

New Town Primary School

UKS2 Curriculum Plan Year B



Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Year 5	Number- place value. Number- addition and subtraction	Statistics Number- multiplication and division Perimeter and area	Number- multiplication and division Number- fractions	Number- fractions Number- decimals and percentages	Number- decimals Geometry- properties of shape	Geometry- position and direction Measurement- conversion of units Measure- volume
Maths Year 6	Number- place value. Number- addition and subtraction, multiplication and division	Number- fractions Geometry- position and direction	Number- decimals Number- percentages Number-Algebra	Measurement- conversion of units Measurement- perimeter, area and volume Number- ratio	Geometry- properties of shape Problem solving Statistics	Investigations
English reading Year 5	Class reader: Who Let the Gods Out? by Maz Evans Books to teach reading: Who Let the Gods Out? Maz Evans x2 Theseus and the Minotaur – JC The Lost Thing – Shaun Tan complexity of plot	Class reader: Cosmic by Frank Cottrell Boyce Books to teach reading: Cosmic – Frank Cottrell Boyce JC x2 Hidden Figures: The True Story of Four Black Women and the Space Race Simon Bartram In Flanders Field poem resistant text	Class reader: The Nowhere Emporium by Ross McKenzie Books to teach reading: The Hobbit JRR Tolkien – archaic The Nowhere Emporium – Ross McKenzie – non-linear timeline The Pobble with No Toes – poem resistant text	Class reader: The Nowhere Emporium by Ross McKenzie Books to teach reading: The Secret Garden Francis Hodgson – archaic The Highwayman – resistant text Northern Lights – complexity of plot The Infinite Lives of Maisie Day. Christopher	Class reader: Journey to Jo’Burg by Beverly Naidoo Books to teach reading: Journey to Jo’Burg Beverly Naidoo complexity of plot x2 Benin Traditional Tale Sikh story The Day I Got My Finger Stuck up my Nose by Brian Patten (poem)	Class reader: The Fastest Boy in the World by Elizabeth Laird Books to teach reading: The Fastest Boy in the World – Elizabeth Laird complexity of plot x2 Prisoners of Geography – Africa Tim Marshall NF The House with Chicken Legs – Sophie Anderson The Last Bear Hannah Gold

		Hannukah Christmas story NF		Edge – complexity of narrator Easter NF		
English Writing Year 5	Text one: Theseus and the Minotaur Outcome: narrative – myth Text two: Mars Transmission Outcome: Non-fiction – journal	Text one: One Small Step Outcome: Narrative - adventure Text two: Screen Use Outcome: Non-fiction – balanced argument	Text one: The Nowhere Emporium Outcome: Narrative - mystery Text two: Plastic Pollution Outcome: Non-fiction - speech	Text One: The Fantastic Flying Books of Mr Morris Lessmore Outcome: Narrative Fantasy Text two: David Attenborough Outcome: Non-fiction - biography	Text one: The Present Outcome: Narrative - story Text two: The Highwayman Outcome: Poetry – narrative poem	Text one: Kensuke’s Kingdom Outcome: Narrative - story Text two: Screen Use Outcome: Non-fiction – balanced argument
English reading Year 6	Class reader: The Graveyard Book by Neil Gaiman Books to teach reading: The Graveyard Book Neil Gaiman A Little History of the World –Gombrich Room 13 Robert Swindells – complexity of plot. Jabberwocky – resistant text x1	Class reader: High Rise Mystery by Sharna Jackson Books to teach reading: High Rise Mystery Sharna Jackson complexity of plot Varmints Helen Ward complexity of plot Jason and the Argonauts. Robert Graves - archaic Red Blood Cells NF	Class reader: Rooftoppers by Katherine Rundell Books to teach reading: Oliver Twist Charles Dickens – archaic Katherine Rundell Rooftoppers – complexity of plot Carl Linneus - biography	Class reader: Rooftoppers by Katherine Rundell Books to teach reading: Mary Anning – Bill Bryson Extract Treasure Island – Robert Louis Stevenson archaic Moth by Isabel Thoms – poem – resistant text The Origin of Species Sabina Radeva – picture book	Class reader: Ghost Boys by Jewell Parker Rhodes Books to teach reading: Ghost Boys Jewell Parker Rhodes – complexity of narrator The Dot – Peter Reynolds No One is Too Small to Make a Difference – Greta Thunberg	Class reader: Wonder by RJ Palacio Books to teach reading: Wonder RJ Palacio – complexity of narrator Prisoners of Geography – Africa Tim Marshall NF A Monster Calls – Patrick Ness Matlida who told Lies by Hilaire Belloc (poem)

		Your Breath-taking Lungs and Rocking Respiratory System Paul Mason				
English writing Year 6	Text one: The Graveyard Book Outcome: Narrative – mystery Text two: Timeline on Ancient Greece Outcome: Non-fiction - timeline	Text one: Varmints Outcome: Narrative – story Text two: Hope-lo-docus Outcome: Poetry – narrative poem	Text one: The Arrival Outcome: Narrative - story Text one: Goldilocks Outcome: Non-fiction – newspaper report	Text one: Moth by Isabel Thomas Outcome: Narrative Poem (evolution) Text two: The Origin of Species (Sabina Radeva) Outcome: Non-fiction – non-chronological report	Text one: The Journey Outcome: Narrative - story Text two: Greta Outcome: Non-fiction - speech	Text one: A Monster Calls Outcome: Narrative – Horror/Thriller Text two: Thinkers Rap: My Puppy Poet and Me Outcome: Poetry
English Speaking and Listening	<p><i>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Pupils should also be taught to understand and use the conventions for discussion and debate.</i></p> <p>Children take part in a range of speaking and listening activities as part of our writing and reading curriculum such as: role play, freeze frames, debates, hot-seating and presentations.</p>					
Curriculum Theme	<u>Greeks- Ancient and Modern</u>		<u>Our Patch</u>		<u>Africa then and now</u>	
A memorable experience	URE Museum visit		Visit to Museum of Reading / Abbey Ruins		African Drumming Workshop	
An innovative challenge	Memorise the main 12 Greek Gods Recount the process of a volcano erupting		Design a walking tour of the local area with information displays		Learning some African Dance	
A book to read	Read the story of The Wooden Horse		Newtown: The Inside Story		'Young Gifted and Black' by Jamia Wilson	

Something to investigate	How did the Olympic Games start?	How would Reading be different if it still had an Abbey?	Find an interesting way to get to Africa and plan a journey to visit 6 different countries within the continent
Parental engagement	Christmas by Candlelight Harvest Festival	Invite parents to our local museum/school history tour.	Invite parents in from Africa to speak to children Year Six Production
Geography National Curriculum Objectives- to run throughout	<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 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 -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>		
Geography National Curriculum Objectives Enquiry questions	<i>Children should be taught to-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country Where is Greece? What are the main physical features of Greece? How is Greece affected by volcanoes and earthquakes? What causes volcanoes and earthquakes? What are the important human features of Greece?</i>	<i>Pupils should be taught to: -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. What features of our area are natural and which are man-made? Which features make our position unique? How could we promote our locality? What makes our local area important? Can you draw a map/ guide for Reading? How is local data measured and used?</i>	<i>Pupils should be taught: how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -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 What is life like for the people of Africa? How have people settled in Africa? How is the environment being affected by the actions of humans? What are the important exports? What are the barriers to prosperity for all?</i>
History National Curriculum Objectives Enquiry questions	<i>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world What made the Ancient Greeks so important? How did Ancient Greece differ to other ancient civilisations? How has their legacy influenced life today?</i>	<i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history What influence did Henry VIII have over Reading? How important is the Abbott Cook in Reading's history?</i>	<i>Pupils should be taught about: -a non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300 Pupils should be taught about: -the achievements of the earliest civilizations Why did the Kingdom of Benin become powerful?</i>

			How important was Reading during the medieval period?		What was life like in the Kingdom of Benin? What events contributed to the decline of the Kingdom?
Science Year 5 <i>National Curriculum Objectives</i>	Forces <i>Pupils should be taught to</i> -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Space <i>Pupils should be taught to</i> -describe the movement of the Earth, and other 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. -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Living things and their habitats <i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i> <i>describe the life process of reproduction in some plants and animals</i>	Animals including humans <i>Describe the changes as humans develop to old age</i>	Materials: properties and changes <i>Pupils should be taught to:</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 - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Science Year 6 <i>National Curriculum Objectives</i>	Electricity <i>Pupils should be taught to:</i> -associate the brightness of a lamp or the volume of a buzzer with the	Humans <i>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i>	Living things and their habitats <i>describe how living things are classified into broad groups according to common observable</i>	Animals/Evolution <i>Pupils should be taught to:</i> -recognise that living things have changed over time and that fossils provide information about living things that inhabited	Light <i>Pupils should be taught to</i> -recognise that light appears to travel in straight lines -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

	<p><i>number and voltage of cells used in the circuit</i> <i>-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</i> <i>-use recognised symbols when representing a simple circuit in a diagram.</i></p>	<p><i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i> <i>describe the ways in which nutrients and water are transported within animals, including humans</i></p>	<p><i>characteristics and based on similarities and differences, including micro-organisms, plants and animals</i> <i>give reasons for classifying plants and animals based on specific characteristics</i></p>	<p><i>the Earth millions of years ago</i> <i>-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i> <i>-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</i> <i>-give reasons for classifying plants and animals based on specific characteristics.</i></p>	<p><i>-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i> <i>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i></p>
<p>Art <i>National Curriculum Objectives</i></p>	<p><i>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. Pupils should be taught: 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.</i></p>				

<p>Art Curriculum stimuli</p>	<p><u>Painting and Mixed Media: Portraits</u></p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p><u>Every picture tells a story</u></p> <p>Exploring the meaning behind art – analyse the work of Banksy; making symmetry prints inspired by Rorschach, telling a story using emojis, reenacting a poignant war scene and taking inspiration from ceramic artist Odundo.</p>	<p><u>Still life</u></p> <p>Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box.</p>
<p>DT National Curriculum Objectives- to run throughout</p>	<p><i>Design</i> <i>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</i> <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><i>Make</i> <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><i>Evaluate</i> <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><i>Technical knowledge</i> <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>DT Curriculum stimuli</p>	<p>Free standing Structures Product –catapult</p>	<p>Focus: Monitoring and control -Electrical systems Product- security alarm</p>	<p>Cams -Mechanical systems Product- a model (linked to topic) with oscillating, rotating or reciprocating movement</p>

<p>PE National Curriculum Objectives- to run throughout</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. 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. Pupils should be taught to perform dances using a range of movement patterns. Pupils should be taught about: -use running, jumping, throwing and catching in isolation.</i></p>					
<p>PE National Curriculum Objectives Curriculum stimuli</p>	<p>The above will be learnt through: Gymnastics and Tennis</p>	<p>The above will be learnt through: Hockey and Gymnastics</p>	<p>The above will be learnt through: Tag Rugby and Dance</p>	<p>The above will be learnt through: Dance and Netball</p>	<p>The above will be learnt through: Athletics and Yoga</p>	<p>The above will be learnt through: Fitness and Cricket</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>Judaism Sikhism Christianity</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 religions with a focus on sacred texts.</u></p> <p>Connections between religions: focus on sacred texts and symbolism</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>Discuss the value and challenges of belonging to a community of faith or belief</u></p> <p>Commitment & Community: 2 lessons each</p> <p>1. How do Christians show their commitment to God?</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>Discuss and debate what is right and wrong and what is fair</u></p> <p>Ethics: 2 lessons each</p> <p>1. How hard is it to forgive? What's it like to be forgiven? (Christianity)</p>			

			2. How do Sikhs show their commitment to God? 3. How do Jews show their commitment to God?		2. What does the Sikh practice of SEWA teach us about kindness? 3. What did Moses teach about faith and trust? (Judaism)	
Computing National Curriculum Objectives	<i>Pupils should be taught to: 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</i>					
Computing Curriculum stimuli	Coding	Coding	E-safety	E-safety	Spreadsheets	Spreadsheets
PSHME and British Values	Thinking of others	Keeping fit, safe and healthy	Respect and tolerance	Morals, choices, rights and democracy	Living and growing	Moving on
MFL National Curriculum Objectives	<i>Pupils should be taught to: 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. 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.</i>					
MFL	Year 5: What's the date? Year 6: At the cafe	Year 5: Do you have a pet? Year 6: At School	Year 5: The Weather Year 6: The Weekend	Year 5: Clothes Year 6: Healthy Lifestyle	Year 5: Olympics Year 6: Planets	Year 5: Ice-cream Year 6: Me in the world.

<p>Music National Curriculum Objectives- to run throughout</p>	<p><i>Pupils should be taught to play and perform 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></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <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> 					
<p>Music Curriculum stimuli</p>	<p>The above will be learnt through Charanga: How does music bring us together? Year 5: Getting Started with Music Tech Year 6: Developing Melodic Phrases</p>	<p>The above will be learnt through Charanga How does music connect us with our past? Year 5: Emotions and musical styles Year 6: Understanding Structure and Form</p>	<p>The above will be learnt through Charanga How does music improve our world? Year 5: Exploring key & time signatures Year 6: Gaining confidence through performance</p>	<p>The above will be learnt through Charanga How does music teach us about community? Year 5: Introducing chords Year 6: Exploring notation further</p>	<p>The above will be learnt through Charanga How does music shape our way of life? Year 5: Words, meaning and expression. Year 6: Using chords and structure</p>	<p>The above will be learnt through Charanga How does music connect us with our environment? Year 5: Identifying important musical elements. Year 6: Respecting each other through composition.</p>