance of reacting quickly to the movement of ball in tennis.
- To demonstrate the correct stance to increase reaction time.
- To demonstrate how to hold the racket correctly.
- To confidently hit the ball successful with a forehand stroke.
- To demonstrate a successful hit with a backhand stroke.
- To dictate the direction, height and speed of the ball with the racket.
- To serve the ball correctly and direct the ball into the service area.
- To understand and demonstrate the technique, use during a serve.
- To direct the ball with control and accuracy.
- To demonstrate the technique of the smash and volley and when its likely to be used in a game situation.
- To be able to make contact with the ball when it's above their head.
- To be able to hit the ball down with power and accuracy.
- To be able to hit the ball without it bouncing for a volley.
- To cushion a shot to take the speed out of the ball.
- To be able to dictate the speed, height and direction of the ball.
- To implement getting into the correct position to hit the ball in the required direction.
- To demonstrate control of the contact point and racket action to send the ball to the target.
- To demonstrate ready position between each shot.
- To play tennis effectively using skills learnt throughout the topic.
- To demonstrate the rules of tennis.
- To choose, combine and perform skills more fluently and effectively in games.

Hockey

- To develop dribbling skills.
- To practice a range of techniques for changing directions.
- To combine skills fluently and effectively in a task, aiming for consistency in performance.
- To become more accurate with passing and receiving skills.
- To perform skills more fluently and effectively in games.
- To develop a broader range of hockey techniques.
- Developing consistency in performance.
- To develop consistency of shooting technique, demonstrating control of power and accuracy.
- To develop a broader range of techniques for attacking and defending.
- To choose, combine and perform skills more fluently and effectively in games.
- How to play as part of a team, choosing tactics and strategies for defence and attack.
- Developing consistency in performance.
- To understand and apply a range of tactics and strategies for attacking as part of a team.
- To choose, combine and perform skills more fluently and effectively in games.
- To develop a broader range of techniques for attacking and defending.
- Developing consistency in performance.
- To play invasion games effectively as part of a team.
- To understand and apply a range of tactics and strategies for defence and attack.
- To choose, combine and perform skills more fluently and effectively in games.
- Developing consistency in performance.
- To play invasion games effectively as part of a team.



	<ul style="list-style-type: none"> • To understand and apply a range of tactics and strategies for defence and attack. • To choose, combine and perform skills more fluently and effectively in games. • Developing consistency in performance.
Computing	<p><u>Autumn 1</u> Purple Mash 5:1 – Coding</p> <ul style="list-style-type: none"> • To begin to simplify code. • To create a playable game. • To understand what a simulation is. • To program a simulation using 2Code. • To know what decomposition and abstraction are in computer science. • To take a real-life situation, decompose it and think about the level of abstraction. • To understand how to use friction in code. • To begin to understand what a function is and how functions work in code. • To understand what the different variables types are and how they are used differently. • To understand how to create a string. • To understand what concatenation is and how it works. <p><u>Autumn 2</u> 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.
PSHE	<p><u>Autumn 1</u> PSHE UNIT: Intro – Get Heartsmart</p> <ul style="list-style-type: none"> •To show love to ourselves and others •To understand how powerful people lead others •To describe our heart reputation •To know what we should and shouldn't watch •To give thanks to someone who supports and encourages •To understand the importance of good quality sleep to our health •To reflect how we protect our own and other's hearts <p><u>Autumn 2</u> PSHE UNIT: Don't Forget to Let Love in</p> <ul style="list-style-type: none"> •To let love into our hearts •That we have value and purpose •To consider how the words we listen to about ourselves can make us feel •To understand ways to know what we should and shouldn't watch •To write a letter of thanks to someone who supports and encourages us in our home or family •To understand that good quality sleep is important for our health



	<ul style="list-style-type: none">•To reflect on how we protect our own and other's hearts
MFL	<p><u>Autumn 1</u></p> <p>Unit: Year 3 Core Units 1-3 (Recap), Animals, Food, At School</p> <p>Unit: Year 4 (Recap) Playtime, My Home, My Town, Describing People, The Body, Sport</p> <ul style="list-style-type: none">• Recognise French greeting• Recognise numbers 1-10• To respond to instructions and answer questions• To recognise basic family vocabulary• To recognise days of the week• To understand colours• To understand and read numbers up to 20• To respond to questions• To recognise most of the French body parts• To accurately say the month of their birthday• To understand the difference between singular and plural <p><u>Autumn 2</u></p> <p>Main Unit J: On Holiday, Eating Out</p> <ul style="list-style-type: none">• To recognise some basic holiday vocabulary• To understand sentences about animals at the zoo• To write about a holiday, copying sentences from the vocabulary list• To discuss pronunciation• To understand a spoken and written version of a story• To recognise pronouns, 'il' and 'elle'• To take part in a simple roleplay• To know 'vous' is formal language