

Long Term Plan

CYCLE B 2019 - 2020

Upper KS2

SUBJECT	Autumn		Spring		Summer	
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
GEOGRAPHY HISTORY	ANCIENT EGYPT		THE UK		TRANSPORT THROUGH TIME	
ART & DESIGN	COLLAGE		SCULPTURE		DIGITAL MEDIA	
DESIGN & TECHNOLOGY	TEXTILES COOKING WEEK		MECHANICAL & ELECTRICAL COMPONENTS COOKING WEEK		MATERIALS & CONSTRUCTION COOKING WEEK	
SCIENCE	PROPERTIES AND CHANGES OF MATERIALS		ELECTRICITY		LIVING THINGS AND THEIR HABITATS	ANIMALS, INCLUDING HUMANS
COMPUTING	ANCIENT CIVILISATIONS		SHAPE AND WEATHER INTERNET SAFETY DAY		INSIDE YOUR INSIDES	
MUSIC	LIVING ON A PRAYER HARVEST SERVICE CHRISTMAS SERVICE		HAPPY EASTER SERVICE		DANCING IN THE STREET SUMMER FESTIVAL	
PHYSICAL EDUCATION	ATHLETICS TRACK & FIELD DANCE		INVASION GAMES GYMNASTICS		NET WALL & TARGET STRIKING & FIELDING	
MFL: FRENCH	GETTING TO KNOW YOU	LET'S GO SHOPPING	THAT'S TASTY	FAMILY & FRIENDS	THIS IS FRANCE	

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	ANCIENT EGYPT [See Knowledge Organiser]		THE UK [See Knowledge Organiser]		TRANSPORT THROUGH TIME [See Knowledge Organiser]	
	National Curriculum	<p>History The achievements of the earliest civilisations inc. an in depth study of... Ancient Egypt.</p> <p>Geography > physical geography, including: climate zones, biomes and vegetation belts, rivers... water cycle</p>		<p>Geography <i>Locational Knowledge:</i> Name and locate counties and cities of the UK, 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 changed over time.</p> <p><i>Geographical skills and fieldwork</i> > use eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p>History A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. Transport, Housing.</p> <p>Geography <i>Human and physical geography</i> Describe and understand key aspects of: > human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	
	Skills	<p>History > I can use and spell subject specific vocabulary: (see list in Knowledge Organiser) > I understand where Ancient Egypt fits on a time line in relation to other events and periods studied (e.g. The Romans, World War I) and know some other societies and civilisation of the same period (e.g. Ancient Sumer, Minoan, Assyrian) > I understand that Ancient Egypt runs over a very long time period (3150 BC to 30 BC when Egypt becomes a Roman province) and that > I know that AE is usually divided into three kingdoms (Old, Middle, New) and I can describe some of the key features of each (e.g. Old = significant building projects, canal system, droughts; Middle = spending, defences, tombs; New = pharaohs, empire, demise) > I can place important events (e.g. the building of the Pyramid of Giza), the lives of important figures (e.g. Ramses II) and important artefacts (e.g. The Rosetta stone) on a timeline of the period > I know key archaeological events (e.g. discovery of Tutankhamun, deciphering of the Rosetta stone) and can place them on a timeline. > I know some key facts about the period > I know about at least four important figures related to the period > I can develop and explore questions about the period > I can analyse a variety of evidence and describe the value of each source > I can explore and compare aspects of AE life and that of our own</p> <p>Geography > I can identify the region of Ancient Egypt on a modern map and describe its location using the words 'continent', 'country' and the names of cities and features (desert, Nile, Red Sea, Mediterranean Sea, Cairo) > I can use maps to understand the importance of the Nile to AE civilisation, how it was used in agriculture and as a means of transportation; I can use maps to identify where useful resources were located in the region (e.g. limestone, basalt, gold).</p>		<p>Geography > I can use and spell subject specific vocabulary: (see list in Knowledge Organiser) > I draw maps and plans of localities that include keys, six figure grid references, a compass rose and standard OS symbols > I can use the internet to help find out about a location and compare and analyse the value of different sources (e.g. an OS map vs Google Earth) > I can plan a route using 8 points of the compass and grid references > I can describe the terms United Kingdom, British Isles and Great Britain and explain the differences. > I can describe the UK's relationship with other countries and continents (e.g. Commonwealth, EU, North America). > I can use the terms 'country', 'county' 'region' and the names of major towns, cities and rivers in the UK > I can name at least 10 counties in the UK (including those in and around Bath) > I can name and locate some of the highest regions of the UK (e.g. The Lake District, Pennines, Cambrian Mountains) > I can name and identify the longest rivers in the UK (Severn, Trent, Thames), describing some of their routes and historical and contemporary uses > I can name and identify the seas surrounding the UK (English Channel, Irish Sea, North Sea) and describe some of their features and uses > I can identify parts of a coastline (river mouth, cliff, beach, stacks, caves) and research and describe a coastal area > I can identify how a place in the UK has changed over time, give reasons for this and compare and contrast it with a different place in the UK and one in a different country</p>		<p>History > I can use and spell subject specific vocabulary: (see list in Knowledge Organiser) > I understand where this topic fits in a time line in relation to other events and periods studied (e.g. steam trains were invented in the Victorian period and took over from canals, motor cars became widely available in the 20th century, electric cars became commercially available in the 2000s). > I can place important events (e.g. the invention of the steam engine, the building of the Channel Tunnel), the lives of important figures (e.g. Brunel, Bentley, Dunlop) and important artefacts (e.g. the Penny Farthing, The Rocket, the Mini) on a timeline. > I know some key facts about the topic > I know about at least four important figures related to the topic > I can develop and explore questions about the topic > I can analyse a variety of evidence and describe the value of each source > I can compare and contrast aspects of the topic with life today and describe causal links between periods</p> <p>Geography > I can identify how a place has changed over time and give reasons for this (e.g. the Avon-Kennett canal system, London or Bristol Docks, colliery trains in South Wales) > I can describe how a town or city considers transportation and how this has changed over time (e.g. by-passes, railway stations, traffic pollution, population changes, commuting).</p>	

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		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	ANCIENT EGYPT <i>Collage</i>		THE UK <i>Sculpture</i>		TRANSPORT THROUGH TIME <i>Digital Media</i>	
	National Curriculum	> to create sketch books to record their observations and use them to review and revisit ideas > to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] > about great artists, architects and designers in history.					
	Skills	Collage (to be covered this term) > I mix textures (rough and smooth, plain and patterned) > I combine visual and tactile qualities > I use mosaic materials and techniques	Sculpture (to be covered this term) > I show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations > I use tools to carve and add shapes, texture and pattern > I combine visual and tactile qualities > I use frameworks (such as wire or moulds) to provide stability and form	Digital Media (to be covered this term) > I enhance digital media by editing (including sound, video, animation, still images and installations)			

CYCLE	YEAR	Autumn		Spring		Summer	
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B	2019 - 2020	ANCIENT EGYPT <i>Cooking Week</i> <i>Textiles</i>		THE UK <i>Cooking Week</i> <i>Mechanical and Electrical Components</i>		TRANSPORT THROUGH TIME <i>Cooking Week</i> <i>Materials and Construction</i>	
	National Curriculum	<p>Design</p> <ul style="list-style-type: none"> > use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups > generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> > select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> > investigate and analyse a range of existing products > evaluate their ideas and products against their own design criteria and consider the views of others to improve their work > understand how key events and individuals in design and technology have helped shape the world 		<p>Design</p> <ul style="list-style-type: none"> > use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups > generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> > select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> > investigate and analyse a range of existing products > evaluate their ideas and products against their own design criteria and consider the views of others to improve their work > understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> > understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] > understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 		<p>Design</p> <ul style="list-style-type: none"> > use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups > generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> > select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately > select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> > investigate and analyse a range of existing products > evaluate their ideas and products against their own design criteria and consider the views of others to improve their work > understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> > apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	
	Skills	<p>Food (to be covered across the year)</p> <ul style="list-style-type: none"> > Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) > Measure accurately and calculate ratios of ingredients to scale up or down from a recipe > Demonstrate a range of baking and cooking techniques > Create and refine recipes, including ingredients, methods, cooking times and temperatures <p>Textiles (to be covered this term)</p> <ul style="list-style-type: none"> > Create objects (such as a cushion) that employ a seam allowance > Join textiles with a combination of stitching techniques (such as back stitch for seams, running stitch to attach decoration) > Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion) 		<p>Food (to be covered across the year)</p> <ul style="list-style-type: none"> > Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) > Measure accurately and calculate ratios of ingredients to scale up or down from a recipe > Demonstrate a range of baking and cooking techniques > Create and refine recipes, including ingredients, methods, cooking times and temperatures <p>Components (to be covered this term)</p> <ul style="list-style-type: none"> > Convert rotary motion to linear using cams > Use combinations of electronics (or computing) and mechanics in product designs 		<p>Food (to be covered across the year)</p> <ul style="list-style-type: none"> > Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) > Measure accurately and calculate ratios of ingredients to scale up or down from a recipe > Demonstrate a range of baking and cooking techniques > Create and refine recipes, including ingredients, methods, cooking times and temperatures <p>Materials and Construction (to be covered this term)</p> <ul style="list-style-type: none"> > Develop a range of practical skills to create products (such as cutting, drilling, screwing, nailing, gluing, filing and sanding) > Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape) > Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper) 	

CYCLE B Upper KS2 Science

CYCLE	YEAR	Autumn		Spring		Summer			
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2		
B	2019 - 2020	CHANGES AND PROPERTIES OF MATERIALS		ELECTRICITY [Y6]		LIVING THINGS AND THEIR HABITATS		ANIMALS, INCLUDING HUMANS [Y5 & Y6]	
	National Curriculum	<p>> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>> demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes</p> <p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p> <p><i>Continued overleaf</i></p>		<p>> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>> 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</p> <p>> use recognised symbols when representing a simple circuit in a diagram.</p> <p>Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.</p> <p>Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.</p> <p><i>Continued overleaf</i></p>		<p>> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>> describe the life process of reproduction in some plants and animals.</p> <p>> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>> give reasons for classifying plants and animals based on specific characteristics.</p> <p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p><i>Continued overleaf</i></p>		<p>> describe the changes as humans develop to old age</p> <p>> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>> describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p><i>Continued overleaf</i></p>	

CYCLE	YEAR	Autumn		Spring		Summer			
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2		
B	Skills	<p>WORKING SCIENTIFICALLY TWO PRACTICAL INVESTIGATIONS MIN.</p> <p>Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p>		<p>WORKING SCIENTIFICALLY TWO PRACTICAL INVESTIGATIONS MIN.</p> <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>		<p>WORKING SCIENTIFICALLY ONE PRACTICAL INVESTIGATION MIN.</p> <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> <p>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>		<p>WORKING SCIENTIFICALLY ONE PRACTICAL INVESTIGATION MIN.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	
		<p>To be covered across the year:</p> <ul style="list-style-type: none"> > planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary > taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate > recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs > using test results to make predictions to set up further comparative and fair tests > reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations > identifying scientific evidence that has been used to support or refute ideas or arguments. 							

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		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	ANCIENT CIVILISATIONS		SHAPE & WEATHER + INTERNET SAFETY DAY 11.02.20.		INSIDE YOUR INSIDES	
	National Curriculum	<ul style="list-style-type: none"> > design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts > use sequence, selection, and repetition in programs; work with variables and various forms of input and output > use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs > understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration > use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content > select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information > use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
	SKILLS	<p>Programming</p> <ul style="list-style-type: none"> > I can deconstruct a problem into smaller steps, recognizing similarities to solutions used before. > I can recognize when I need to use a variable to achieve a required output. > I can explain and program each of the steps in my algorithm to achieve a planned outcome. > I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. > I can use logical reasoning to detect and correct errors in a algorithms and programs <p>Multimedia</p> <ul style="list-style-type: none"> > I can choose an appropriate online tool to use. > I can talk about audience, atmosphere and structure for a game > I can collect information and media from a range of sources for a game for a specific audience. > I can combine a range of media, recognizing the contribution of each to achieve a particular outcome. > I can be digitally discerning when evaluating the effectiveness of my own work and the work of others. <p>Technology in our lives</p> <ul style="list-style-type: none"> > I can talk about the way search results are selected and ranked. > I can check the reliability of a website. > I can describe the Internet services required to create, share and evaluate a game > I can select an appropriate tool to communicate and share my game online. > I can use search engines to include appropriate facts and make use of appropriate resources within a game > I have acknowledged the sources for resources used within a game 	<p>Programming</p> <ul style="list-style-type: none"> > I use logical thinking, imagination and creativity to extend a program. > I can refine a procedure using repeat commands to improve a program > I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. > I can use logical reasoning to detect and debug mistakes in a program. > I can talk about how a computer model can provide information about a physical system. <p>Handling Data</p> <ul style="list-style-type: none"> > I can choose an appropriate tool to collect and record data > I can present data in an appropriate way <p>Multimedia</p> <ul style="list-style-type: none"> > I can use text, photo, sound and video editing tools to refine my work > I can select, use and combine the appropriate technology tools to create effects that will have an impact on others > I can use the skills I have already developed to create content using unfamiliar technology <p>E-Safety</p> <ul style="list-style-type: none"> > I protect my password and other personal information. > I can explain the consequences of sharing too much about myself online. > I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. > I can explain the consequences of spending too much time online or on a game. > I can explain the consequences to myself and others of not communicating kindly and respectfully. > I protect my computer or device from harm on the Internet. 	<p>Programming</p> <ul style="list-style-type: none"> > I can deconstruct a problem into smaller steps, recognising similarities to solutions I have used before. > I can design and write programs to achieve a specific goal, explaining and programming each of the steps in my algorithm. > I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. > I can use logical reasoning to detect and correct errors in algorithms and programs. > I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen <p>Multimedia</p> <ul style="list-style-type: none"> > I can talk about audience, atmosphere and structure when planning a particular outcome. > I can confidently identify the potential of unfamiliar technology to increase my creativity. > I can combine a range of media for a digital presentation, recognising the contribution of each to achieve a particular outcome. I can tell you why I select a particular online tool for a specific purpose. (See Handling Data) <p>Handling Data</p> <ul style="list-style-type: none"> > I can plan the process needed to investigate the world around me including the use of a data logging device and an online survey to gather data. > I can select the most effective tool to collect data for my investigation. > I can check the data I collect for accuracy and plausibility. > I can interpret the data I collect. > I can present the data I collect in an appropriate way 			

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		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	LIVING ON A PRAYER HARVEST SERVICE CHRISTMAS SERVICE		HAPPY EASTER SERVICE		DANCING IN THE STREET SUMMER FESTIVAL	
	National Curriculum	Pupils should be taught to: > play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression > improvise and compose music for a range of purposes using the inter-related dimensions of music > listen with attention to detail and recall sounds with increasing aural memory > use and understand staff and other musical notations > appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians > develop an understanding of the history of music.					
	Skills	To be covered across the year: Perform > Sing or play from memory with confidence > Perform solos or as part of an ensemble > Sing or play expressively and in tune > Hold a part within a round > Sing a harmony part confidently and accurately > Sustain a drone or a melodic ostinato to accompany singing > Perform with controlled breathing (voice) and skilful playing (instrument)	To be covered across the year: Compose > Create songs with verses and a chorus > Create rhythmic patterns with an awareness of timbre and durations > Combine a variety of musical devices, including melody, rhythm and chords > Thoughtfully select elements for a piece in order to gain a defined effect > Use drones and melodic ostinato (based on the pentatonic scale) > Convey the relationship between the lyrics and the melody > Use digital technologies to compose, edit and refine pieces of music	To be covered across the year: Transcribe > Use the standard notation of crochet, minim and semibreve to indicate how many beats to play > Read and create notes on the musical stave > Understand the purpose of the treble and bass clefs and use them in transcribing compositions > Understand the use of the sharp and flat symbols > Use and understand simple time signatures	To be covered across the year: Describe music > Choose from a wide variety of musical vocabulary to accurately describe and appraise music including: pitch, rounds, dynamics, harmonies, tempo, accompaniments, timbre, drones, texture, lyrics and melody, sense of occasion, expressive, solo, cyclic patterns, combination of musical elements, cultural context > Describe how lyrics often reflect the cultural context of music and have social meaning.		

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		Term 1		Term 2		Term 3	
B	2019 - 2020	ATHLETICS TRACK & FIELD	DANCE	INVASION	GYMNASTICS	NET WALL & TARGET	STRIKING & FIELDING
	National Curriculum	<ul style="list-style-type: none"> > use running, jumping, throwing and catching in isolation and in combination > develop flexibility, strength, technique, control and balance > compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> > develop flexibility, strength, technique, control and balance > compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> > play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> > develop flexibility, strength, technique, control and balance > compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> > use running, jumping, throwing and catching in isolation and in combination > play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> > use running, jumping, throwing and catching in isolation and in combination > play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
	Skills	<p>To be covered this term:</p> <ul style="list-style-type: none"> > Combine sprinting with low hurdles over 60 metres > Choose the best place for running over a variety of distances > Throw accurately and refine performance by analysing technique and body shape > Show control in take off and landings when jumping > Compete with others and keep track of personal best performances, setting targets for improvement 	<p>To be covered this term:</p> <ul style="list-style-type: none"> > Compose creative and imaginative dance sequences > Perform expressively and hold a precise and strong body posture > Perform and create complex sequences > Express an idea in original and imaginative ways > Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece > Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<p>To be covered this term:</p> <ul style="list-style-type: none"> > Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) > Work alone or with teammates in order to gain points or possession > Choose the most appropriate tactics for a game > Uphold the spirit of fair play and respect in all competitive situations 	<p>To be covered this term:</p> <ul style="list-style-type: none"> > Create complex and well executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures, linking skills. > Hold shapes that are strong, fluent, and expressive > Include in a sequence set pieces, choosing the most appropriate linking elements > Vary speed, direction, level and body rotation during floor performances > Practise and refine gymnastic techniques in performances > Use equipment to vault and to swing 	<p>To be covered this term:</p> <ul style="list-style-type: none"> > Use forehand and backhand when playing racket games > Lead others when called upon and act as a good role model within a team 	<p>To be covered this term:</p> <ul style="list-style-type: none"> > Strike a bowled or volleyed ball with accuracy > Field, defend and attack tactically by anticipating the direction of play
		SWIMMING [across Y5 & Y6]	<ul style="list-style-type: none"> > Swim between 25 and 50 metres unaided > Use more than one stroke and co-ordinate breathing as appropriate for the stroke being used > Swim at the surface and below the water 		OUTDOOR & ADVENTUROUS ACTIVITIES [Y6 residential]	<ul style="list-style-type: none"> > Identify possible risks and ways to manage them, asking for and listening to advice > Embrace both leadership and team roles and gain the commitment and respect of a team > Empathise with others and offer support without being asked; seek support from the team and experts if in doubt > Remain positive even in the most challenging circumstances > Use a range of devices to orientate themselves > Quickly assess changing conditions and adapt plans to ensure safety comes first 	

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1		Term 2		Term 3	
B	2019 - 2020	ALL ABOUT ME	ALL AROUND TOWN	FAMILY & FRIENDS	GONE SHOPPING	HOLIDAYS & HOBBIES	TIME
	National Curriculum	<ul style="list-style-type: none"> > listen attentively to spoken language and show understanding by joining in and responding > explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words > engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* > speak in sentences, using familiar vocabulary, phrases and basic language structures > develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* > present ideas and information orally to a range of audiences* > read carefully and show understanding of words, phrases and simple writing > appreciate stories, songs, poems and rhymes in the language > broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary > write phrases from memory, and adapt these to create new sentences, to express ideas clearly > describe people, places, things and actions orally* and in writing <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
	Skills	<p>Speaking (to be covered across the year)</p> <ul style="list-style-type: none"> > Understand the main points and opinions in spoken passages > Give a short prepared talk that includes opinions > Take part in conversations to seek and give information > Refer to recent experiences or future plans, everyday activities and interests > Vary language and produce extended responses > Be understood with little or no difficulty 	<p>Reading (to be covered across the year)</p> <ul style="list-style-type: none"> > Read and understand the main points and some of the detail in short written texts > Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words > Read and understand the main points and opinions in written texts from various contexts, including past, present and future events > Show confidence in reading aloud and in using reference materials 	<p>Writing (to be covered across the year)</p> <ul style="list-style-type: none"> > Write short texts on familiar topics > Use knowledge of grammar to enhance or change the meaning of phrases > Use dictionaries or glossaries to check words > Refer to recent experiences or future plans as well as to everyday activities > Include imaginative and adventurous word choices 	<p>Cultural Understanding (to be covered across the year)</p> <ul style="list-style-type: none"> > Give detailed accounts of the customs, history and culture of the countries and communities where language is spoken > Describe with detail some similarities and differences between countries and communities where the language is spoken and this country 		