

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

	<b>Autumn 1 &amp; 2</b> <b>(Main Topic: Evolution Revolution)</b>	<b>Spring 1 &amp; 2</b> <b>(Main topic: Ancient Greece &amp; The Olympics)</b>	<b>Summer 1&amp; 2</b> <b>(Main Topic: Rainforest, Mayan Civilisation, Mexico Under the Canopy)</b>
<b>English</b>	<p>Children develop their writing skills by completing biographies on Charles Darwin, writing newspaper reports on Evolution and reading stories by significant authors.</p> <p><b><u>Fiction and poetry:</u></b> Base on stories of significant authors: Warning Tale – section form ‘Holes’ or ‘Why the Whales Came’ Suspense Tale – Harry Potter</p> <p><b><u>Non-Fiction:</u></b> Autobiography – as Darwin Discussion text – Creation and Science: Conflicting or complementary? (link RE)</p>	<p>Children learn about myths and legends from Ancient Greece, create a tourism leaflet on Greece and explore figurative language through poetry.</p> <p><b><u>Fiction and poetry:</u></b> Defeating the Monster Tale - Myths and Legends Poetry – exploring figurative language (e.g. The Cave of Curiosity)</p> <p><b><u>Non-Fiction:</u></b> Information Leaflet – travel advert for Greece (link to Geography of climate zone, river/mountains, physical geographical features) OR Informal recount (model text – the Peloponnesian War – links to topic work in Greeks) Newspaper report – based on myth or legend (mix formal and informal language through formal report with informal comments from witnesses throughout)</p>	<p>Children develop their language of debate through persuasive writing about deforestation. Children also develop both their report writing skills and poetic knowledge through the study of rainforest animals.</p> <p style="text-align: center;"><b><u>SUMMER 1</u></b></p> <p><b><u>Fiction and poetry:</u></b> Read (and write) poems about animals in the rainforest (guided reading)</p> <p><b><u>Non-Fiction:</u></b> Research and write information texts (fact files) on the rainforest. (mix informal and formal language: formal for the information and informal for reviewers’ comment) Persuasive text – save the rainforest/deforestation (mix formal and informal: formal for the core points with informal speech to give public opinion) Letter to governments/companies about deforestation (formal language with informal public opinions in speech)</p> <p style="text-align: center;"><b><u>SUMMER 2 - SUMMER SHOW</u></b></p> <p>Children write their own play-scripts (with stage direction, punctuation, etc) (formal = SDs, formal characters’ dialogue; informal = informal dialogue)</p>
<b>Maths</b>	<p>WhiteRose &amp; Power Maths</p> <p>Children learn place value and the four operations. (Year 5)</p> <p>Children develop their understanding of the methods of arithmetic and place value up to 10,000,000. They apply their developing understanding of fractions, decimals and percentages in solving problems and use and convert units of measurement (Year 6)</p>	<p>WhiteRose &amp; Power Maths</p> <p>Children develop knowledge of place value, the four operations, fractions and measure. (Year 5)</p> <p>Children develop their knowledge of geometry by calculating the area and perimeter of 2D shapes and the volume of 3D shapes. They learn about statistics by constructing and interpreting pie charts and consolidate their understanding of place value and methods of arithmetic. (Year 6)</p>	<p>WhiteRose &amp; Power Maths</p> <p>Children consolidate their knowledge of the methods of arithmetic, fractions, statistics, geometry and measure. (Year 5 &amp; 6)</p>
<b>Science</b>	<b><u>Evolution and Inheritance</u></b>	<b><u>Earth and space</u></b>	<b><u>All living things (Year 5)</u></b>
	Children learn about how the human race has evolved.	<ul style="list-style-type: none"> <li>describe the movement of the Earth, and other</li> </ul>	<ul style="list-style-type: none"> <li>Describe the life cycles common to a variety of animals, including humans (birth, growth,</li> </ul>

- 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 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

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

*(N/A: year 6 topic)*

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

- I can describe how the earth and living things have changed over time.
- I can explain how fossils can be used to find out about the past.
- I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
- I can explain how animals and plants are adapted to suit their environment.
- I can link adaptation over time to evolution.
- I can explain evolution.

**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

- 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 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.

*(For Spring 2019, the curriculum transition year, the learning in this term will be electricity, as Earth & Space was learned last year and electricity has not yet been taught)*

**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: 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

development, reproduction, death), and to a variety of plants (growth, reproduction and death).

**All living things (Year 6)**

- Explain the classification of living things into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop from birth to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

**Animals, including humans**

- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).

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

- I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.
- I can describe the differences between different life cycles.
- I can describe the process of reproduction in plants.
- I can describe the process of reproduction in animals.
- Animals, including humans
- I can create a timeline to indicate stages of growth in humans.

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

- I can classify living things into broad groups according to observable characteristics and based on similarities & differences.
- I can describe how living things have been classified.
- I can give reasons for classifying plants and animals in a specific way.
- Animals, including humans
- I can identify and name the main parts of the human circulatory system.
- I can describe the function of the heart, blood vessels and

	<p>knowledge in order to state whether evidence supports 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>knowledge in order to state whether evidence supports 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>blood.</p> <ul style="list-style-type: none"> <li>I can discuss the impact of diet, exercise, drugs and life style on health.</li> <li>I can describe the ways in which nutrients and water are transported in animals, including humans.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (both yr5 + 6):</u></b></p> <ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry.</li> <li>I can control variables in an enquiry.</li> <li>I can measure accurately and precisely using a range of equipment.</li> <li>I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <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> <li>I can read, spell and pronounce scientific vocabulary accurately.</li> </ul>
<p><b>History</b></p>	<p style="text-align: center;"><b><u>Charles Darwin</u></b></p> <p>Learn about the life and history of Charles Darwin and his theories.</p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</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.</p>	<p><b><u>Ancient Greece and the Olympics.</u></b></p> <p>Children learn about Ancient Greece and the Olympics. Compare with Romans and/or other society</p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge of when the Ancient Greeks existed.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p style="text-align: center;"><b><u>Non-European society that provides contrast with British history.</u></b></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge of when the Mayans existed.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></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.</p> <p>I can summarise how Britain has had a major influence on the world.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</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.</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same.</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.</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 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>	<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><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.</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 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>
<p><b>Geography</b></p>	<p style="text-align: center;"><b><u>The UK</u></b></p> <p>Children learn about Where Darwin was from (Shrewsbury, Shropshire). Plan a journey from Shrewsbury to School. Use Ordnance Survey maps on the Shropshire (+/or other areas) using the OS website, and identify local features using the OS symbols</p> <ul style="list-style-type: none"> <li>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), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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 style="text-align: center;"><b><u>Greece</u></b></p> <p>Children learn about Greece and its physical features.</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of Greece.</li> <li>Describe and understand key aspects of: <b><i>physical geography</i></b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> </li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></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 explain how time zones work and calculate time differences around the world.</p> <p>I can answer questions by using a map.</p> <p>I can use maps, aerial photographs, plans and e-resources to</p>	<p style="text-align: center;"><b><u>Rainforests</u></b></p> <ul style="list-style-type: none"> <li>Locate the world's rainforests, using maps to focusing on their environmental regions, key physical and human characteristics</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of rainforest</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></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>I can explain why people are attracted to live by rivers.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <p>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p> <p>I can explain how time zones work and calculate time</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 relation to their human and physical features.</p>	<p>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>differences around the world.</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>D &amp; T</b></p>	<p style="text-align: center;"><b><u>Christmas Decoration</u></b></p> <p>Children plan, design and sew their own Christmas tree decoration.</p> <p style="text-align: center;"><b><u>Food technology (HW) – Guilden Morden Food Fayre</u></b></p> <p>Children show that they are both hygienic and safe in the kitchen.</p> <p><b><u>Unit’s NC Skill-based Assessment (yr5):</u></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><u>Unit’s NC Skill-based Assessment (yr6):</u></b></p> <p>I can use market research to inform my plans and ideas.</p> <p>I can follow and refine my plans.</p> <p>I can justify my plans in a convincing way.</p> <p>I can show that I consider culture and society in my plans and designs.</p> <p>I show that I can test and evaluate my products.</p> <p>I can explain how products should be stored and give reasons.</p> <p>I can evaluate my product against clear criteria.</p>	<p style="text-align: center;"><b><u>Greek Invention – Catapult</u></b></p> <p>Children design and make a Greek-style catapult. Focus on projectiles, pulling back and resistance (link to potential and kinetic energy). Pitch to Alexander the Great, ‘The Apprentice’ style. Price objects and give budget!</p> <p style="text-align: center;"><b><u>Food technology (HW) – Greek Salad</u></b></p> <p>Children show that they are both hygienic and safe in the kitchen, and use the skills of washing, and chopping to create a healthy meal</p> <p><b><u>Unit’s NC Skill-based Assessment (yr5):</u></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><u>Unit’s NC Skill-based Assessment (yr6):</u></b></p> <p>I can use market research to inform my plans and ideas.</p> <p>I can follow and refine my plans.</p> <p>I can justify my plans in a convincing way.</p> <p>I can show that I consider culture and society in my plans and designs.</p> <p>I can work within a budget.</p> <p>I show that I can test and evaluate my products.</p>	<p style="text-align: center;"><b><u>Mayan masks and shields / Ojo de Dios / Mexican Salsa</u></b></p> <p>Children design Mayan masks and shields, Mexican salsa and Ojo de Dios.</p> <p><b><u>Unit’s NC Skill-based Assessment (yr5):</u></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 a detailed, step-by-step plan</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><u>Unit’s NC Skill-based Assessment (yr6):</u></b></p> <p>I can follow and refine my plans.</p> <p>I can show that I consider culture and society in my plans and designs.</p> <p>I show that I can test and evaluate my products.</p> <p>I can work within a budget.</p> <p>I can evaluate my product against clear criteria.</p>

			<p>I can explain how products should be stored and give reasons. I can evaluate my product against clear criteria.</p>	
<p><b>Computing</b>  <i>(E-safety revised throughout in context)</i></p>	<p>E-safety focus 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>Digital Art Block H</p> <p>Apps that could enrich this:</p> <ul style="list-style-type: none"> <li>- Tagul/Foto word</li> <li>- Comic Strips</li> <li>- Sketch EDU</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <ul style="list-style-type: none"> <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 use a range of e-resources to create art.</li> </ul>	<p><i>(Can begin by finishing Digital Art block if ran out of time in Autumn 2)</i></p> <p>Coding –get parent/ local professional in to describe how they use coding in their work or personal life, how it's used in society (Scratch and Code.org) Create your own game and host a Gaming Convention in the Classroom</p> <ul style="list-style-type: none"> <li>- Block G</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <ul style="list-style-type: none"> <li>- I can design algorithms that use repetition &amp; 2-way selection.</li> <li>- I can combine sequences of instructions and procedures to turn devices on and off.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <ul style="list-style-type: none"> <li>- I can design a solution by breaking a problem up.</li> <li>- I recognise that different solutions can exist for the same problem.</li> <li>- I can use logical reasoning to detect errors in algorithms.</li> <li>- I can use selection in programs.</li> <li>- I can work with variables.</li> <li>- I can explain how an algorithm works.</li> <li>- I can explore 'what if' questions by planning different scenarios for controlled devices.</li> </ul>	<p>Apps Linked to Science / PSHE (create a healthy lifestyle app) Block H</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> </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> <li>- I can use a range of technology for a specific project.</li> <li>- I can work with variables.</li> </ul>
<p><b>Art</b></p>	<p style="text-align: center;"><b><u>Still Life Drawings</u></b></p> <p>Children develop their sketching and painting skills.</p> <ul style="list-style-type: none"> <li>• Children could use sketch books to record their observations and use them to review and revisit ideas</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></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 organise line, tone, shape and colour to</li> </ul>		<p style="text-align: center;"><b><u>Tagul Digital Art + Greek Clay Coil Pots</u></b></p> <p>Children take a photo of themselves, upload it to Tagul and create digital art of themselves using adjectives.</p> <p>Children design and make clay coil pots in the style of Ancient Greeks.</p> <ul style="list-style-type: none"> <li>• Develop techniques, including control, use of materials and an increasing awareness of different kinds of art, craft and design.</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> </ul>	<p style="text-align: center;"><b><u>Collage / Tribal artwork</u></b></p> <p>Investigate abstract portrayals of animals by artists. Children create an abstract colour animal face close ups by rainforest animals. Use pencil to sketch and pastel for colour and definition.</p> <ul style="list-style-type: none"> <li>• Develop techniques, including control and use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <ul style="list-style-type: none"> <li>- I can identify and draw objects and use marks and lines to produce texture.</li> </ul>

	<p>represent figures and forms in movement.</p> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></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 explain why I have chosen specific techniques to create my art.</li> </ul>	<p><b><u>Unit's NC Skill-based Assessment (yr5):</u></b></p> <ul style="list-style-type: none"> <li>- I can research the work of an artist and use their work to replicate a style.</li> <li>- I can evaluate appearance and function against original criteria.</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 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 show that I consider culture and society in my plans and designs.</li> <li>- I can use a range of e-resources to create art.</li> </ul>	<ul style="list-style-type: none"> <li>- I can successfully use shading to create mood and feeling.</li> <li>- I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>- I can use shading to create mood and feeling.</li> <li>- I can express emotion in my art.</li> <li>- I can research the work of an artist and use their work to replicate a style.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></p> <ul style="list-style-type: none"> <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><b>Music</b></p>	<p>Children learn and perform songs for Harvest Festival and carols for the Christmas production</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><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><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 evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>	<p><b><u>Unit: Space At the Movies / BBC 10 Pieces 'No Place Like'</u></b></p> <p>Children explore movie music from Space films from past to present – soundtracks from Lost in Space, Armageddon, Gravity. They learn techniques for creating soundtracks and film scores, and compose their own movie music.</p> <p>LO: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; use and understand staff and other musical notations</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>I can contrast the work of a famous composer and explain my preferences (composer Kerry Andrews, sound track composers)</p>	<p><b><u>Rainforest Music</u></b></p> <p>Children compose music linked to the sounds of the rainforest, playing and performing in solo and ensemble contexts.</p> <p>LO- use and understand staff and other musical notations</p> <p>Look at music and musicians from Brazil</p> <p>LO: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Children practise and rehearse songs for the end of year performance.</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><b><u>Unit's NC Skill-based Assessment (yr6):</u></b></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><b><u>Mozart focus for morning music</u></b></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 analyse features within different pieces of music.</p>	
<b>PE</b>	<p><i>See plans with Bassingbourn</i></p> <p>Football</p> <p>Netball</p> <p>Cross-country (cross-country running race in Nov?)</p>		<p><i>See plans with Bassingbourn</i></p> <p>Indoor gymnastics – body symmetry; press &amp; go</p> <p>Netballs (short revision to support Netball Tournament)</p> <p>Quick Sticks Hockey</p>		<p><i>See plans with Bassingbourn</i></p> <p>Kwik Cricket</p> <p>Athletics - heptathlon</p> <p>Swimming</p> <p>Outdoor adventure activities (at residential)</p>	
<b>Dance</b>	<p><i>See Vanessa for dance focus</i></p> <p><i>Could suggest link to Evolution topic – exploring different heights of movement, movement that represents development/growth</i></p>		<p><i>See Vanessa for dance focus</i></p> <p><i>Could suggest link with Space, slow movement</i></p>		<p><i>See Vanessa for dance focus</i></p> <p><i>Could suggest links with rainforest animals/Mayan festivals/Mexico</i></p> <p><b><i>AND dance for summer show</i></b></p>	
<b>RE</b>	<p>Creation/Fall 2B.2</p> <p>Creation and Science: Conflicting or complementary? (Understanding Christianity)</p> <p>Harvest Service in Church</p> <p>Ely Cathedral School's Day</p>	<p>Incarnation 2B.4</p> <p>Was Jesus the Messiah? (Understanding Christianity)</p> <p>Christmas service in Church</p>	<p>Gospel 2A.4</p> <p>What kind of world did Jesus want? (Understanding Christianity)</p> <p>Bishop Stephen's Lent Challenge</p>	<p>Salvation 2B.6</p> <p>What did Jesus do to save human beings? (Understanding Christianity)</p> <p>Bishop Stephen's Lent Challenge</p> <p>Easter service in Church</p>	<p>Why humanists believe human beings are special?</p> <p>What human beings share</p>	<p>Beliefs and actions in the world</p> <p>What key beliefs influence people's faith and how do people live out their lives?</p> <p>CASfRE 2018 -2023 Exemplar 1</p> <p>Leavers' service in Church</p>
<b>Languages</b>	<p>Introducing self</p> <p>Colours</p> <p>Weather</p> <p>Christmas greetings and wishes</p> <p>Spanish Christmas song e.g. Campanas de Belen - perform at Christmas concert?</p>		<p><b><u>Context: Hobbies</u></b></p> <p>Infinitives</p> <p>Verb conjugations present tense through hobbies e.g. I play, we play; I read..</p> <p>Spanish rhyme</p> <p><i>IN ALL AREAS – SPEAK, READ &amp; WRITE</i></p>		<p><b><u>Context: Family, Holidays</u></b></p> <p>Irregular verbs – tener, ser, ir</p> <p>Feminine/masculine</p> <p>Family members – Tener: <b>Tengo</b> un hermano</p> <p>Personality (permanent v emotions) – Ser + masc/fem: <b>Es</b> muy divertido/a; deportivo/a</p>	



PSCHE	Spanglish – Penpals Lunch blessing  <i>IN ALL AREAS – SPEAK, READ &amp; WRITE</i>  <u><b>Unit’s NC Skill-based Assessment (yr5/6):</b></u> Spoken language I can hold a simple conversation with at least 4 exchanges. I can use my knowledge of grammar to speak correctly.  Writing I can substitute words and phrases		<u><b>Unit’s NC Skill-based Assessment (yr5/6):</b></u> Spoken language I can hold a simple conversation with at least 4 exchanges. I can use my knowledge of grammar to speak correctly.  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.  Writing I can substitute words and phrases		Holidays (can link to family and wether) –Ir: <b>Voy</b> a ___ con___; <b>vamos</b> a la playa cuando hace sol  Spanish poem – leaver’s assembly?  <i>IN ALL AREAS – SPEAK, READ &amp; WRITE</i>  <u><b>Unit’s NC Skill-based Assessment (yr5/6):</b></u> Spoken language I can hold a simple conversation with at least 4 exchanges. I can use my knowledge of grammar to speak correctly.  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.  Writing I can write a paragraph of 4-5 sentences. I can substitute words and phrases	
	Citizenship 9. Working together	Myself and my relationships 16. Family and Friends	Healthier and Safer Lifestyles 23. Personal Safety	Healthier and Safer Lifestyles 22. Drug Education	Myself and my relationships 18. Managing change	Healthier and Safer Lifestyles 24. SRE