

Long Term Plan –Upper Key Stage 2(Year A) Guilden Morden

	Summer 1 & 2 (Main Topic: Blitz & Pieces)	Spring 1 & 2 (Main topic: River Deep, Mountain High)	Summer 1 & 2 Main Topic: Music Through the Age
English (through T4W)	<p>Using the text Goodnight Mister Tom, children write diary entries, letters and stories, linked to World War 2.</p> <p><u>Fiction and poetry:</u> (Write stories set in the World War 2 era) Tale of fear (Mystery and suspense stories) – Write as a diary entry in the role of a soldier. Wishing tale – about evacuee wishing to find family, escape...</p> <p><u>Non-Fiction:</u> Write letters in the role of a local soldier Recount – of the WW2 party when people from the local community are invited to share stories (Optional) Write biographies and an autobiography (local soldiers who fought in the war)</p>	<p>Children read and write about mountains and rivers, including learning about the life of mountain explorers such as Edmund Hillary.</p> <p><u>Fiction and poetry:</u> Adventure/Quest tale Warning tale – don't go into the mountains/forest... (text suggestion 'The Caravan')</p> <p><u>Non-Fiction:</u> Newspaper Report (e.g. missing mountain climber/sailor/ship) Explanation text – why do people live near rivers</p>	<p>Children write biographies about the famous musicians, fictional diary entries from the musician's perspectives, showing the time period through their writing, information texts on forces (SCI link) and play-scripts for their show.</p> <p><u>Fiction and poetry:</u> Losing tale as a Diary writing (Mozart loses his magic flute – link to his famous piece of music 'The Magic Flute')</p> <p><u>Non-Fiction:</u> Information Text – about the forces in SCI Biography – famous musicians</p> <p style="text-align: center;"><u>SUMMER 2 - SUMMER SHOW</u></p> <p>Children write their own play-scripts (with stage direction, punctuation, etc)</p>
Maths	<p>WhiteRose & Power Maths</p> <p>Children learn place value and the four operations. (Year 5 & Year 6) Children develop their understanding of the properties of 2D and 3D shapes; calculating area and perimeter and measuring angles. (Year 6)</p>	<p>WhiteRose & Power Maths</p> <p>Children consolidate their knowledge of the four operations and learn about data handling and shape. (Year 5)</p> <p>Children apply their developing understanding of fractions, decimals and percentages in solving problems. They construct both line and bar charts and interpret data. Children use and convert units of measurement in solving problems. (Year 6)</p>	<p>WhiteRose & Power Maths</p> <p>Children consolidate their knowledge of the four operations, fractions, data handling, shape and measure. (Year 5)</p> <p>Children revise the four operations, fractions, measures and data handling in to prepare for SATS. They participate in transition maths lessons in preparation for secondary school. (Year 6)</p>
Science	<u>Light and Electricity</u>	<u>Properties and changes of materials</u>	<u>Forces</u>
	<ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • 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 • 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 • Use the idea that light travels in straight lines to explain why shadows have the same shape as the 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 	<ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Understand 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 	<ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <ul style="list-style-type: none"> ○ I can explain what gravity is and its impact on our lives. ○ I can identify and explain the effect of air resistance.

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.

Forces and Magnets

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.

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

- I can explain what gravity is and its impact on our lives.
- I can identify and explain the effect of air resistance.
- I can identify and explain the effect of water resistance.
- I can identify and explain the effect of friction.
- I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

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.

- 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.

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

- I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).
- I can describe how a material dissolves to form a solution; explaining the process of dissolving.
- I can describe and show how to recover a substance from a solution.
- I can describe how some materials can be separated.
- I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
- I know and can demonstrate that some changes are reversible and some are not.
- I can explain how some changes result in the formation of a new material and that this is usually irreversible.
- I can discuss reversible and irreversible changes.
- I can give evidenced reasons why materials should be used for specific purposes.

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

(N/A: year 5 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 identify and explain the effect of water resistance.
- I can identify and explain the effect of friction.
- I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

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

(N/A: year 5 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.

	<p><u>Unit's NC Skill-based Assessment (both yr5 + 6):</u></p> <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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. 	
<p>History</p>	<p style="text-align: center;"><u>World War II</u></p> <p>Children study the consequences of World War II both at home, in the local village of Guilden Morden, and abroad. Children present the key events and way of life to audience (parents/ Guilden Mordne hisotirical society?)</p> <ul style="list-style-type: none"> ● Develop a chronologically secure knowledge of World War II ● Note connections, contrasts and trends over time and develop the appropriate use of historical terms. ● Regularly address and sometimes 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 	<p style="text-align: center;"><u>Crime & Punishment</u></p> <p>Children explore how crime and punishment has changed over time in Britain (EXT and abroad). Give a hypothesis for children to test and answer: e.g.prison has been the only punishment in the UK</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I can describe how crime and punishment has changed over a period of time.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p>	<p style="text-align: center;"><u>Music Through the Ages</u></p> <p>Children explore and compare key musicians and their most famous pieces/performances from the musical eras: 1400-1600: Renaissance – Pierluigi, Lassus, Byrd 1600-1750: Baroque – Vivaldi, Handel, Bach 1750-1827: Classical – Mozart, Beethoven 1820-1900: Romantic - Tchaikovsky 1890-1960: Modern 1960-today: Contemporary – The Beatles</p> <p>LO</p> <ul style="list-style-type: none"> - To develop a chronological understanding of important musical periods - To draw a timeline with different historical periods showing key events or people - To compare 2 or more historical periods <p><u>Unit's NC Skill-based Assessment (yr5):</u></p>

	<p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>I can explain how Parliament affects decision making in England.</p> <p>I can explain how our locality has changed over time.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can summarise how Britain has had a major influence on the world.</p> <p>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p>		<p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I can summarise how Britain has had a major influence on the world.</p> <p>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p>
Geography	<p><u>World War II</u></p> <p>Children study the countries involved in World War 2 and children learn about their local area through the study of local soldiers in the war.</p> <ul style="list-style-type: none"> Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Use maps, atlases, globes and digital/computer mapping to locate countries involved in World War II Describe and understand key aspects of human geography, including types of settlement and land use linked to the war efforts at home, eg agriculture, mills, trading links 	<p><u>Mountains and rivers</u></p> <p>Children locate mountain ranges, desserts and rivers both in the UK and the rest of the world.</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Describe and understand key aspects of: <i>physical geography</i>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe the mountains and rivers studied 	<p><u>Maps & Compass Points</u></p> <p>Children to locate composers' home cities on maps. Children identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. Children explain how time zones work and calculate time differences around the world.</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries where composers are from Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and their symbols) (some of this <i>on residential</i>) <p><u>Unit's NC Skill-based Assessment (yr5):</u></p>

	<p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p>	<ul style="list-style-type: none"> 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><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I can explain why many cities are situated on or close to rivers. I can explain why people are attracted to live by rivers. I can explain the course of a river. I can name and locate many of the world's most famous rivers in an atlas. I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can name the largest desert in the world and locate desert regions in an atlas. I can answer questions by using a map. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p>	<p>I can name and locate many of the world's most famous rivers in an atlas. I can name and locate many of the world's most famous mountainous regions in an atlas. I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can use Ordnance Survey symbols and 6 figure grid references. I can answer questions by using a map. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. I can describe how some places are similar and dissimilar in relation to their human and physical features. I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. I can explain how time zones work and calculate time differences around the world.</p>
<p>D & T</p>	<p><u>World War 2 Shelters / Food – Rationing</u></p> <p>Children design World War 2 shelters and investigated food rationing by cooking World War 2 recipes. Price food items and give the pupils a budget! Describe how the food should be stored.</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <ul style="list-style-type: none"> Come up with a range of ideas after collecting information from different sources Create a detailed, step-by-step plan Explain how the product will appeal to a specific audience Evaluate the appearance and function of my product against my criteria I show that I can be both hygienic and safe in the kitchen. I can use a range of tools and equipment competently. <p><u>Unit's NC Skill-based Assessment (yr6):</u></p>		<p><u>Instrument for Musicians</u></p> <p>Children design and make an instrument that creates sound</p> <ul style="list-style-type: none"> Use research to explore range of instruments and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a musician. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] – (levers for hitting chime bars?) <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <ul style="list-style-type: none"> Come up with a range of ideas after collecting information from different sources Create their own design criteria Create a detailed, step-by-step plan Explain how the product will appeal to a specific audience Evaluate the appearance and function of my product

	<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 explain how products should be stored and give reasons. I can evaluate my product against clear criteria.</p>			<p>against my criteria</p> <ul style="list-style-type: none"> I can use a range of tools and equipment competently. <p><u>Unit's NC Skill-based Assessment (yr6):</u></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>Computing <i>(E-safety revised throughout in context)</i></p>	<p>E-safety focus ACE accreditation (see all Knowledge and Skills statements from the Safe Computer Use document)</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I understand that you have to make choices when using technology and that not everything is true and/or safe.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can discuss the risks of online use of technology. I can identify how to minimise risks.</p>	<p>The internet, search technologies and reliable information Block A and B</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I understand that you have to make choices when using technology and that not everything is true and/or safe.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can discuss the risks of online use of technology. I can identify how to minimise risks.</p>	<p>Spreadsheets and databases Linked to Geography (Rainfall/Water cycle) Block C</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <ul style="list-style-type: none"> - I can analyse information. - I can evaluate information. <p>I understand how search results are selected and ranked.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can use a range of technology for a specific project.</p>	<p>Animations (Stop Motion) Linked to history/English – telling tales using video Block E</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I can edit a film.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can select, use and combine software on a range of digital devices. I can use a range of technology for a specific project.</p>	<p>Green Screen Make videos (stop motion, news reports on green screen, reporting year 6 graduated from primary) for leaving assembly</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I can edit a film.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can select, use and combine software on a range of digital devices. I can use a range of technology for a specific project.</p>
<p>Art</p>	<p><u>Picasso and Propaganda posters</u></p> <p>Children develop their knowledge and understanding of artists particularly those who lived during the era of World War 2 and</p>		<p><u>Landscape Drawings & Print</u></p> <p>Children develop their design and sketching techniques, using a range of materials.</p>	<p><u>Tapestry/Murals & Forms in Movement</u></p> <p>Children create a class tapestry in the style of modern abstract art, depicting famous musicians and musical eras.</p>	

	<p>using their historical knowledge to recreate effective propaganda posters. (using scanned/printed images)</p> <p>Children learn about the live of Picasso, his famous style and try to recreate this style in their own art.</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learn about great artists, architects and designers in history. <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <ul style="list-style-type: none"> - I can express emotion in my art. - I can use images which I have created, scanned and found; altering them where necessary to create art. - I can research the work of an artist and use their work to replicate a style. - I can successfully use shading to create mood and feeling. <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <ul style="list-style-type: none"> - I can explain why I have chosen specific techniques to create my art. - I can explain the style of my work and how it has been influenced by a famous artist. - I can use feedback to make amendments and improvement to my art. - I can use a range of e-resources to create art. 	<p>Children create an accurate print design of something form nature following criteria.</p> <ul style="list-style-type: none"> • Develop techniques, including control, use of materials 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) <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <ul style="list-style-type: none"> - I can identify and draw objects and use marks and lines to produce texture. - I can successfully use shading to create mood and feeling. - I can use shading to create mood and feeling. <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <ul style="list-style-type: none"> - I can over print to create different patterns. - I can use feedback to make amendments and improvement to my art. - I can explain why I have chosen specific techniques to create my art. 	<p>Children learn the techniques of drawing moving people /animals</p> <ul style="list-style-type: none"> • Know about great artists, craft makers and understand the historical and cultural development of their art forms • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <p><i>Could do: Kadinsky style art with children getting a block each to make a huge image with a circle per era/artist; modern abstract depiction of keyboards/musical staves etc; abstract watercolour backgrounds with black ink staves going across; painting, expressing themselves and responding to the music</i></p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <ul style="list-style-type: none"> - I can organise line, tone, shape and colour to represent figures and forms in movement. - I can successfully use shading to create mood and feeling. - I can research the work of an artist and use their work to replicate a style. - I can produce a detailed, step-by-step plan. - I can suggest alternative plans; outlining the positive features and draw backs. <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <ul style="list-style-type: none"> - I can show that I consider culture and society in my plans and designs. - I can explain why I have used different tools to create art. - I can explain why I have chosen specific techniques to create my art. - I can explain the style of my work and how it has been influenced by a famous artist. - I can over print to create different patterns. - I can use feedback to make amendments and improvement to my art.
Music	Children learn and perform songs and carols for the Christmas production	Children compose music linked to the sounds of the river, playing and performing in solo and ensemble contexts.	<p style="text-align: center;"><u>Music Through the Ages</u></p> <p>Children explore and compare key musicians and their most</p>

	<p>LO play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I can breathe in the correct place when singing.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can sing in harmony confidently and accurately.</p>		<p>LO - play and perform in solo and ensemble contexts; use and understand staff and other musical notations</p> <p><u>Unit's NC Skill-based Assessment (yr5):</u></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><u>Unit's NC Skill-based Assessment (yr6):</u></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>famous pieces/performances from the musical eras: 1400-1600: Renaissance – Pierluigi, Lassus, Byrd 1600-1750: Baroque – Vivaldi, Handel, Bach 1750-1827: Classical – Mozart, Beethoven 1820-1900: Romantic - Tchaikovsky 1890-1960: Modern 1960-today: Contemporary – The Beatles</p> <p>LO</p> <ul style="list-style-type: none"> - develop an understanding of the history of music. - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p><u>Unit's NC Skill-based Assessment (yr5):</u></p> <p>I can contrast the work of a famous composer and explain my preferences.</p> <p><u>Unit's NC Skill-based Assessment (yr6):</u></p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p> <p>I can analyse features within different pieces of music.</p>	
PE	<p><i>See plans with Bassingbourn. Potential areas:</i></p> <p>Orienteering</p> <p>Netball</p> <p>Gymnastics – patterns and pathways</p> <p>Cross-country (Cambs race in Nov?)</p>		<p><i>See plans with Bassingbourn. Potential areas:</i></p> <p>Quick Sticks Hockey</p> <p>Gymnastics – press and go</p>		<p><i>See plans with Bassingbourn. Potential areas:</i></p> <p>Athletics – heptathlon</p> <p>Tennis</p> <p>Kwik Cricket</p> <p>Swimming</p>	
Dance	<p><i>See Vanessa for dance focus</i></p> <p><i>Request WWII style dance and music to link to topic</i></p>		<p><i>See Vanessa for dance focus</i></p> <p><i>Discuss potential links with topic, e.g. flowing water movement</i></p>		<p><i>See Vanessa for dance focus</i></p> <p><i>Request dance links with topic of dance through the ages</i></p> <p><i>AND dance for summer show</i></p>	
RE	<p>God 2B.1 What does it mean if God is holy and loving? (Understanding Christianity)</p> <p>Harvest Service in Church</p> <p>Ely Cathedral School's Day</p>	<p>People of God 2B.3 How can following God bring freedom and justice? (Understanding Christianity)</p> <p>Christmas service in Church</p>	<p>Hinduism</p> <p>The Supreme Spirit Brahman and Hindu's views of Gods</p> <p>The concept of Karma</p>	<p>Salvation 2B.7 What difference does the resurrection make to Christians? (Understanding Christianity)</p> <p>Bishop Stephen's Lent Challenge</p>	<p>How could we make our society equal? CASFRE 2018 -2023 Exemplar 1</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>

				Easter service in Church		
Languages	<p>Greetings Please/Thanks Animals Spanglish penpals Christmas vocabulary Spanish Christmas song e.g. Campanas de Belen – perform at Christmas concert? Lunch blessing</p> <p><i>IN ALL AREAS – SPEAK, READ & WRITE</i></p> <p><u>Unit’s NC Skill-based Assessment (yr5/6):</u></p> <p>I can hold a simple conversation with at least 4 exchanges. I can use my knowledge of grammar to speak correctly. I can substitute words and phrases</p>		<p><u>Context: Food</u></p> <p>Infinitives Verb conjugations present tense through food e.g. I eat, I drink, I like, I buy Expand food and meal times vocabulary</p> <p>Spanish rhyme</p> <p><i>IN ALL AREAS – SPEAK, READ & WRITE</i></p> <p><u>Unit’s NC Skill-based Assessment (yr5/6):</u></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.</p>		<p><u>Context: Eating Out (builds from last topic)</u></p> <p>Irregular verbs – pedir, querer, tener Feminine/masculine Substitute out words and phrases with own inventions</p> <p>Questions/Preguntas to ask what the customer would like – Que quieres a comer/beber/pedir? Answers/Orders – Quiero...por favour, Quiero pedir..., Tienes....? Could make into short skit/play for leaver’s assembly</p> <p>Spanish poem – leaver’s assembly?</p> <p><i>IN ALL AREAS – SPEAK, READ & WRITE</i></p> <p><u>Unit’s NC Skill-based Assessment (yr5/6):</u></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>	
	PSHCE	Myself and my relationships 14. Beginning and belonging	Myself and my relationships 17. Anti-bullying (link to anti-bullying week – Nov?)	Citizenship 11. Rights, rules and responsibilities	Healthy and Safer Lifestyles 19. Safety Contexts	Economic Wellbeing 3. Financial Capability