

**Long Term Plan –Upper Key Stage 2 (Year C – TRANSITION YEAR) Guilden Morden**

	Autumn 1 & 2 (Main Topic: Going Global)	Spring 1 & 2 (Main topic: Leaders and Rulers)	Summer 1& 2 (Main Topic: Climate Control)
<b>English</b>	<p><b><u>Fiction and poetry:</u></b> Adventure/Quest tale – based on famous explorer of the old world (find poem about adventure to link)</p> <p>Losing tale – sailor on trade mission loses precious cargo (e.g. Aztec’s cacao beans, gold coins, letter signing trade agreement/peace treaty)</p> <p>(2 lessons) Christmas poetry – combining concrete and abstract nouns, could consider different perspectives from different people around the worlds, different situations (a mountain of excitement, a room full of love, a pit of loneliness, a flood of painful memories)</p> <p><b><u>Non-Fiction:</u></b> Discussion text (link to trade/society learning) – model text on wearing fur or sweatshops and the independent piece on the other.</p> <p>Persuasive Letter- model text is letter to company selling ivory (from animal tusks), persuading them not to, independent write letter to government persuading to ban palm oil (scan and email)</p>	<p><b><u>Fiction and poetry:</u></b> Suspense Tale/Tale of Fear – toolkit for creating suspense (show poem building suspense to find features)</p> <p>Defeating the Monster Tale – ruler defeating enemy (marvel as model text/Red Riding Hood?) (find poem with monster description in it to show other text monster description)</p> <p><b><u>Non-Fiction:</u></b> Biography of ruler/leader (formal language)</p> <p>Diary Entry from perspective of ruler/leader (informal language)</p>	<p><b><u>Fiction and poetry:</u></b> <b><u>SUMMER 1</u></b> Warning Tale – warning of global warming</p> <p><b><u>Non-Fiction</u></b> Newspaper article – focus on interviews to mix formal and informal language</p> <p><b><u>SUMMER 2</u></b> Write play-script</p> <p><b><u>Non-Fiction:</u></b> Summer show programme Summer show adverts/posters</p>
<b>Maths</b>	Power Maths	Power Maths	Power Maths
<b>Science</b>	<p><b><u>Light (&amp; Electricity – less of a focus due to big focus last year)</u></b></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 they give out or reflect light into the eye</li> <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</li> </ul>	<p align="center"><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p align="center"><b><u>Fossil Fuels/ Energy / Properties + Changes of Materials</u></b></p> <p>What is energy What we use it for How we get our energy How our use of energy contributes to the greenhouse effect How we can reduce our use of energy</p> <p>If using IPC, Science lessons 1, 2 (2 lessons), 3 (experiment – doable), 4 (experiment – only do-able if can get CO2 in a bottle), 6 (renewables), 7 (if have microscopes), EXT (how to save energy)</p>

objects that cast them.

- 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.

**Unit's NC Skill-based Assessment (yr5):**

*(N/A: not a yr6 topic)*

**Unit's NC Skill-based Assessment (yr6):**

Light

- I can explain how light travels.
- I can explain and demonstrate how we see objects.
- I can explain why shadows have the same shape as the object that casts them.
- I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Electricity

- I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I can compare and give reasons for why components work and do not work in a circuit.
- I can draw circuit diagrams using the correct symbols.

**Unit's NC Skill-based Assessment (both yr5 + 6):**

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar

**Unit's NC Skill-based Assessment (yr5):**

- I can describe and explain the movement of the Earth and other planets relative to the Sun.
- I can describe and explain the movement of the Moon relative to the Earth.
- I can explain and demonstrate how night and day are created.
- I can describe the Sun, Earth and Moon (using the term spherical).

**Unit's NC Skill-based Assessment (yr6):**

*(N/A: not a yr6 topic)*

**Unit's NC Skill-based Assessment (both yr5 + 6):**

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can report findings from enquiries in a range of ways.
- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- I can read, spell and pronounce scientific vocabulary accurately.

How we can make a wind turbine

- Fair testing
- Variables / Invariables

SKILLS Children will:

- 3.02a Be able to conduct scientific investigations posing scientific questions
- 3.02b Be able to choose an appropriate way to investigate a scientific issue
- 3.02c Be able to make systematic and accurate measurements from their observations
- 3.02d Be able to explain and justify their predictions, investigations, findings and conclusions
- 3.02e Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions

**Unit's NC Skill-based Assessment (yr5):**

- I know and can demonstrate that some changes are reversible and some are not.
- I can give evidenced reasons why materials should be used for specific purposes.

**Unit's NC Skill-based Assessment (yr6):**

*(N/A: not part of the yr6 skills)*

**Unit's NC Skill-based Assessment (both yr5 + 6):**

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can report findings from enquiries in a range of ways.
- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports

	<p>and line graphs.</p> <ul style="list-style-type: none"> <li>○ I can use the outcome of test results to make predictions and set up a further comparative fair test.</li> <li>○ I can report findings from enquiries in a range of ways.</li> <li>○ I can explain a conclusion from an enquiry.</li> <li>○ I can explain causal relationships in an enquiry.</li> <li>○ I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</li> </ul> <ul style="list-style-type: none"> <li>● I can read, spell and pronounce scientific vocabulary accurately.</li> </ul>		<p>or refutes an argument or theory.</p> <ul style="list-style-type: none"> <li>● I can read, spell and pronounce scientific vocabulary accurately.</li> </ul>
<p><b>History</b></p>	<p style="text-align: center;"><b><u>Trade in the Past, Explorers</u></b></p> <p><b><u>If following IPC (lesson may last more than 1 session)</u></b></p> <ul style="list-style-type: none"> <li>● History lessons 1, (? Could focus on impact of major events such as wars, Brexit, tsunamis/natural disasters), EXT – links with Art (see below)</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment (yr5):</u></b></p> <p>I can draw a timeline with different historical periods showing key historical events or lives of significant people. (add to class timeline)</p> <p><b><u>Unit’s NC Skill-based Assessment (yr6):</u></b></p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework. (add to class timeline)</p> <p>I can describe a key event from Britain’s past using a range of evidence from different sources.</p> <p><b><u>NC SKILLS</u></b></p> <ul style="list-style-type: none"> <li>● 3.10 Be able to find out about aspects of the past from a range of sources</li> <li>● 3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied</li> <li>● 3.14 Be able to describe how the history of one country</li> </ul>	<p style="text-align: center;"><b><u>British Leaders &amp; Rules</u></b></p> <p><b><u>(study different leader ad their impact every 1 or 2 weeks)</u></b></p> <p><b><u>Examples of key British rulers (not in chronological order):</u></b></p> <ul style="list-style-type: none"> <li>● King Charles – only King to be deposed, could debate whether should have his head chopped off or not</li> <li>● King John – magna carta + its impact on British democracy</li> <li>● Queen Victoria</li> <li>● King Henry – look at crime and punishment then + now</li> <li>● Queen Elizabeth II (current ruler)</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment (yr5):</u></b></p> <p>I can draw a timeline with different historical periods showing key historical events or lives of significant people. (add to class timeline)</p> <p>I can explain how Parliament affects decision making in England.</p> <p>I can describe how crime and punishment has changed over a period of time.</p> <p><b><u>Unit’s NC Skill-based Assessment (yr6):</u></b></p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework. (add to class timeline)</p>	<p>1 lesson – study of <b>key figures in climate change campaign</b> (Al Gore?) and their impact on society – link to documentary in hook about him ‘Global Warming – an Inconvenient Truth)</p> <p>Could be link to reading comprehension/guided reading.</p> <p><b><u>Unit’s NC Skill-based Assessment (yr5):</u></b></p> <p>I can draw a timeline with different historical periods showing key historical events or lives of significant people. (add to class timeline)</p> <p><b><u>Unit’s NC Skill-based Assessment (yr6):</u></b></p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework. (add to class timeline)</p> <p>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p>

	<p>affects that of another</p> <ul style="list-style-type: none"> <li>• 3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework</li> </ul>	<p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p>	
<p><b>Geography</b></p>	<p style="text-align: center;"><b><u>Trade, Sourcing Produce, Tourism</u></b></p> <p><b><u>If following IPC (each lesson may last more than 1 session)</u></b></p> <ul style="list-style-type: none"> <li>• Geography lessons 1-3, 4(?), 5, 6, EXT (?)</li> <li>• Society 1, (2 (link ICT online survey), 3 (Eng link debate) and 3 – but also can be used as part of Globalisation learning in PSHE – see below)</li> <li>• Palm oil sustainability lesson (not from IPC)</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I can plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can answer questions by using a map.</p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>I can describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p><b><u>SKILLS - GEOGRAPHY</u></b></p> <ul style="list-style-type: none"> <li>• 3.14 Be able to collect and record evidence to answer geographical questions</li> <li>• 3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them</li> <li>• 3.18 Be able to use appropriate techniques to gather information</li> <li>• 3.19 Be able to make plans and maps in a variety of scales using symbols and keys</li> <li>• 3.20 Be able to use and interpret globes and maps in a variety of scales</li> <li>• 3.22 Be able to explain how physical and human processes lead to similarities and differences between places</li> <li>• 3.23 Be able to explain how places are linked through movement of goods and people</li> <li>• 3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways</li> </ul>	<p style="text-align: center;"><b><u>The UK</u></b></p> <p>Children learn about geography of the UK</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions</li> <li>• Name regions' identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</li> <li>• Understand how some of these aspects (see 2<sup>nd</sup> point) have changed over time</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Understand the main Ordnance Survey symbols</li> <li>• Plan a journey from one part of the UK to another</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I can plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>I can name and locate many of the world's most famous rivers in an atlas.</p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can use Ordnance Survey symbols and 6 figure grid references.</p> <p>I can answer questions by using a map.</p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>I can describe how some places are similar and dissimilar in</p>	<p style="text-align: center;"><b><u>Climate Change + Residential</u></b></p> <p><b><u>(see IPC Climate Control – may take more than one session per lesson)</u></b></p> <p>Hook – Watching Global Warming – An Inconvenient Truth, or other climate change documentary</p> <p>If using IPC, lessons:</p> <ol style="list-style-type: none"> <li>1 (carbon cycle, impact of trees on air),</li> <li>2 (link global warming to ore extreme weather + TV report– 2 lessons – could link to physical geography of rivers and human geography of people living near rivers, water cycle),</li> <li>3 (impact climate change on animals and habitat – could link to physical geography if global warming could affect climate zones, biomes and vegetation belts)</li> <li>4 (waste, recycle, sorting materials)</li> <li>5 (landfill – link recycling systems in place at school and home/LA)</li> </ol> <p>EXT (choose everyday event/journey, change it to make it more green/renewable/recycling)</p> <p>EXT (not in IPC – action plan for school, at home)</p> <p>International 1 (eco-towns)</p> <p>International 2 (World Climate Conference – explore climate change plans in idifferent countries)</p> <p><i>Children will learn:</i></p> <ul style="list-style-type: none"> <li>• How climate change is affecting our planet – impact on physical geography (including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle)</li> <li>• Why recycling and re-using materials is important</li> <li>• What happens to the waste that we produce</li> <li>• How we can help to reduce traffic use in our local area</li> <li>• About sustainable settlements such as eco-towns (see IPC International)</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p>

	<p><b>SKILLS – SOCIETY</b></p> <ul style="list-style-type: none"> <li>• 3.03 Know about significant international organisations</li> <li>• 3.05 Understand their own responsibilities in the groups to which they belong</li> <li>• 3.06 Understand the responsibilities of others in those groups and in the wider community</li> <li>• 3.07 Understand that the way in which people fulfil their responsibilities affects the lives of others</li> <li>• 3.08 Understand that the behaviour of individuals has an effect on the lives of others</li> <li>• 3.09 Be able to enquire into the nature of groups and social institutions and their effects on people'</li> </ul>	<p>relation to their human and physical features.</p>	<p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p><b>Unit's NC Skill-based Assessment (yr6):</b></p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>I can describe how some places are similar and dissimilar in relation to their human and physical features.</p>
<p><b>D &amp; T</b></p>	<p><b>Brand Logos + Baking for PTFA Xmas Fayre</b>  <b>(If using IPC, see Technology 1) link Going Global topic – only Sish lessons to incorporate time for Art</b></p> <p>Children are to design the next global fashion brand/fad as marketing executives of global t-shirt company. Use the design process, exploring current trends and popular games/music/celebs at the time to help them focus their audience and design. Can be made on paper t-shirts or on real t-shirts to later sell as enterprise event.</p> <p>Make food for fayre – write instructions of how it should be stored, giving reasons why.</p> <p><b>Unit's NC Skill-based Assessment (yr5):</b></p> <ul style="list-style-type: none"> <li>• Come up with a range of ideas after collecting information from different sources</li> <li>• Create their own design criteria</li> <li>• Create a detailed, step-by-step plan</li> <li>• Explain how the product will appeal to a specific audience</li> <li>• Evaluate the appearance and function of my product against my criteria</li> <li>• I show that I can be both hygienic and safe in the kitchen.</li> <li>• I can use a range of tools and equipment competently.</li> </ul> <p><b>Unit's NC Skill-based Assessment (yr6):</b></p> <p>I can use market research to inform my plans and ideas.  I can follow and refine my plans.</p>	<p><b>Sewing &amp; Textiles - Making a Toy</b></p> <p>Children will design, plan, make and evaluate a soft toy (link to topic (a king or queen) or Easter (Easter chick/bunny) Collaborate with H Smith, using her sewing expertise.</p> <p><i>EXT</i> – make toys for class 1/charity (children's hospital?), to sell, or cushions for flexible seating in the classroom.</p> <p><b>Unit's NC Skill-based Assessment (yr5):</b></p> <ul style="list-style-type: none"> <li>• Come up with a range of ideas after collecting information from different sources</li> <li>• Create their own design criteria</li> <li>• Create a detailed, step-by-step plan</li> <li>• Explain how the product will appeal to a specific audience</li> <li>• Evaluate the appearance and function of my product against my criteria</li> <li>• I can use a range of tools and equipment competently.</li> </ul> <p><b>Unit's NC Skill-based Assessment (yr6):</b></p> <p>I can use market research to inform my plans and ideas.  I can follow and refine my plans.  I can justify my plans in a convincing way.  I can show that I consider culture and society in my plans and designs.  I show that I can test and evaluate my products.  I can evaluate my product against clear criteria.</p>	<p><b>Solar Power</b></p> <p>How we can use solar power as an energy source</p> <p>Designing solar powered car (see Tech EXT and STEM day from BISW). Present to audience, convincing them of their plans.</p> <p>Design a wind turbine  Context: debate people for/against wind farm,  Aim: make them more aesthetically pleasing)</p> <p><b>SKILLS</b></p> <p>3.06 Be able to devise and use step-by-step plans  3.09 Be able to work with a variety of tools and materials with some accuracy  3.10 Be able to test and evaluate their own work and improve on it</p> <p><b>Unit's NC Skill-based Assessment (yr5):</b></p> <ul style="list-style-type: none"> <li>• Come up with a range of ideas after collecting information from different sources</li> <li>• Create their own design criteria</li> <li>• Create a detailed, step-by-step plan</li> <li>• Explain how the product will appeal to a specific audience</li> <li>• Evaluate the appearance and function of my product against my criteria</li> <li>• I can use a range of tools and equipment competently.</li> </ul>

	<p>I can justify my plans in a convincing way.  I can show that I consider culture and society in my plans and designs.  I show that I can test and evaluate my products.  I can explain how products should be stored and give reasons.  I can evaluate my product against clear criteria.</p>			<p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can use market research to inform my plans and ideas.  I can follow and refine my plans.  I can justify my plans in a convincing way.  I can show that I consider culture and society in my plans and designs.  I can work within a budget.  I show that I can test and evaluate my products.  I can evaluate my product against clear criteria.</p>	
<p><b>Computing</b></p> <p><i>(E-safety on-going throughout the year)</i></p>	<p>E-safety through the ACE accreditation</p> <p>(see all Knowledge and Skills statements from the Safe Computer Use document)</p> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I understand that you have to make choices when using technology and that not everything is true and/or safe.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can discuss the risks of online use of technology.  I can identify how to minimise risks.</p>	<p><b><u>Online Surveys + Adverts (linked to Going Global Topic)</u></b></p> <p>If following IPC:  Society 2: online surveys through surveymonkey.com</p> <p>Soc EXT: exploring fashions/fads – make product for this year's Christmas 'must-have' on Publisher/PlcCollage</p> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• 3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products</li> <li>• 3.07 Be able to consider the needs of users when designing and making</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I can analyse information.  I can evaluate information.  I can design algorithms that use 2-way selection.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can select, use and combine software on a range of digital devices.</p>	<p><b><u>Digital Art (over half the term)</u></b></p> <p>Use Sketch.Edu to create silhouette portrait of selves</p> <p>Take picture, upload it, format and edit it (e.g. in famous artist style of cutting up different part of the face, making them bigger/smaller and juxtaposing them together)</p> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I can use images which I have created, scanned and found; altering them where necessary to create art.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can use a range of e-resources to create art.</p>	<p><b><u>Coding (remaining weeks) (for yr5s – yr6s SATs focus)</u></b></p> <p><u>Example contexts</u></p> <ul style="list-style-type: none"> <li>➤ Hour of code</li> <li>➤ Code.org</li> <li>➤ Scratch</li> <li>➤ Learning coding language e.g. python, C</li> <li>➤ Robots (any in school?)</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I can design algorithms that use repetition &amp; 2-way selection.  I can combine sequences of instructions and procedures to turn devices on and off.  I can use technology to control an external device.</p>	<p><b><u>Researching fact files and power points</u></b></p> <ul style="list-style-type: none"> <li>• To use search technologies to find information</li> <li>• To use cut and paste function</li> <li>• To make and justify decisions, including relevant information</li> <li>• To use word and create a PowerPoint presentation to entertain and inform</li> </ul> <p>Could also create show programmes if time.</p> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <ul style="list-style-type: none"> <li>- I can analyse information.</li> <li>- I can evaluate information.</li> <li>- I can use images which I have created, scanned and found; altering them where necessary to create art.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <ul style="list-style-type: none"> <li>- I can select, use and combine software on a range of digital devices.</li> </ul>

<p><b>Art</b></p>	<p>(If using IPC, see Hist 1 – only half the term to fit in DT in other half))</p> <ul style="list-style-type: none"> <li>• <b>Still life art</b>, creating art of products to be included in learning of trade in the past e.g. perfumes, spices, pottery, beads)</li> <li>• Model Art to study – <b>Natura Morta (Still Life) by Giorgio Morandi</b></li> </ul> <p>Visual element focus – <b>line, form</b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>• Learn about great artists, architects and designers in history.</li> </ul> <p><b>Unit's NC Skill-based Assessment (yr5):</b></p> <ul style="list-style-type: none"> <li>- I can identify and draw objects and use marks and lines to produce texture.</li> <li>- I can successfully use shading to create mood and feeling.</li> <li>- I can research the work of an artist and use their work to replicate a style.</li> </ul> <p><b>Unit's NC Skill-based Assessment (yr6):</b></p> <ul style="list-style-type: none"> <li>- I can explain why I have used different tools to create art.</li> <li>- I can explain why I have chosen specific techniques to create my art.</li> <li>- I can explain the style of my work and how it has been influenced by a famous artist.</li> <li>- I can use feedback to make amendments and improvement to my art.</li> </ul>	<p style="text-align: center;"><b><u>Portraiture</u></b></p> <p>Portraits of one of the key rules</p> <p>Portrait of self or friend – take photo of friend sitting like ruler portrait (side on, powerful posture, no smile but choose emotion to portray!) then try in pastels or pencil (choose medium)</p> <p><b>Visual Elements</b> – Form, colour, line</p> <p><b>Focus skills</b> = proportions of a face - drawing side on/at an angle</p> <p><b>Unit's NC Skill-based Assessment (yr5):</b></p> <ul style="list-style-type: none"> <li>- I can use shading to create mood and feeling.</li> <li>- I can express emotion in my art.</li> </ul> <p><b>Unit's NC Skill-based Assessment (yr6):</b></p> <ul style="list-style-type: none"> <li>- I can explain why I have used different tools to create art.</li> <li>- I can explain why I have chosen specific techniques to create my art.</li> <li>- I can use feedback to make amendments and improvement to my art.</li> </ul>	<p><b>Summer 1:</b> designing solar powered car. Wind turbine (see DT)</p> <p><b>Summer 2: Theatre Art</b> Children will make props and backgrounds for the Summer show</p> <p><b>Unit's NC Skill-based Assessment (yr5):</b></p> <ul style="list-style-type: none"> <li>- I can identify and draw objects and use marks and lines to produce texture.</li> <li>- I can successfully use shading to create mood and feeling.</li> <li>- I can use shading to create mood and feeling.</li> <li>- I can use a range of tools and equipment competently.</li> <li>- I can make a prototype before make a final version.</li> </ul> <p><b>Unit's NC Skill-based Assessment (yr6):</b></p> <ul style="list-style-type: none"> <li>- I can use feedback to make amendments and improvement to my art.</li> <li>- I can explain why I have used different tools to create art.</li> <li>- I can follow and refine my plans.</li> </ul>	
<p><b>Music</b></p>	<p>(If using IPC Going Global, International 2)</p> <p>Local at global market of media, such as films and TV, then look at music. Task – choose song from home or international country, keep tune but change words to suit new audience (consider cultural reference, celeb singing, studio conditions. Perform at international X Factor show (with parents?))</p>	<p>BBC 10 Pieces (choose one that links most closely to topic or that covers skills children need to develop most)</p> <p>Easter music for church service.</p>	<ul style="list-style-type: none"> <li>• Children explore the 3 key chords of C, G and D7 through popular music</li> <li>• Children learn to play these 3 chords on the piano/guitar/keyboard (may need to ask families to bring</li> </ul>	<p>Children practise and rehearse songs for the end of year performance, considering volume and expression for their audience</p> <p><b>Unit's NC Skill-based</b></p>

	<p>Children learn and perform songs for Harvest Festival and carols for the Christmas production.</p> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can explain why I think music is successful or unsuccessful.</p> <p>I can suggest improvement to my own work and that of others.</p> <p>I can contrast the work of a famous composer and explain my preferences.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p>	<p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can change sounds or organise them differently to change the effect.</p> <p>I can compose music which meets specific criteria.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can explain why I think music is successful or unsuccessful.</p> <p>I can suggest improvement to my own work and that of others.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can analyse features within different pieces of music.</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p>	<p>in from home to supplement school supply)</p> <ul style="list-style-type: none"> <li>• Children adapt or compose own music using the 3 chords</li> <li>• Children write accompanying lyrics for end of year show</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <p>I can change sounds or organise them differently to change the effect.</p> <p>I can compose music which meets specific criteria.</p> <p>I can use notation to record groups of pitches (chords).</p> <p>I can use my music diary to record aspects of the composition process.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can explain why I think music is successful or unsuccessful.</p> <p>I can suggest improvement to my own work and that of others.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p>	<p><b><u>Assessment (yr5):</u></b></p> <p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can explain why I think music is successful or unsuccessful.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p>
PE	See Basingbourn staff for programme	See Basingbourn staff for programme	See Basingbourn staff for programme	See Basingbourn staff for programme



<b>Dance</b>	See Vanessa – possible links to topic		See Vanessa – possible links to topic		See Vanessa – dance routines for summer production		
<b>RE</b>	<p>Fairtrade – work towards earning Fairtrade award for school (link What kind of world did Jesus want?)</p> <p>Harvest Service in Church Ely Cathedral School’s Day Christmas Service in Church</p>		<p>What happens when we die? <i>Include other faiths here, especially Judaism.</i></p> <p>Bishop Stephen’s Lent Challenge</p>		<p>Salvation 2B.7 What difference does the resurrection make to Christians? (Understanding Christianity)</p> <p>Bishop Stephen’s Lent Challenge Easter Service in Church</p>		<p>Humanism</p> <p>RE Immersive Day</p> <p>Kingdom of God 2B.8 What kind of King is Jesus? (Understanding Christianity)</p> <p>Leavers’ Service in Church</p>
<b>Languages</b>	<p>Revise:</p> <ul style="list-style-type: none"> <li>- greetings, name, how are you</li> <li>- numbers</li> <li>- colours</li> </ul> <p>Link to topic – countries Verb: conjugate VIVIR- to live. ‘I live in ____’</p> <p>Spanish penpals?</p> <p><i>IN ALL AREAS – SPEAK, READ &amp; WRITE</i></p> <p><b><u>Unit’s NC Skill-based Assessment (yr5/6):</u></b></p> <p>Spoken language I can hold a simple conversation with at least 4 exchanges. I can use my knowledge of grammar to speak correctly.</p> <p>Reading I can use the context to work out unfamiliar words.</p> <p>Writing I can substitute words and phrases</p>		<p style="text-align: center;"><b><u>Conjugating verbs</u></b> <b><u>Context: All About Me</u></b></p> <p>Infinitives Verb conjugations present tense through hobbies e.g. I live, I do, I play, we play; I read.. Spanish rhyme</p> <p>Spanish penpals?</p> <p><i>IN ALL AREAS – SPEAK, READ &amp; WRITE</i></p> <p><b><u>Unit’s NC Skill-based Assessment (yr5/6):</u></b></p> <p>Spoken language I can hold a simple conversation with at least 4 exchanges. I can use my knowledge of grammar to speak correctly.</p> <p>Reading I can understand a short story or factual text and note the main points. I can use the context to work out unfamiliar words.</p> <p>Writing I can substitute words and phrases</p>		<p style="text-align: center;"><b><u>Spanish Script</u></b> <b><u>(use learning on conjugated verbs)</u></b></p> <p>Spanish script/poem/song that can be used in the summer show (e.g. a Spanish conversation and other child can translate)</p> <p>Spanish penpals?</p> <p><i>IN ALL AREAS – SPEAK, READ &amp; WRITE</i></p> <p><b><u>Unit’s NC Skill-based Assessment (yr5/6):</u></b></p> <p>Spoken language I can hold a simple conversation with at least 4 exchanges. I can use my knowledge of grammar to speak correctly.</p> <p>Reading I can understand a short story or factual text and note the main points. I can use the context to work out unfamiliar words.</p> <p>Writing I can write a paragraph of 4-5 sentences. I can substitute words and phrases</p>		
<b>PSHCE</b>	<p>Citizenship 9: working together</p>	<p><b>Globalisation</b> (If using IPC Going Global, see Society 2 (before online survey), Society 3 and Exit Point for debate)</p> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• 3.03 Know about significant international organisations</li> <li>• 3.08 Understand that the behaviour of individuals has</li> </ul>	<p style="text-align: center;"><b><u>What Makes A Good Leader?</u></b></p> <p><u>Study different types of rulers/leaders:</u> Nelson Mandela, Martin Luther King Jr, Trump, Mother Theresa/Pope (?)</p> <p><u>Link to:</u></p> <ul style="list-style-type: none"> <li>- British Values</li> <li>- Political Systems (democracies and dictatorships)</li> </ul> <p><u>Explore application in school/home/society:</u></p> <ul style="list-style-type: none"> <li>- Pupil Council, Faith Team</li> </ul>		<p style="text-align: center;"><b>Relationships / Changes</b></p> <p>Children learn about puberty and relationships. (Year 5) Children learn about puberty, sex and relationships. (Year 6)</p>		

		<p>an effect on the lives of others</p> <ul style="list-style-type: none"><li>• 3.09 Be able to enquire into the nature of groups and social institutions and their effects on people's lives</li></ul>	<ul style="list-style-type: none"><li>- Peer mediators</li><li>- Siblings/ sons + daughters at home</li></ul>	
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