



## Curriculum Map – Two Year Rolling Programme

Upper Key Stage 2 - Rolling Programme Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Shake It Up	Conflict	Land of the Free		Beliefs	Cornish Heroes
<b>Literacy</b>	<p>Write stories that contain legendary or historical characters or events</p> <p>Write stories of adventure based on events in history</p> <p>Present information about earthquakes - news reports</p> <p>Write stories based on the 1906 earthquake disaster in San Francisco</p>	<p>Write letters in role of a World War I soldier, based upon the book 'Love Letters from the Great War' (published by Macmillan 2014)</p> <p>Present information in a variety of ways to inform audiences of our findings - non-chron reports</p> <p>Read aloud poetry about war and conflicts to an audience (choral speaking)</p>	<p>Present information in a variety of ways to inform audiences of our findings</p> <p>Non-chronological reports about North America</p> <p>Compare and contrast North America and the UK</p>		<p>Write stories that contain mythical, legendary or historical character or events</p> <p>Write stories of adventure based on events in history</p> <p>Present information in a variety of ways to inform audiences of our findings</p>	<p>Write a biography about an important person from our Cornish heritage</p>
<b>Punctuation and Grammar</b>	<p>Relative clauses</p> <p>Modal verbs</p> <p>Adverbs</p> <p>Brackets, dashes and commas</p> <p>Expanded noun phrases</p> <p>Perfect tense</p> <p>Commas to clarify meaning</p> <p>Synonyms and antonyms</p>		<p>Colons for listing</p> <p>Semi-colons within lists</p> <p>Punctuating bullet points</p> <p>Active and passive</p> <p>Formal and informal</p> <p>Semicolons to separate main clauses</p> <p>Colons between clauses</p> <p>Dashes between clauses</p>		<p>Cohesive devices</p> <p>Layout devices</p> <p>Revision and consolidation</p>	

	Word classes` Subjunctive form		Hyphens			
No Nonsense Spelling	<ul style="list-style-type: none"> <li>Year 3/4 word lists</li> <li>Strategies for learning words: statutory and personal spelling lists</li> <li>Words with the letter string 'ough'</li> <li>Words with 'silent' letters</li> <li>Words ending in '-able' and '-ible'</li> <li>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</li> <li>Selected spellings taught last half term and new spellings for this half term</li> <li>From previous years: plurals (adding '-s', '-es' and '-ies')</li> <li>From previous years: apostrophe for contraction and possession</li> <li>Use of the hyphen</li> <li>Proofreading, focusing on checking words from personal lists</li> <li>Using a dictionary to support learning word roots, derivations and spelling patterns</li> </ul>		<ul style="list-style-type: none"> <li>Year 5/6 word lists</li> <li>Revise Spellings taught in previous half term</li> <li>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</li> <li>Words ending in '-ably' and '-ibly'</li> <li>Apply Homophones</li> <li>Strategies for learning words: words from personal spelling lists</li> <li>Proofreading: checking from another source after writing</li> <li>Building words from root words</li> <li>Teach, practise and revise 'ei' and 'ie' words</li> </ul>		<ul style="list-style-type: none"> <li>Strategies for learning words: using a range of strategies</li> <li>Words from statutory and personal spelling lists</li> <li>Proofreading for words on statutory list</li> <li>Strategies for learning words: problem suffixes</li> <li>Revise/Practise Homophones</li> <li>Words from statutory and personal spelling lists: pair testing</li> <li>Spelling aspects from Year 5 that are not secure</li> </ul>	
<b>Maths Year 6</b>	<b>Place Value</b> Reading, Writing, Comparing and Rounding Numbers to 10 Million. Using scales including negative numbers. Aim to make links with reading a range of scales in real life contexts - particular focus on time. What is the same? What is different?	<b>Fractions</b> Fractions of quantities Comparing, Ordering and Simplifying Fractions. Adding and Subtracting Fractions. Multiplying Fractions.  Take opportunities for converting units of measure. Mass and Volume	<b>Fractions Decimals and percentages Ratio and proportion</b> Dividing Fractions Writing Fractions as a Decimal Multiplying decimals Dividing Decimals by a 2 digit whole number.  Finding equivalent fraction, decimals and percentages.	<b>Algebra</b> Find a rule Forming expressions Substitution Formulae <b>Position and direction</b> <b>Properties of shapes</b> Plotting coordinates using all four quadrants. Translating shapes on a grid.  Measuring angles and calculating missing angles in 2D shapes.	<b>Statistics</b> Continuous and discrete data Time tables Calendars Ratio in context.  Revision	<b>Investigations</b>  <b>Scale models of pupil bedrooms.</b>  <b>Managing money. Understanding the cost of borrowing.</b>

	<p><b>Four operations -</b> Using formal and informal methods. Multiplying by two digit numbers. Prime Numbers, Common Factors, Divisibility Rules. Contextualise learning using Area and perimeter - take opportunities for converting units of length. Scaling quantities Word Problems</p>		<p>Finding percentages of amounts.</p> <p>Take opportunities for conversion of units of measure Mass and Volume</p>	<p>Know the properties of quadrilaterals, triangles and 3D shapes.</p>		
<b>Year 5</b>	<p><b>Number and Place Value</b></p> <p>Read, Writing, Comparing and Rounding values to 1000000. Reading scales - make reference to real life contexts. Reading graphs.</p> <p><b>Negative Numbers.</b> <b>Roman Numerals</b> <b>Addition and Subtraction</b> Mental Strategies and Approximation Formal methods of calculation. Applying knowledge to real life contexts - <b>Statistics - charts and graphs.</b></p>	<p><b>Multiplication</b> Finding multiples Square Numbers Prime Numbers Using formal and informal methods to multiply - <b>by a single digit and 2 digit number.</b> Dividing by multiples of 10 Formal and informal methods of division. Division with remainders. Apply knowledge in real life contexts. <b>Area and Perimeter</b> <b>Scaling up</b> Make links to <b>conversion of quantities - length, mass and capacity.</b></p>	<p><b>Fractions</b> Equivalent fractions Improper Fractions and Mixed Numbers Compare and order fractions less and greater than 1 Add fractions within 1 Add and Subtract Mixed Numbers. Finding fractions of quantities. <b>Decimals - 0.1 = 1/10 = 10%</b> The relationship between fractions, decimals and percentages. <b>Make links with conversion of units</b> <b>Length</b></p>	<p><b>Decimals</b> Adding and Subtracting Decimals. Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000.</p> <p><b>Make links with conversion of units</b> <b>Mass and Capacity</b></p> <p><b>Position and direction</b> Plotting coordinates using all four quadrants. Translating shapes on a grid.</p>	<p><b>Geometry</b> Measuring angles in degrees using a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in shapes including Regular and irregular polygons 3D Shape</p> <p><b>Statistics</b> Continuous and discrete data Time tables Calendars Ratio in context.</p>	<p><b>Volume</b> Linked to cubed numbers. What is volume? What is capacity? Estimating volume and capacity. Conversion of units.</p> <p><b>Time</b> Time zones journey times Conversion of units of time.</p>

			Complements to one whole. <b>Link to statistics, pie charts and fractions of quantities.</b>			
<b>KIRF Focus Yr 5 and 6</b>	Know doubles and halves of all two digit numbers. Know square numbers to 12 x 12.	Know all prime numbers within 100. Know doubles and halves of two digit decimals.	Know decimal complements to one whole and 10 – with decimals to one decimal place. Know decimal and % equivalents for fractions $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{3}$ , $\frac{2}{3}$ including tenths and fifths.	Use simple multiplication facts to multiply decimals e.g. 0.3 x 5) Use simple number facts and place value to multiply decimals.	Know all pairs of factors of 100. Know square roots to 15 x 15.	Use simple multiplication facts to multiply decimals. E.g. 0.5 x 0.3  Know divisibility tests for numbers up to 10.
<b>Science</b>	<p>All year – SC1 skills</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<b>Science</b>	<b>Forces</b> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> </ul>	<b>Materials</b> 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.	<b>Electricity</b> 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	<b>Space</b> Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as	<b>Evolution &amp; Inheritance</b> 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	<b>Animals including humans (Y5 unit) –</b> change from babies Describe the changes as humans develop to old age

	<ul style="list-style-type: none"> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>Shake things up</p> <p>Learn about structures</p> <p>Explore how to strengthen and stabilise our structures</p>	<p>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.</p>	<p>variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>(Silicon valley link - USA)</p>	<p>approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>(NASA link to topic?)</p>	<p>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.</p>	
<b>Humanities</b>	<b>Shake It Up</b>	<b>Conflict</b>	<b>Land of the Free</b>	<b>Beliefs</b>	<b>Cornish Heroes</b>	

<p><b>Focus Subject &amp; Key Skills and questions</b></p>	<p><b>Geography/D&amp;T</b>  <b>What is an earthquake and where do they occur?</b> Study Tectonic plates and earthquake patterns on maps. <i>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</i>  <b>How do we know when an earthquake is likely to occur and what happens?</b> Diagrams of earthquake key areas and making a seismograph to measure earth movement. <i>Identify and describe how the physical features affect the human activity within a location.</i>  <b>What is the impact of an earthquake?</b> Similarities and differences between earthquake case studies in rich (USA)/poor (India) countries.</p>	<p><b>History - WW1 &amp; 2, Egypt, Greek, Roman</b>  <b>How do conflicts start?</b> Through the study of the first and second world wars explore the motives for conflict and the consequences of war.  <b>How have the motives for conflict changed over time?</b> We will look at how the Egyptian and Greek civilizations and Roman empire grew through conflict.  <b>What evidence is there of conflicts from the distant past?</b> Through the study of artefacts we will see how historians are able to draw conclusions about life in a particular time period.  <b>What causes civil war?</b> We will explore the causes of the English Civil War and its impact on the country's constitution.</p>	<p><b>Geography</b>  <b>Spring 1 North America Spring 2 - USA focus</b>  <b>Where is North America and how far is it from the UK? Is it bigger than the UK?</b> Map work of the continents of the world and difference to country - identify North America/Europe and UK. Finding distance between them and land size using maps and identifying key features of North America by locating the 23 countries on a map with flags. <i>Name and locate some of the countries (incl. in North America) and cities of the world and their identifying human and physical characteristics</i>  <b>What are the key features of North America?</b> Find out about some of the features of North America: capitals, cities, landmarks and wildlife of North America. Look at features: Panama Canal, Niagara Falls focus on outside of USA. Look at capital cities around North America.  <b>Is everywhere in North America the same?</b> Latitude/Longitude - Look at maps how climate changes in different countries of North America due to equator/tropics and at the different time zones due to longitude.  <b>How are North America and the UK similar?</b> Comparison of city in North America and city in UK.  <b>How big is the USA?</b> Look at the states - compass work with USA map adding states and some key features of USA.  <b>What are some key physical features of the USA?</b></p>	<p><b>History/RE - Stone Age/Bronze Age Anglo Saxon and Vikings Gods.</b>  <b>What is a belief?</b> Recap of key religions we have looked at school.  <b>What do cave paintings tell us about early beliefs of the stone age?</b> Look at early hunters and their cave paintings plus stone age beliefs about spirits.  <b>Who were the Druids?</b> Find out about Iron Age druids whose beliefs were linked to nature, with the hare and mistletoe being sacred to them. Why did the Romans try and stop them?  <b>How did beliefs change during Anglo-Saxon Britain?</b> Change from Pagan gods to Christianity  <b>Who did the Vikings believe in?</b> Look at the Vikings belief system- gods and Valhalla</p>	<p><b>Local History</b>  <b>Who was An Gof?</b> Look at sources to show how An Gof is on signs/statues and look at who he is.  <b>Why was An Gof angry and what did he do?</b> Look at tax issues in Cornwall at time of uprising.  <b>What happened at Blackheath and what legacy did he leave behind?</b> Discuss the march and events at Blackheath - how did the king's army triumph? What happened after the battle.  <b>What impact did Trevithick have on Cornwall's industrial revolution?</b>  <b>Who else is important to Cornish history?</b> <ul style="list-style-type: none"> <li>- Humphrey Davy and mining.</li> <li>- John Arnold</li> <li>- <b>Guy Gibson</b> - Porthleven link to conflict topic (Gibson Way)</li> </ul> </p>
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<p><i>Describe how locations around the world are changing and explain some of the reasons for change.</i></p> <p><b>How does man combat earthquakes?</b> Earthquake preparation and protection posters. <i>Identify and describe how the physical features affect the human activity within a location.</i></p> <p><b>What makes building structures survive earthquakes?</b> Chn research, design and construct structure which test on shake plates. <i>Geo - Identify and describe how the physical features affect the human activity within a location.</i></p> <p><i>D&amp;T – Design with the user in mind, motivated by the service a product will offer .Use cross-sectional diagrams.</i></p>	<p><b>End Point: battle recreation/ weaponry?</b></p>	<p>Physical features:</p> <ul style="list-style-type: none"> <li>• Some of the amazing landscapes, wildlife and plant life of the National Parks</li> <li>• The vast mountain ranges of the Rockies, Appalachians and Sierra-Nevada</li> <li>• Some active volcanoes, such as Mount St. Helens, which has erupted many times, including a major eruption in 1980</li> <li>• The Great Lakes that border the USA and Canada, and Niagara Falls</li> </ul> <p>Some of the great rivers, such as the Colorado and the Mississippi</p> <p><b>How does the weather change across the USA?</b> Weather features such as the violent tornadoes in 'Tornado Alley', the summer wild fires of California and the dramatic drops in temperature that some states experience during winter.</p> <p><b>How are the physical features different to the UK?</b> Human features:</p> <ul style="list-style-type: none"> <li>• The states and cities, focusing on the skyscrapers and monuments of New York, the home of Hollywood – Los Angeles, the home of the Golden Gate Bridge – San Francisco, the Windy City – Chicago, and the home of government – Washington DC</li> <li>• The Hoover dam in Arizona</li> <li>• Land use and economic activity in some of the areas we study</li> </ul> <p><b>What indiginous people live in the USA?</b> Study some of the diverse cultures across the USA, discovery by Columbus study of some Native American people.</p> <p><b>What are some of the key events in America each year?</b></p>	<p><b>How have beliefs impacted people's lives?</b> Witch hunts in salem 1692 - link to previous topic. Henry VIII and the pope in 1534 Gunpowder plots beliefs</p> <p><b>End Point: Debate as a class - Are beliefs a good or bad thing?</b></p>	<p>- - Robert Fitzsimmons Modern heroes - Ben Ainslie, Helen glover, Barbara Hepworth</p> <p><b>End Point: Create placards and have a mock march on 27th june to commemorate his execution.</b></p> <p><b>Biographies of famous cornish people</b></p>
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	<b>End Point: Design an earthquake proof building.</b>		We will find out about some of the national festivals, such as Thanksgiving and the 4th of July. We will also look at some past historical figures such as John F. Kennedy and Martin Luther King.  <b>End Point: Creating a book about America - Chn each create a decorated page on an american city or physical feature.</b>			
<b>Math Links</b>	Calculate the passing of time • Calculate using information about World War I		Calculate time by exploring journey times from the UK to different parts of the USA and by looking at time differences across the USA  Use statistics by exploring data about cities, populations and other information we discover		Calculate the passing of time	
<b>Disadvantaged Entitlement Experience</b>		Trip to Trebah gardens to link with learning about World War 2				
RE Cornwall Agreed Syllabus 2020 Expectation is 1 hr each wk. 6 units per year following progression outlined in syllabus	<b>U21.</b> What does it mean if Christians believe God is holy and loving?	<b>U2.2</b> Creation and Science: Conflicting or complementary	<b>U2.3</b> Why do Christians believe Jesus was the Messiah?	<b>U2.4</b> How do Christians decide how to live? What would Jesus do?	<b>U2.4</b> What do Christians believe Jesus did to save people?	<b>U2.6</b> For Christians, what kind of king is Jesus?
<b>PE</b>	<b>Athletics</b> Develop sprinting techniques Sustain exercise hurdle with control throw greater distances demonstrate appropriate body positions for	<b>Gymnastics-counter balance</b> Describe and demonstrate counter balance Show 3 quality balances with counter balance Evaluate own performances	<b>Tennis</b>  Compete in a 'one touch' tennis competition  Start the game with a serve	<b>Netball</b> Apply footwork rules Accurately pass the ball in three different ways Show tactical knowledge by moving into a space Show defending skills	<b>Rugby</b> Throw whilst travelling Pass backwards Select the best ways to attack Select the best ways to attack and defend Select the best ways to attack and defend <b>Class matches</b>	<b>Striking and fielding</b> Bat effectively Vary how the ball is bowled Restrict the runs of the opposition through accurate fielding Play a competitive striking game

	<p>throwing greater distances Improve distance from take-off to landing in one jump <b>End point: Year 5/6 tournament</b></p>	<p>Show 3 different ways to travel in between balances Create a detailed sequence <b>End point: Record performance and show to partner classes</b></p>	<p>Complete a volley shot  Compete in a doubles match <b>End point: Year 5/6 tournament</b></p>	<p>Be an effective team player, applying all the rules of the game Evaluate own performances <b>End point: Year 5/6 Netball tournament</b></p>	<p>Hit a moving ball with a rounders bat Play a competitive game <b>End point: Parents vs pupils matches</b></p>
<p><b>Music</b> <b>(charanga scheme)</b></p>		<p><b><u>Living on a Prayer (Rock)</u></b> The Units of Work cover a range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills.  <b>Milestones:</b> describe music, transcript, compose and perform</p>		<p><b><u>The Fresh Prince of Bel Air - Will Smith (Hip Hop)</u></b> A rich collection of resources and stimuli for experimenting with, and exploring the Hip Hop genre including sequencing, mixing and sampling.  <b>Milestones:</b> describe music, transcript, compose and perform</p>	<p><b><u>Celebrating Music and Yr 6 play</u></b> The year 6 leavers revisit their favourite songs and prepare to perform a selection at their Leavers celebration.  <b>Milestones:</b> describe music, transcript, compose and perform</p>
<p><b>Art &amp; Design</b> <b>Design &amp; Technology</b> <b>Cooking &amp; Nutrition</b></p>	<p><b>D&amp;T - Structures Investigating arches with the sugar cube challenge.</b> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p>		<p>Draw and paint images of the landscapes and cities we study Create Dream Catchers, inspired by our studies of Native American Chippewa Take inspiration from some of America's great artists.</p>		<p>Draw and paint images of some of the beliefs, symbols and places of worship we study.</p>

	<p>Use prototypes, cross-sectional diagrams. Make products through stages of prototypes, making continual refinements.</p> <p><b>Angry bird structures</b>  <b>Paper chair challenge</b>  <b>Paper &amp; tinfoil tower</b>  <b>Bridge contest</b></p>					
<p><b>Computing</b></p>		<p>Use Audacity to make sounds during a war. (Air raid sirens, planes, bombing etc) Add and blend sounds. Using powerpoint draw a war image and import the sound into the image.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>● import sound</li> <li>● merge sounds (quiet to loud etc)</li> <li>● order sounds</li> <li>● use a paint programme to draw an image- order</li> </ul>		<p>Esafety focus</p>		<p>Coding – using Scratch to link it to our history learning.</p>

		<p>it on the page.</p> <ul style="list-style-type: none"> <li>• snip images and place into powerpoint.</li> </ul>				
<b>MFL</b>		<ul style="list-style-type: none"> <li>• LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Caperucita Roja. Little Red Riding Hood.</li> <li>• Introduction to the story using picture cards</li> <li>• Introduction to the story using word cards</li> <li>• Introduction to parts of the body</li> <li>• Consolidation of parts of the body and make a flexible rabbit</li> <li>• Storyboard and 'odd one out'</li> <li>• End of unit assessments</li> <li>•</li> </ul>		<p>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Puedo... I can. Activities in lessons 1-5. Say "I am able to.." / "I can..."plus activity by end of unit.</p> <p>Introduce first 5 activities / verbs</p> <p>Introduce next 5 activities / verbs</p> <p>Introduction of 'puedo'</p> <p>Reading &amp; listening exercises around 'puedo'</p> <p>Consolidation of 'puedo'</p> <p>End of unit assessments</p> <p>.</p>		<p>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Los Saludos.</p> <p>How to say 'hello' in Spanish</p> <p>How to say 'my name is...' in Spanish</p> <p>How to say 'how are you?' in Spanish</p> <p>How to say how you are feeling in Spanish</p> <p>How to say 'goodbye' in Spanish</p> <p>How to say 'see you soon' in Spanish</p>
<p><b>PSHE</b></p> <p><b>Go Givers</b></p> <p><b>Esafety</b></p>	<p>Heath and Well being – Including 6 areas of nurture.</p> <ul style="list-style-type: none"> <li>• Our class</li> <li>• Respect</li> <li>• Identities</li> </ul>	<p>Wider World and Esafety – Including 6 areas of nurture.</p> <ul style="list-style-type: none"> <li>• Human rights - what are human rights? Children's rights?</li> </ul>		<p>Relationships including SRE – Including 6 areas of nurture.</p> <ul style="list-style-type: none"> <li>• digital citizenship - fake news/ using technology</li> </ul>		

	<ul style="list-style-type: none"> <li>challenging stereotypes</li> <li>cultural diversity in the UK</li> <li>migration</li> <li>strong society</li> <li>times of need</li> </ul>	<ul style="list-style-type: none"> <li>conflict resolution - Reacting to conflict and mediations.</li> </ul>	<ul style="list-style-type: none"> <li>democracy- Brexit, referendums, negotiations.</li> </ul>
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<b>SMSC Boxall Links</b>	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change
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**Upper KS2 - Rolling Programme Year 2**

<b>Humanities</b>	<b>Achievements and Legacies</b>		<b>Volcanoes and Climate Zones.</b>	<b>History unit - Rich and Poor?</b>	<b>Local geography study?</b>
<b>Literacy</b>	Write stories that contain mythical, legendary or historical characters or events – <b>children will write their own version of the tale of Theseus and The Minotaur</b> Present information in a variety of ways to inform audiences of our findings – <b>Children will write a non-chronological report about Stonehenge</b>		Present information: <ul style="list-style-type: none"> <li>Write explanation texts – <b>Children will write explanation texts about volcanoes (Geography) and life cycles (Science)</b></li> <li>Create stories and other narratives based on the human and physical features we study</li> </ul> Write explanations about our designs <ul style="list-style-type: none"> <li><b>Write persuasively to seek funding for our designs</b></li> </ul>		

<b>Punctuation and Grammar</b>	Nouns and pronouns Expanded noun phrases Fronted adverbials Punctuating direct speech using inverting commas Relative clauses Modal verbs Adverbs to indicate degrees of possibility		Bracket, dashes and commas to indicate parenthesis Expanded noun phrases to convey complicated information concisely Tenses (perfect)		Using commas to clarify meaning and avoid ambiguity  Verb prefixes  Suffixes: Converting nouns or adjectives into verbs using suffixes.	
No Nonsense Spelling	<ul style="list-style-type: none"> <li>• <b>Words from statutory word lists</b></li> <li>• <b>Strategies at the point of writing: Have a go</b></li> <li>• <b>Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’</b></li> <li>• <b>Adding suffixes beginning with vowels to words ending in ‘-fer’</b></li> <li>• <b>Proofreading in smaller chunks (sentences, paragraphs)</b></li> <li>• <b>Homophones (‘ce’/‘se’)</b></li> <li>• <b>Endings that sound like, spelt ‘-cious’ or ‘-tious’</b></li> <li>• <b>Strategies for learning words: words from personal spelling lists</b></li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Words with ‘ough’ letter string</b></li> <li>• <b>Strategies for learning words: words from statutory and personal spelling lists</b></li> <li>• <b>Words ending ‘-cial’ and ‘-tial’</b></li> <li>• <b>Proofreading someone else’s writing</b></li> <li>• <b>Generating words from prefixes</b></li> <li>• <b>Spelling learning from the previous half term</b></li> <li>• <b>Homophones (<i>dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit</i>)</b></li> <li>• <b>Generating words from prefixes and roots</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Strategies for learning words: rare GPCs from statutory word list</b></li> <li>• <b>Strategies at the point of writing: Have a go</b></li> <li>• <b>Strategies for learning words: words from statutory and personal spelling lists</b></li> <li>• <b>Words ending in ‘ant’, ‘-ance and ‘-ancy’</b></li> <li>• <b>Root words and meaning</b></li> <li>• <b>Proofreading own writing independently</b></li> <li>• <b>Words ending ‘-ent’, ‘-ence’ and ‘-ency’</b></li> <li>• <b>Homophones (<i>draught/ draft, dissent/descent, precede/proceed, wary/ weary</i>)</b></li> <li>• <b>Strategies for learning words: commonly misspelt homophones</b></li> </ul>	
<b>Maths Year 6</b>	<b>Place Value</b> Reading, Writing, Comparing and Rounding Numbers to 10 Million. Using scales including negative numbers. Aim to make links with reading a range of scales in real life contexts - particular focus on time. What is the same? What is different?	<b>Fractions</b> Fractions of quantities Comparing, Ordering and Simplifying Fractions. Adding and Subtracting Fractions. Multiplying Fractions.  Take opportunities for converting units of measure. Mass and Volume	<b>Fractions Decimals and percentages Ratio and proportion</b> Dividing Fractions Writing Fractions as a Decimal Multiplying decimals Dividing Decimals by a 2 digit whole number.	<b>Algebra</b> Find a rule Forming expressions Substitution Formulae <b>Position and direction Properties of shapes</b> Plotting coordinates using all four quadrants. Translating shapes on a grid.  Measuring angles and calculating missing angles in 2D shapes.	<b>Statistics</b> Continuous and discrete data Time tables Calendars Ratio in context.  Revision	<b>Investigations</b>  <b>Scale models of pupil bedrooms.</b>  <b>Managing money. Understanding the cost of borrowing.</b>

	<p><b>Four operations -</b> Using formal and informal methods. Multiplying by two digit numbers. Prime Numbers, Common Factors, Divisibility Rules. Contextualise learning using Area and perimeter - take opportunities for converting units of length. Scaling quantities Word Problems</p>		<p>Finding equivalent fraction, decimals and percentages.</p> <p>Finding percentages of amounts.</p> <p>Take opportunities for conversion of units of measure Mass and Volume</p>	<p>Know the properties of quadrilaterals, triangles and 3D shapes.</p>		
<b>Year 5</b>	<p><b>Number and Place Value</b> Read, Writing, Comparing and Rounding values to 1000000. Reading scales - make reference to real life contexts. Reading graphs. <b>Negative Numbers.</b> <b>Roman Numerals</b> <b>Addition and Subtraction</b> Mental Strategies and Approximation Formal methods of calculation. Applying knowledge to real life contexts - <b>Statistics - charts and graphs.</b></p>	<p><b>Multiplication</b> Finding multiples Square Numbers Prime Numbers Using formal and informal methods to multiply - <b>by a single digit and 2 digit number.</b> Dividing by multiples of 10 Formal and informal methods of division. Division with remainders. Apply knowledge in real life contexts. <b>Area and Perimeter</b> <b>Scaling up</b> Make links to <b>conversion of quantities - length, mass and capacity.</b></p>	<p><b>Fractions</b> Equivalent fractions Improper fractions and Mixed Numbers Compare and order fractions less and greater than 1 Add fractions within 1 Add and Subtract Mixed Numbers. Finding fractions of quantities. <b>Decimals - 0.1 = 1/10 = 10%</b> The relationship between fractions, decimals and percentages. <b>Make links with conversion of units</b> <b>Length</b></p>	<p><b>Decimals</b> Adding and Subtracting Decimals. Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000.</p> <p><b>Make links with conversion of units</b> <b>Mass and Capacity</b></p> <p><b>Position and direction</b> Plotting coordinates using all four quadrants. Translating shapes on a grid.</p>	<p><b>Geometry</b> Measuring angles in degrees using a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in shapes including Regular and irregular polygons 3D Shape</p> <p><b>Statistics</b> Continuous and discrete data Time tables Calendars Ratio in context.</p>	<p><b>Volume</b> Linked to cubed numbers. What is volume? What is capacity? Estimating volume and capacity. Conversion of units.</p> <p><b>Time</b> Time zones journey times Conversion of units of time.</p>

			Complements to one whole. <b>Link to statistics, pie charts and fractions of quantities.</b>			
<b>KIRF Focus Year 5 6</b>	Know doubles and halves of all two digit numbers. Know square numbers to 12 x 12.	Know all prime numbers within 100. Know doubles and halves of two digit decimals.	Know decimal complements to one whole and 10 – with decimals to one decimal place. Know decimal and % equivalents for fractions $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{3}$ , $\frac{2}{3}$ including tenths and fifths.	Use simple multiplication facts to multiply decimals e.g. $0.3 \times 5$ Use simple number facts and place value to multiply decimals.	Know all pairs of factors of 100. Know square roots to 15 x 15.	Use simple multiplication facts to multiply decimals. E.g. $0.5 \times 0.3$  Know divisibility tests for numbers up to 10.
<b>Science</b>	<p>All year – SC1 skills</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
	<p>Light (Y6)</p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because</li> </ul>	<p>Animals including human (Y6) Circulation</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the</li> </ul>	<p>All living things (Y5) Life-cycles</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of</li> </ul>	<p>All living things (Y6) Classification</p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics</li> </ul>	<p><b>Animals including humans (Y5 unit)</b> – change from babies Describe the changes as humans develop to old age</p>	<p>Review of key learning/Recap of year</p> <p>Focus on the 'Big Ideas' and enquiry skills.</p> <ul style="list-style-type: none"> <li>Circulation</li> <li>Light</li> <li>Life Cycles &amp; Classify (Egg experiment)</li> <li>Forces</li> </ul>

	<p>they give out or reflect light into the eye.</p> <ul style="list-style-type: none"> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p>heart, blood vessels and blood.</p> <ul style="list-style-type: none"> <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>	<p>reproduction in some plants and animals.</p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age. (PSHE Christopher Winters link)</li> </ul>	<p>and based on similarities and differences, including micro-organisms, plants and animals.</p> <ul style="list-style-type: none"> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>		
<b>Humanities</b>	<b>Achievements and Legacies</b>		<b>Volcanoes, Earthquakes and Zones.</b>	<b>History unit - Rich and Poor?</b>	<b>Local geography study?</b>	
<b>Focus Subject</b>	<b>History:</b> Stone age, Egyptians & Greeks.		<b>Geography: Volcanoes, climate zones and resources. (Earthquakes left out as will add in coverage in 'Shake it up' topic in Year 1)</b>			
<b>Key Skills</b>	<b>What is an achievement?</b>		<b>Where do we find volcanoes?</b> The structure of the Earth and the geographical location of volcanoes. Investigate patterns of earthquakes, mountains and volcanoes			
<b>Key Questions</b>	An exploration of the historical achievements and legacies and their impact on our modern life.		Name and locate some of the countries and cities of the world and their identifying human and physical characteristics			Our Cornish Rivers - Sense of place unit possibly - find planning. <ul style="list-style-type: none"> <li>- Rivers amazon</li> <li>-</li> </ul>

**What challenges did builders face building Stonehenge?**

While investigating Stonehenge, we will use sources of evidence to deduce information about the building of Stonehenge and composing our own hypotheses.

**How has medicine changed over time?**

Ancient Egyptian and Modern Medicine  
While comparing and contrasting ancient Greek medicine with that of present practitioners pupils describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

**What is democracy?**

Describe the main changes in a period of history (using terms such

**Are all volcanoes the same?**

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

**How does a volcanic eruption affect humans?** Identify and describe how the physical features affect the human activity within a location.

**Why are countries different temperatures?**

- Explore the different climatic and vegetation zones of the world.

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location

- Find out about where natural resources are found

**What happens when resources run out?**

The impact of over fishing. Link to the local fishing industry.

**Why did the Cornish mining industry decline?**

- Explore how countries are linked through their use of natural resource. Describe how countries and geographical regions are interconnected and interdependent.

**End Point**

**Musical Composition based on volcanic eruptions.**

**Explanation text. Volcanoes.**

**Accurate diagrams to support explanation text.**

	<p>as: social, religious, political, technological and cultural</p> <p><b>How were sporting achievements recognised in history?</b> Ancient Greek Democracy and Olympics Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural</p> <p><b>End Point</b> <b>Choral Speaking – Class Assembly – Theseus and the Minotaur</b> <b>Non-Chronological Report – Stonehenge.</b></p>					
<b>Disadvantaged Entitlement Experience</b>			Light and Life Visit – Bible Explorers yr5	Geevor Mine/Heartlands trip	Use all of our knowledge of structures to build a suspension bridge that is at least half a metre in length – Bridge competition.	
<b>RE</b>	<b>U2.7</b> Why do Hindus want to be good?	<b>U2.8</b> What does it mean to be a Muslim in Britain today?	<b>U2.9</b> Why is the Torah so important to Jewish people?	<b>U2.10</b> What matters most to Humanists and Christians?	<b>U2.11</b> Why do some people believe in God and some people not?	<b>U2.12</b> How does faith help when life gets hard?
<b>PE</b>	<b>Gymnastics – partner sequences</b>	<b>Hockey</b> Dribble the ball at speed	<b>Dance</b> Develop a dance motif	<b>Netball</b> Apply footwork rules	<b>Football</b> Use dribbling in a game situation	<b>Striking and fielding</b> Bat effectively

	<p>Work with a partner to present sequences including mirroring and matching</p> <p>Link balances with a partner</p> <p>Jump and roll in unison</p> <p>Show contrasting actions and include different levels</p> <p>Create own sequences</p> <p>Evaluate own performances</p> <p><b>End point: Record and show performances to other classes</b></p>	<p>Pass and receive the ball</p> <p>Pass and receive accurately whilst moving</p> <p>Select the best ways to defend</p> <p>Select the best ways to attack and defend</p> <p><b>End point: Year 5/6 tournament</b></p>	<p>Develop a dance motif using a visual stimulus</p> <p>Develop a narrative dance including emotions</p> <p>Develop a dance through body shapes</p> <p>Practise and refine a performance</p> <p>Practise and perform a dance based on a variety of communication</p> <p><b>End point: Perform to parents</b></p>	<p>Accurately pass the ball in three different ways</p> <p>Show tactical knowledge by moving into a space</p> <p>Show defending skills</p> <p>Be an effective team player, applying all the rules of the game</p> <p>Evaluate own performances</p> <p><b>End point: Year 5/6 Netball tournament</b></p>	<p>Keep possession of the ball while using available space</p> <p>Pass the ball towards attacking players</p> <p>Use long range passing</p> <p>Use good decision making to attack</p> <p>Use formation to attack and defend</p> <p><b>End point: Year 5/6 football tournament</b></p>	<p>Vary how the ball is bowled</p> <p>Restrict the runs of the opposition through accurate fielding</p> <p>Play a competitive striking game</p> <p>Hit a moving ball with a rounders bat</p> <p>Play a competitive game</p> <p><b>End point: Parents vs pupils matches</b></p>
<p><b>Music (Charanga scheme)</b></p>		<p><u><b>Happy (Pharrell Williams)</b></u></p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Vocal warm ups. Sing the song Happy</p> <p>Options:</p> <p>d. Include some instrumental and/or</p> <p>e. Vocal improvisation within the song</p> <p>f. Play your</p>		<p><u><b>You've Got A Friend</b></u> by Carole King.</p> <p>Warm-up Games</p> <p>b. Option: Flexible Games</p> <p>c. Vocal warm ups. Sing the song You've Got A Friend</p> <p>Options: d. Include some instrumental and/or e. Vocal improvisation within the song</p> <p>f. Play your composition(s) within the song.</p>		<p><u><b>Celebrating Music and yr 6 play</b></u></p> <p>The year 6 leavers revisit their favourite songs and prepare to perform a selection at their Leavers celebration.</p> <p><b>Milestones:</b> describe music, transcript, compose and perform</p>

		composition(s) within the song  <b>Milestones:</b> describe music, transcript, compose and perform		<b>Milestones:</b> describe music, transcript, compose and perform		
<b>Art &amp; Design Design &amp; Technology Cooking &amp; Nutrition</b>	<ul style="list-style-type: none"> <li>•Draw and paint images of some of the achievements and legacies we study</li> </ul> <p>Egyptians portraits charcoal. Egyptian masks. Clay and papier mache.</p>		<p>Draw and paint images of volcanoes, earthquakes and zones we study</p> <p>Create sculptures of a volcano to make erupt. Take inspiration from some of the world's greatest artists in each of the zones we visit</p>		Design, make and evaluate their own CAM mechanism as a toy. Use household recycled materials to make an environmentally friendly and economic toy.	
<b>Computing</b>	Keyboard skills, making a booklet to remind all children how to login with their password, print and save their work.		<p>Importing sound (using Audacity to merge sounds) into an image drawn on an ict package – Revelation art, paint etc.</p> <p>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p>		Produce a brochure using all the ICT they have learnt over the two years. Import pictures, green screen, variety of texts, ordering images and text on the page, save and print work.	
<b>MFL</b>		<p>LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: Me Presento. Presenting myself. Revising Spain &amp; Spanish speaking countries, numbers 1-10 and 'how are you?'</p>		<p>LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: La familia. The family. Introduce nouns for family members with their article &amp; matching pair snap card game</p>		<p>LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: ¿Qué Fecha Es Hoy? (What Is The Date?) Introduce twelve months of the year</p> <p>Consolidation of twelve months of the year</p>

		<p>Saying your name &amp; asking someone their name. Numbers 11 to 20.</p> <p>Numbers 10 to 20 listening exercise and 'how old are you?'</p> <p>'Where do you live?' and further number work</p> <p>Nationality, soy..., individual presentations, Class Spanish ID cards activity</p> <p>End of unit assessments</p>		<p>What are family members called?</p> <p>Do you have a brother or sister?' and listening activity</p> <p>Numbers 10 to 100 presented in units of 10</p> <p>Concept of possessives (my brother, my sister, my parents etc.) in relation to family members</p> <p>Describing a family and end of unit assessments</p>		<p>including some simple listening and reading activities and a matching pairs game</p> <p>How to say the date in Spanish plus a matching pairs game</p> <p>How to say your birthday in Spanish including class birthday survey</p> <p>Create a Spanish calendar</p> <p>End of unit assessments</p>
<b>PSHE</b>	Heath and Well being – Including 6 areas of nurture.		Wider World and Esafety – Including 6 areas of nurture.		Relationships including SRE – Including 6 areas of nurture.	
<b>SMSC Boxall Links</b>	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change