

Upper KS2 Curriculum Map 2015-2016

Cycle B

Subject	Autumn Topic title: Ancient Egypt	Spring Topic title: S.T.A.R.S.	Summer Topic title: OCEANS
English	<p>Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English - drama, formal presentations & debate</p>	<p>Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English- drama, formal presentations & debate</p>	<p>Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English- drama, formal presentations & debate</p>
Texts -		The Iron Man by Ted Hughes	
Maths	<p>Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, decimals & percentages, Ratio & algebra (Y6) Measurement Geometry: Properties of shapes; Position & direction Statistics</p>	<p>Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, decimals & percentages, Ratio & algebra (Y6) Measurement Geometry: Properties of shapes; Position & direction Statistics</p>	<p>Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, decimals & percentages, Ratio & algebra (Y6) Measurement Geometry: Properties of shapes; Position & direction Statistics</p>
Science	<p>Working scientifically: explore ideas & raise different questions; select and plan scientific enquiries; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. Make their own decisions about observations & measurements and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately. Decide how to record data; look for different causal relationships in their data and identify evidence. Use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful. Use relevant scientific language and illustrations and should talk about how scientific ideas have developed over time.</p> <p>Properties and changes of materials: build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials; should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving</p>	<p>Working scientifically: explore ideas & raise different questions; select and plan scientific enquiries; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. Make their own decisions about observations & measurements and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately. Decide how to record data; look for different causal relationships in their data and identify evidence. Use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful. Use relevant scientific language and illustrations and should talk about how scientific ideas have developed over time.</p> <p>Earth and space: be introduced to a model of the Sun and Earth that enables them to explain day and night; learn that the Sun is a star at the centre of our solar system and that it has eight planets; understand that a moon is a celestial body that orbits a planet.</p>	<p>Working scientifically: explore ideas & raise different questions; select and plan scientific enquiries; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. Make their own decisions about observations & measurements and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately. Decide how to record data; look for different causal relationships in their data and identify evidence. Use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful. Use relevant scientific language and illustrations and should talk about how scientific ideas have developed over time.</p> <p>All living things: look at the classification system in more detail – how broad groupings subdivide; classify animals into vertebrates and commonly found invertebrates; discuss reasons why living things are placed in one group and not another; find out about the significance of the work of</p>

	<p>are different processes; explore changes that are difficult to reverse, such as burning, rusting and other reactions, for example vinegar with bicarbonate of soda. They should find out about how chemists create new materials.</p> <p>Forces: explore falling objects and air resistance; experience forces that make things begin to move, get faster or slow down; explore the effects of friction on movement and find out how it slows or stops moving objects; explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall; explore the effects of levers, pulleys and simple machines on movement; find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p>		<p>scientists.</p> <p>Evolution and inheritance: find out more about how living things on earth have changed over time; be introduced to the idea that characteristics are passed from parents to their offspring; appreciate that variation in offspring over time can make animals more or less able to survive in particular environments; find out about the work of palaeontologists and how Charles Darwin developed his ideas on evolution.</p>
Computing	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
Specific activities / programs: Yr 5		Planet data collection & presentation inc use of spreadsheets	
Specific activities / programs: Yr 6		Planet data collection & presentation inc use of spreadsheets	
Design Technology	<p>Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas</p> <p>Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients</p> <p>Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against design criteria and consider views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge: apply their understanding of</p>	<p>Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas</p> <p>Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients</p> <p>Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against design criteria and consider views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge: understand and use</p>	<p>Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas</p> <p>Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients</p> <p>Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against design criteria and consider views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge: apply their understanding of</p>

	computing to programme, monitor and control their products.	mechanical systems in their products, such as gears, pulleys, cams;	how to strengthen, stiffen and reinforce more complex structures;
Specific focus	** text above to be edited accordingly	Alien Toy (Cam/Crank)	
Geography		<p>Location knowledge - locate the world's countries, using maps to focus on North & South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America</p> <p>Human and physical geography - understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world; use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Human and physical geography - understand key aspects of physical geography, including: rivers, oceans and the water cycle;</p>
Specific localities:	Egypt	North America	
<p>History</p> <p>Main Focus:</p> <p>(Introduction: study of the earliest civilisations could be done via a Homework project.)</p>	<p>Historical skills: develop a chronologically secure knowledge and understanding of British, local and world history; note connections, contrasts and trends over time and develop the appropriate use of historical terms; devise historically valid questions about change, cause, similarity and difference, and significance: construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>	<p>Historical skills: develop a chronologically secure knowledge and understanding of British, local and world history; note connections, contrasts and trends over time and develop the appropriate use of historical terms; devise historically valid questions about change, cause, similarity and difference, and significance: construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p>	
	Ancient Egyptians	Space Race	

MFL	Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences.	Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences.	Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences.
Programme for Yr 5/6	Spanish	Spanish	Spanish
Art & Design	Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history.	Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history.	Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history.
Specific focus/skills:	Design and make a canopic jar using clay.	Model of the Solar Planet (using papier mache)	Textile woven design for Beach bag
Specific artists:			
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and

	musicians; develop an understanding of the history of music.	musicians; develop an understanding of the history of music.	musicians; develop an understanding of the history of music.
Specific focus			
PE	Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Specific focus	Dance and Basketball, Hockey, Football	Orienteering and Gymnastics	Athletics, Rounders and Tennis
RE	Hinduism - what can stories & images of deities tell us about Hindu beliefs? (Agreed Syllabus 2013) Worship, pilgrimage & sacred places	Jesus - who do people say that I am (e.g. Jesus explored through Art) (Agreed Syllabus 2013) The Journey of life and death	Christians in other parts of the world - What is it like to be a Christian in Vellore? (Agreed Syllabus '13) Sacred stories
PSHE	<p>Citizenship:11 Rights, Rules and responsibilities</p> <ul style="list-style-type: none"> • Ground rules / class charters • Children's rights • Conflicting rights and responsibilities • Rules and laws in society • Role of the police • Local and national democracy • Participation in class and school • School and class councils • Social and moral issues <p>Citizenship 10 Diversity and Communities</p> <ul style="list-style-type: none"> • Diversity in communities • Community cohesion • Challenging stereotypes • The community and roles in it • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability <p>Myself & My Relationships 16 Family & Friends</p> <ul style="list-style-type: none"> • Changing networks • Respecting difference • Sustaining friendships • Anger management • Family patterns • Influences and pressures 	<p>Healthy and Safer Lifestyles 21: Healthy Lifestyles</p> <ul style="list-style-type: none"> • Effects and benefits of healthy eating and physical activity • Eatwell plate • Basic food hygiene • Lifestyle and leisure choices • Physical and mental health <p>Healthy and Safer Lifestyles 18 Managing Risk</p> <ul style="list-style-type: none"> • Positive and negative aspects of risk taking • Consequences and degrees of risk • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid <p>Citizenship 9 Working Together (GFG)</p> <ul style="list-style-type: none"> • Self perception and self evaluation • Developing skills • Steps towards goals • The world of work • Effective communication • Charring group • Discussions • Negotiation and debate • Problem 	<p>Healthy and Safer Lifestyles 22: Drugs Education</p> <ul style="list-style-type: none"> • Legal and illegal drugs • Effects of drug use • Essential use of medicines • Misuse of substances • Staying safe around risky substances • Influence of friends and media • Reliable information • First aid <p>Economic Wellbeing 3 Financial Capability</p> <ul style="list-style-type: none"> • Earnings and deductions • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities

	<ul style="list-style-type: none"> • Different perspectives • Cooperation • Network of support groups <p>Myself & My Relationships 17</p> <p>Anti-bullying</p> <ul style="list-style-type: none"> • Types of bullying including bullying related to race, religion or culture • Homophobic bullying • Physical, mental and emotional wellbeing • Peer pressure • Roles in bullying • Strategies for dealing with bullying including assertiveness • Cyberbullying • Community cohesion • Sources of support <p>SEAL: New Beginnings</p>	<p>solving and perseverance</p> <ul style="list-style-type: none"> • Influence of the media <p>Evaluation</p> <p>SEAL: Going for Goals</p>	<p>SEAL: Relationships</p>
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