

New Town Primary School

UKS2 Two Year Rolling Creative Curriculum Long Term Plan



Year A	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 Year 5	There's a Boy in the Girl's Bathroom Private Peaceful Reading skills and comprehension <u>Spelling Grammar- relative clauses, paragraphs</u> <u>Writing- Recount</u> <u>Diary</u> <u>Informal letters</u>	Letters from the Lighthouse Reading skills and comprehension <u>Spelling, grammar – modal verbs and adverbs</u> <u>Writing- Poetry</u> <u>Narrative</u>	The Explorer Reading skills and comprehension <u>Spelling, grammar- expanded noun phrases and punctuation- parenthesis, reported and direct speech</u> <u>Writing- and narrative myths Non chronological reports</u>	Kensuke's Kingdom Reading skills and comprehension <u>Spelling, grammar- subordination and co-ordination and punctuation- commas to avoid ambiguity</u> <u>Writing- Formal letters of persuasion and complaint, playscripts</u>	Varjak Paw Reading skills and comprehension <u>Spelling, grammar- rhetorical questions and punctuation-colons</u> <u>Writing- Information writing, narrative, poetry</u>	Rooftoppers The Silk Roads – a new history of the world Reading skills and comprehension <u>Spelling, grammar – secure paragraphs and punctuation</u> <u>Writing- Autobiographies</u> <u>Persuasive writing</u>
English Year 6	Boy in the Tower Reading skills and comprehension <u>Spelling, grammar- formal and informal language and punctuation</u> <u>Writing- Discussion</u> <u>Narrative</u>	Carrie's War Reading skills and comprehension <u>Spelling, grammar- main and subordinate clauses, rehetorical question and punctuation- elipsis</u> <u>Writing- Narrative</u> <u>Diary writing</u>	Illegal Reading skills and comprehension <u>Spelling, grammar- formal and informal writing and punctuation- colon and semi-colon</u> <u>Biographies</u> <u>Autobiographies</u>	Skellig, The Water Tower Reading skills and comprehension <u>Spelling, grammar- rhetorical question, expanded noun phrases and punctuation- dash and hypen</u> <u>Writing- Narrative</u>	Girl of Ink and Stars Reading skills and comprehension <u>Spelling, grammar- revision of tenses, active and passive- and punctuation of bullet points</u>	Drama and production Reading skills and comprehension <u>Spelling, grammar and punctuation- All</u> <u>Writing- Informal letter</u> <u>Play script</u>

	Play scripts Formal letter	Journalistic writing	Poetry Informal letter	Writing- Information writing Explanation Persuasion
Topic → Subject ↓	Battles, Brave Bold and Barbaric	Colour Cultures and Carnival	Asia (Middle and Far)	
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	Organise an Asian food stall	
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?	Creating patterns using tessellation	
Parental engagement	World War Two Museum hosted by children.	Triangular Eco Challenge – School, Parents, Children	Invite parents to cook with children – at home and at school	
Geography	<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</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 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 -about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</i>	

	<p><i>natural resources including energy, food, minerals and water</i></p> <p>Can you put the battles onto a map?</p> <p>Can you create a world map which shows the trade links across the world?</p>	<p>How does this differ from our own lives?</p>	<p><i>natural resources including energy, food, minerals and water</i></p> <p>How could you describe Asia in terms of its geographical position in the world?</p> <p>Can you design and write a leaflet/ booklet about a chosen country in Asia?</p>
<p>These aspects should run as a thread throughout all teaching and learning of Geography</p>	<p><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> <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?</p> <p>How did the battles and invasions after 1066 affect our lives today?</p> <p>How was the battle of 1066 different from the Battle of Britain?</p>	<p><i>Pupils should be taught about: -a non-European society that provides contrasts with British history</i></p> <p><i>Pupils should be taught about: -a non-European society that provides contrasts with British history- Mayan civilization c. AD 900</i></p> <p>How did every aspect of the lives of the Mayans differ with our own?</p> <p>How did the Mayans become powerful?</p> <p>Can you place events on a timeline?</p> <p>What can you find out about Mayan society</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 different from life in Baghdad at the same time?</p> <p>How is life in Islamic countries today different to life in Baghdad?</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 style="text-align: center;">Science</p>	<p><i>Pupils should be taught to</i> <i>-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i> <i>-identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i> <i>-recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i></p> <p>How could we make an object fall more slowly? Friction- lifesaver or killer? How can we lift heavy objects more easily?</p>	<p><i>Pupils should be taught to</i> <i>-recognise that light appears to travel in straight lines</i> <i>-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</i> <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>How do we see things? How could we see around corners? Do shadows change shape?</p>	<p><i>Pupils should be taught to:</i> <i>Identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts; including cells, wires, bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors.</i></p> <p>What things in my home run on electricity? Can I make a simple circuit? Can I make a bulb light up using a switch? What is a conductor?</p>	<p><i>Pupils should be taught about: -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>How has the [tiger] adapted to suit its environment? Why is [rice] such a successful crop in some parts of Asia? <i>Pupils should be taught to: 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> <i>-describe the changes as humans develop to old age.</i></p> <p>How do the life cycles of plants and living creatures differ and in what ways are they similar? Why are life cycles important to the survival of the world?</p>
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These aspects should run as a thread throughout all teaching and learning of Science	<p><i>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i></p> <p><i>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i></p> <p><i>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i></p> <p><i>-using test results to make predictions to set up further comparative and fair tests</i></p> <p><i>-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</i></p> <p><i>-identifying scientific evidence that has been used to support or refute ideas or arguments.</i></p>			
Art	<p><i>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and about great artists</i></p> <p>Can you replicate a scene from the Bayeux Tapestry using paint or pastels?</p> <p>Which artists are famous for creating pictures of battles?</p> <p>Can you copy one of these pictures using similar techniques to the original artist?</p>	<p><i>Pupils should be taught:to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p>What research would you need to do before you could make a costume for a carnival?</p> <p>Can you collect your ideas in a sketch book?</p> <p>Can you collect pictures about South American carnivals and festivals?</p>	<p><i>Pupils should be taught:to create sketch books to record their observations and use them to review and revisit ideas</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.</i></p> <p>What techniques and materials are used in Asian art?</p> <p>How is pattern and colour important in Asian art and architecture?</p> <p>Where in Asian culture would you find examples of colour and pattern?</p> <p>How do different areas of Asia differ in their art and design traditions?</p>	
DT	<i>No DT this term</i>	<i>No DT this term</i>	<p><i>Pupils should be taught about all aspects of the design and technology process (see below).</i></p> <p>Can you design and make a model carnival float that has some lights?</p>	<p><i>Pupils should be taught about all aspects of the design and technology process (see below).</i></p> <p>Which flavours and spices are important in Asian cooking?</p>

					Can you create some food which could be sold at an Asian market?
These aspects should run as a thread throughout all teaching and learning of DT	<p>Design <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>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>				
PE	<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:</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 & Gymnastics.</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: Tennis & Athletics</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: Tennis & Athletics</p> <p><i>Pupils should be taught to:</i> <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>

		Hockey and Country Dancing.		Netball & Dance.		The above will be learnt through: Swimming lessons
These aspects should run as a thread throughout all teaching and learning of PE	<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>					
RE More detail for these topics can be found in the Discovery RE scheme	How far would a Sikh go for his/her religion? What is the best way for a Sikh to show commitment to God? Are Sikh stories important today?	Is the Christmas story true?	What is the best way for Christians to show commitment to God	Did God intend Jesus to be crucified and if so was Jesus aware of this??	Islam	Hinduism and Buddhism
Computing opportunities to use and program ICT should be given throughout	<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> <p><i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> <p><i>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</i></p> <p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p>					
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	<p><i>Pupils should be taught to sing 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></p> <p><i>Pupils should be taught to:</i></p>					

thread throughout all teaching and learning of Music	<p><i>-play and perform in solo and ensemble contexts, using their voices and playing musical instrument with increasing accuracy, fluency, control and expression</i></p> <p><i>-improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> <p><i>-listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>-use and understand staff and other musical notations</i></p> <p><i>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>-develop and understanding of the history of music.</i></p>					
Music	The above will be learnt through: Year 5: Don't Stop Believin' Year 6: Livin' On A Prayer	The above will be learnt through: Year 5: Bells Ring Out Year 6: Benjamin Britten – a New Year Carol	The above will be learnt through: Year 5: Classroom Jazz 1 Year 6 Classroom Jazz 2	The above will be learnt through: Year 5: Benjamin Britten – a tragic story Year 6 Fresh Prince of Bel Air	The above will be learnt through: Year 5: Stop! Year 6: You've got a Friend.	The above will be learnt through: Year 5 Year 6: Performance