

New Town Primary School

UKS2 Curriculum Plan Year A



Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Year 5	Number- place value. Number- addition and subtraction	Number- multiplication and division Number - fractions, decimals and percentages	Number- fractions Number- decimals and percentages	Statistics Number - fractions, decimals and percentages	Geometry- properties of shape Perimeter and area	Geometry- position and direction Measurement- conversion of units Measure- volume
Maths Year 6	Number- place value. Number- addition and subtraction, multiplication and division	Number- addition and subtraction, multiplication and division Number- fractions, decimals and percentages	Number- decimals Number- percentages Number-Algebra	Measurement- conversion of units Measurement- perimeter, area and volume Number- ratio	Geometry- properties of shape Statistics Geometry- position and direction	Investigations
English	Anglo-Saxon Boy - Narrative Action verbs, antonyms and synonyms, simile, fronted adverbials, rhyme, complex sentences, speech Battle Speech – Speech Rule of three, varied sentence length, emotive/persuasive language, metaphor, ambitious vocabulary, colons/semi-colons	Rose Blanche – Narrative Embedded clauses, speech, metaphor, semi-colon, brackets, pathetic fallacy, simile, repetition, alliteration Letters from the Lighthouse – Recount/interview (Evacuee Diary Entry – Diary) Personification, colons, onomatopoeia, power of three, conjunctions (opposition), subjunctive form, expanded noun phrases with a hyphen, dashes, superlatives / comparatives,	The Explorer – Narrative Complex sentences, metaphor, personification, repetition, speech, adverbial phrases, dashes, alliteration, onomatopoeia, prefixes The Vanishing Rainforests – balanced argument Technical language, present tense, conjunction, third person, formal tone, impersonal voice, paragraphs	The Great Kapok Tree – Narrative Ambitious vocabulary, simile, metaphor, pathetic fallacy, colons/semi-colons, brackets, dashes The Last Tree – Newspaper Report Headlines, tag lines, paragraphs, puns, captions, quotes, reported speech, past tense, hyperbole, exaggeration, passive voice	The Silk Roads – Non-fic TBC Bulet points, paragraphs, passive voice, The Golden Horsemen of Baghdad – Narrative Fronted adverbials, explanded noun phrases, speech, modal verbs, personification, relative clauses Recipe for Street Food – procedural / instructions Modal verbs, imperatives, superlatives / comapratives, chronological order, bullet points	Amazing Muslims – biography Third person, formal / informal tone, passive voice, past tense, precise verbs, conjunctons (subordination), rhyme, cohension, superlative, colon, questions / question marks Journey – Narrative SPaG recap of key skills for final write.

Topic → Subject ↓	<u>Battles, Brave and Bold</u>	<u>Colour Culture and Carnival</u>	<u>The Silk Roads</u> <u>Asia – The Middle East</u>
A memorable experience	Visiting the Bayeux Tapestry (replica) in Reading	Carnival day!	A trip to the Ashmolean Museum in Oxford to study Early Islamic Art
An innovative challenge	Create own piece of the Tapestry	Create an eco-friendly Carnival	Make some Asian food
A book to read	Letters from the Lighthouse	The Explorer	The Silk Roads: a New History of the World
Something to investigate	How has Reading been shaped by battles?	How fair is Fairtrade?	Pattern and Islamic Art
Parental engagement	World War Two Museum hosted by children	Triangular Eco Challenge – School, Parents, Children	‘Asian Street Market’
Geography	<i>No geography this term</i>	<i>Pupils should be taught about: -understand geographical similarities and differences through the study of human and physical geography of a region in North or South America</i> <i>What human and physical features of Brazil affect the lives of the people living there?</i>	<i>Pupils should be taught: how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>-about 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</i> <i>How were the silk roads important in shaping the modern day Middle East?</i>
These aspects should run as a	<i>-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>		

<p>thread throughout all teaching and learning of Geography</p>	<p><i>-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</i></p> <p><i>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i></p>		
<p>History</p>	<p><i>Pupils should be taught about: -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 including the Battle of Britain</i></p> <p>Can you put the battles on a timeline? How did the battles and invasions of 1066 affect our lives today? How was the battle of 1066 different from the Battle of Britain?</p>	<p><i>No History this Term</i></p>	<p><i>Pupils should be taught about: -a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900</i></p> <p>How was life in Britain 1000 years ago (studied in term 1) different from life in Baghdad at the same time? What was like like for the Ancient Sumers?</p>
<p>These aspects should run as a thread throughout all teaching and learning of History</p>	<p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p>		
<p>Science</p>	<p><i>Pupils should be taught to:</i></p> <p><i>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i></p> <p><i>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i></p> <p><i>-describe the ways in which nutrients and water are transported within animals, including humans.</i></p> <p><u>Animals Including Humans 6B</u></p>	<p><i>Pupils should be taught about:</i></p> <p><i>-how to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></p> <p><i>- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i></p> <p><i>-describe the life process of reproduction in some plants and animals.</i></p> <p><i>-describe the changes as humans develop to old age.</i></p> <p><i>Pupils should be taught to:</i></p> <p><i>-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and</i></p>	<p><i>Pupils should be taught to:</i></p> <p><i>-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</i></p> <p><i>- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p><i>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i></p>

		<p>differences, including micro-organisms, plants and animals</p> <p>-give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Living Things and their Habitats 5A, 6A</u></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 associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>Properties and Changes of Materials 5C</u></p>
<p>These aspects should run as a thread throughout all teaching and learning of Science</p>	<p>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>-using test results to make predictions to set up further comparative and fair tests</p> <p>-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</p> <p>-identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
<p>Art</p>	<p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and about great artists</p> <p>Can you use methods from the Bayeux Tapestry to create your own cross-stitch pattern?</p>	<p>Pupils should be taught:to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Can you create some art through the study of Romerro Britto?</p>	<p>Pupils should be taught:to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>How is pattern and colour important in Islamic art and architecture?</p>
<p>DT</p>	<p>No DT this term</p>	<p>No DT this term</p>	<p>Pupils should be taught about all aspects of the deign and technology process (see below).</p> <p>Can you create some food which could be sold at an Asian market using traditional spices?</p>
<p>These aspects should run as a thread throughout all</p>	<p>Design</p> <p>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</p>		

<p>teaching and learning of DT</p>	<p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p>Make <i>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</i></p> <p>Evaluate <i>investigate and analyse a range of existing products</i> <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Technical knowledge <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> <i>apply their understanding of computing to program, monitor and control their products.</i></p>					
<p>PE</p>	<p><i>Pupils should be taught about develop flexibility, strength, technique, control and balance and play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p>The above will be learnt through: Tennis & Gymnastics.</p>	<p><i>Pupils should be taught to perform dances using a range of movement patterns and play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p>The above will be learnt through: Hockey & Gymnastics.</p>	<p><i>Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p>The above will be learnt through: Tag Rugby & Dance.</p>	<p><i>Pupils should be taught about: develop flexibility, strength, technique, control and balance and to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p>The above will be learnt through: Netball & Dance.</p>	<p><i>Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p>The above will be learnt through: Yoga & Athletics</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>-swim competently, confidently and proficiently over a distance of at least 25 metres</i> <i>-use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i> <i>-perform safe self-rescue in different water-based situations.</i> <p>The above will be learnt through: Swimming lessons Fitness & Cricket</p>

<p>These aspects should run as a thread throughout all teaching and learning of PE</p>	<p><i>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</i></p> <p><i>Pupils should be taught to: -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>					
<p>RE</p>	<p><i>-Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</i></p> <p><i>-Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</i></p> <p><i>-Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</i></p>					
<p>Religion to be studied</p>	<p>Hinduism</p>	<p>Judaism</p>	<p>Sikhism</p>	<p>Christianity</p>	<p>Islam</p>	<p>Buddhism</p>
<p>For all religions teach each of these aspects drawing comparisons and building on previous knowledge</p>	<p>Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2</p> <p><u>Making connections between all six religions.</u></p> <p>Connections between religions: focus on places and methods of worship</p> <ol style="list-style-type: none"> 1. Key beliefs in Hinduism 2. Key beliefs in Judaism 3. Key beliefs in Buddhism 4. Key beliefs in Christianity 5. Key beliefs in Islam 6. Key beliefs in Sikhism 		<p>Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2</p> <p><u>Discuss the value and challenges of belonging to a community of faith or belief</u></p> <p>Commitment & Community: 2 lessons each</p> <ol style="list-style-type: none"> 1. How do Hindus show their commitment to God? 2. How do Muslims show their commitment to God? 3. How do Buddhists show their commitment to their beliefs? 		<p>Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2</p> <p><u>Discuss and debate what is right and wrong and what is fair</u></p> <p>Ethics: 2 lessons each</p> <ol style="list-style-type: none"> 1. How can learning about Shiva help with big life changes? (Hinduism) 2. Why can holding beliefs be difficult? (Ramadan Islam focus) 3. What do Buddhists believe about life and suffering? 	
<p>Computing opportunities to use and program ICT should be given throughout</p>	<p><i>Pupils should be taught to:</i></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <p><i>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</i></p>					

	<i>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</i>					
PSHME	Respect and Tolerance	Keeping safe, fit and healthy	The Law: morals, choices, democracy and rights	Living and Growing	Thinking of others	Ready for the Future
Music These aspects should run as a thread throughout all teaching and learning of Music	<i>Pupils should be taught tossing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i> <i>Pupils should be taught to:</i> <i>-play and perform in solo and ensemble contexts, using their voices and playing musical instrument with increasing accuracy, fluency, control and expression</i> <i>-improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>-listen with attention to detail and recall sounds with increasing aural memory</i> <i>-use and understand staff and other musical notations</i> <i>-appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians</i> <i>-develop and understanding of the history of music.</i>					
Music	The above will be learnt through: Livin' On A Prayer by Bon Jovi	The above will be learnt through: Classroom Jazz 1 and Bells Ring Out	The above will be learnt through: Classroom Jazz 2	The above will be learnt through: Fresh Prince of Bel Air	The above will be learnt through: Dancing in the Street	The above will be learnt through: End of Year Production