LIDDED KEY CTACE 2	T 1	T 2	T 2	T 4	Т Г	Т С
UPPER KEY STAGE 2	lerm 1	Term 2	Term 3	l erm 4	1 erm 5	lerm 6

	Earth and Space		Light	<b>Evolution and</b>	Living things and their hab	oitats
Science	<ul> <li>describe the movement of the E relative to the Sun in the solar states of the Metascribe the movement of the Metascribe the Sun, Earth and Modespherical bodies</li> <li>use the idea of the Earth's rotate and the apparent movement of</li> </ul>	Earth, and other planets, system Moon relative to the Earth on as approximately tion to explain day and night	<ul> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	identify how animals and plants are adapted to suit their environment in	Inc. classification, life production  describe the differences amphibian, an insect and describe the life process and animals. describe the changes as he describe how living thing according to common ob on similarities and different plants and animals	in the life cycles of a mammal, an
Keevil Characteristics	Team work and good communication are vital during communication are vital during whole class discussions, this shares whole	n work and good munication are vital during e class discussions, this shares vledge and improves learning	Diligence in presentation  Team work and good  communication are vital during  whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning

UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Understanding	Understanding	Discovery RE: ISLAM	Understanding	<b>Understanding</b>	Discovery RE : ISLAM
	<b>Christianity: CREATION</b>	<b>Christianity:</b>	Y6 Autumn 1 – What is	<b>Christianity: SALVATION</b>	<b>Christianity: KINGDOM</b>	<b>Y6 Summer – Does belief</b>
	2b.2 - Creation and	INCARNATION	the best way for a	2b.6 – What did Jesus do	OF GOD 2b.8 – What	in Akirah (life after
	Science: conflicting or	2b.4 – Was Jesus the	Muslim to show	to save human beings?	kind of king is Jesus?	death) help Muslims lead
RE	<ul> <li>Science: conflicting or complementary?</li> <li>Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians.</li> <li>Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God.</li> <li>Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account.</li> <li>Pupils know that not all Christian believe the same about the relationship between Creation and science.</li> <li>Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.</li> </ul>	<ul> <li>2b.4 – Was Jesus the Messiah?</li> <li>Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like.</li> <li>Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument</li> </ul>	Muslim to show commitment to God?  I can show an understanding of why people show commitment in different ways.  I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.  I can think of some ways of showing commitment to God that would be better than others for Muslims.	<ul> <li>Pupils will know that         Christians believe that Jesus         sacrifice on the cross was a         way of paying for all the sins         of mankind. That as a result         they have been 'saved' or         rescued by God.</li> <li>Pupils know the outline of         events of the crucifixion         (Passion narrative) from         John 19. That is: The soldiers         mock Jesus: Trial before         Pilate; Jesus carries his cross;         Soldiers crucify Jesus; Jesus         Mary and John; Jesus dies;         Jesus side is pierced; Jesus is         buried in Joseph's tomb.</li> <li>Pupils know about the Isaiah         53 passage and can make         connections to John 19 using         the idea of the suffering         servant. They use terms like         Messiah, Passion, Salvation         and Sacrifice in theological         context.</li> <li>They know that Christians         remember Jesus' sacrifice         through the service of Holy         Communion/ Lord's         Supper/The Eucharist/the         Mass). They are able to         explain denominational         difference in practice.</li> <li>They know that some         Christians feel called to</li> </ul>	<ul> <li>Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant).</li> <li>Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete.</li> <li>Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness.</li> </ul>	<ul> <li>death) help Muslims lead good lives?</li> <li>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</li> <li>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</li> <li>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</li> <li>I can give examples of times when I misinterpreted something.</li> <li>I can explain two different Muslim interpretations of Jihad.</li> <li>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</li> </ul>
Keevil Characteristics	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves	sacrifice their own needs to the needs of others and they can give an example of this.  Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves

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History			world war 2  ❖ a study of an aspect or theme extends pupils' chronological ■ a significant turning point in first railways			
Keevil Characteristics			Diligence in presentation Team work and good communication a discussions, this shares knowledge and			
Geography		luding: climate zones, biomes and mountains, volcanoes and			use, economic activity in	ey aspects of:  uding: types of settlement and land including trade links, and the sources including energy, food,
Keevil Characteristics	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning				Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	
Art and Design			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.			
Keevil Characteristics			To develop sketching skills requires resilience, and diligence to learn new ideas.			

UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Design Technology	Puppets  Design  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  Make  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 and textiles, according to their functional properties and aesthetic qualities  Evaluate 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  Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Posign  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  Make  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 and textiles, according to their functional properties and aesthetic qualities  Evaluate 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  Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Understand and apply the principles of a healthy and varied diet   prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.   Design	functional, appealing products individuals or groups  generate, develop, model and annotated sketches, cross-sec pattern pieces and computer-a select from and use a wider ra practical tasks [for example, consider a select from and use a wider ra textiles, according to their functive investigate and analyse a range evaluate their ideas and productonsider the views of others to understand how key events are helped shape the world	nge of tools and equipment to perform utting, shaping, joining and finishing], nge of materials and components, including tional properties and aesthetic qualities ge of existing products cts against their own design criteria and
Keevil Characteristics	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas.	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas		Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas	Diligence in presentation Team work and good communicatio discussions, this shares knowledge a will be a key skill whilst designing an	nd improves learning. Problem solving

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Computing	<ul> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>				goals, including controlling solve problems by decom	xplain how some simple
Keevil Characteristics	discussions, this shares knowledge ar	Team work and good communication are vital during whole class cussions, this shares knowledge and improves learning. Good problem ving skills and resilience are important skills when developing an solving skills and resilience are important skills when developing an			d improves learning. Good problem	
Music						
Keevil Characteristics						

a new language

Characteristics

a new language

UPPER KEY STAGE 2 Term 1 Term 2 Term 3 Term 4 Term 5 Term 6

## **Food and Health** School Timetable **Clothing and Weather Seasons and Spring Time** Numbers Recognise a variety of school Be able to describe a person Have a clear understanding Understand the time using the Recognise and talk about Be able to follow key patterns in subjects; be able to understand using vocab for clothing plus about Spring traditions in 12 and 24 hour clock; be able to different food items; express the French number system, use these patterns to work out sentences about a school adjectives; be able to describe French; be able to describe the extract info from a French likes and dislikes; discuss unknown numbers, use numbers timetable; be able to discuss the weather and clothing you weather; be able to discuss the timetable; talk about activities whether a food is good for your in context of money, understand opinions and give reasons; may need for each different weather in relation to the you do during the week and health or not; be able to write a and give prices in Euros, talk understand the differences weather type. discuss opinions about TV café scene; be able to seasons. Listen attentively to spoken Listen attentively to spoken about yourself and the hobbies between education in France programmes. Recognise understand sums of money in language and show language and show you like, work out visual clues to and UK. differences between French and Listen attentively to spoken Listen attentively to spoken understand new phrases. understanding by joining in understanding by joining in British TV schedules. language and show understanding Listen attentively to spoken Listen attentively to spoken language and show and responding and responding by joining in and responding language and show understanding by joining in Engage in conversations; Engage in conversations; language and show Engage in conversations; ask and understanding by joining in and responding ask and answer questions; ask and answer questions; understanding by joining in answer questions; express opinions and respond to those of others; seek and responding Engage in conversations; express opinions and and responding express opinions and clarification and help Engage in conversations; Engage in conversations; ask and answer questions; respond to those of others; respond to those of others; Speak in sentences, using familiar ask and answer questions; express opinions and seek clarification and help seek clarification and help ask and answer questions; vocabulary, phrases and basic express opinions and respond to those of others; express opinions and Speak in sentences, using Speak in sentences, using language structures Develop appropriate pronunciation respond to those of others; seek clarification and help respond to those of others; familiar vocabulary, phrases familiar vocabulary, phrases and intonation so that others seek clarification and help Speak in sentences, using seek clarification and help and basic language and basic language understand when they are reading Speak in sentences, using Speak in sentences, using familiar vocabulary, phrases structures structures aloud or using familiar words and familiar vocabulary, phrases familiar vocabulary, phrases and basic language Develop appropriate Develop appropriate phrases and basic language and basic language Present ideas and information orally structures pronunciation and intonation pronunciation and intonation Modern Foreign to a range of audiences so that others understand structures Develop appropriate so that others understand structures Read carefully and show Language Develop appropriate Develop appropriate pronunciation and intonation when they are reading aloud when they are reading aloud understanding of words, phrases pronunciation and intonation so that others understand pronunciation and intonation or using familiar words and or using familiar words and and simple writing Broaden their vocabulary and so that others understand when they are reading aloud phrases phrases so that others understand develop their ability to understand when they are reading aloud or using familiar words and Present ideas and Present ideas and when they are reading aloud new words that are introduced into or using familiar words and or using familiar words and phrases information orally to a range information orally to a range familiar written material, including phrases Present ideas and of audiences of audiences phrases through using a dictionary Write phrases from memory, and Present ideas and information orally to a range Present ideas and Broaden their vocabulary Broaden their vocabulary adapt these to create new information orally to a range of audiences information orally to a range and develop their ability to and develop their ability to sentences, to express ideas clearly of audiences Broaden their vocabulary of audiences understand new words that understand new words that Describe people, places, things and Broaden their vocabulary Read carefully and show and develop their ability to are introduced into familiar are introduced into familiar actions orally and in writing and develop their ability to understand new words that understanding of words, Understand basic grammar written material, including written material, including appropriate to the language being understand new words that are introduced into familiar through using a dictionary through using a dictionary phrases and simple writing studied, including (where relevant): are introduced into familiar Broaden their vocabulary written material, including Describe people, places, Describe people, places, feminine, masculine and neuter written material, including things and actions orally and things and actions orally and and develop their ability to through using a dictionary forms and the conjugation of highthrough using a dictionary Describe people, places, understand new words that frequency verbs; key features and in writing in writing patterns of the language; how to Describe people, places, things and actions orally and are introduced into familiar apply these, for instance, to build things and actions orally and in writing written material, including sentences and how these differ from in writing through using a dictionary or are familiar to English Describe people, places, things and actions orally and in writing Resilience and good learning Keevil skills will be required to master skills will be required to master

a new language

a new language

a new language

a new language

UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PE	Swimming		Cricket	Athletics		
Keevil Characteristics	Resilience, diligence and learning learning to swim or improving swim	· · · · · · · · · · · · · · · · · · ·	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities
PSHE	• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • to explore and critique how the media present information • safety online(including social media, the responsible use of ICT and mobile phones) • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others • Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)	<ul> <li>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view COMMUNICATION</li> <li>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>to recognise and challenge stereotypes (British Values)</li> <li>what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (British Values)</li> <li>to think about the lives of people living in other places, and people with different values and customs</li> </ul>	<ul> <li>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>about enterprise and the skills that make someone 'enterprising'</li> </ul>	• that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment  • the there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	<ul> <li>what positively and negatively affects their physical, mental and emotional health (including the media) RESILIENCE</li> <li>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' RESILIENCE</li> <li>to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>what is meant by the term 'habit' and why habits can be hard to change</li> <li>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> </ul>	<ul> <li>how their body will, and emotions may, change as they approach and move through puberty</li> <li>about human reproduction</li> <li>about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</li> <li>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation</li> </ul>
Keevil	PSHE require sharing thoughts and ideas and therefore excellent communication and	PSHE require sharing thoughts and ideas and therefore excellent communication and	PSHE require sharing thoughts and ideas and therefore excellent communication and	PSHE require sharing thoughts and ideas and therefore excellent communication and	PSHE require sharing thoughts and ideas and therefore excellent communication and	PSHE require sharing thoughts and ideas and therefore excellent communication and
Characteristics	teamwork skills are vital to successful learning.	teamwork skills are vital to successful learning.	teamwork skills are vital to successful learning.	teamwork skills are vital to successful learning.	teamwork skills are vital to successful learning.	teamwork skills are vital to successful learning.

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Additional Activities	Possible visit to @Bristol Forest schools	Forest schools  1 minute silence for Remembrance day Operation Christmas Child Children in Need cake sale	Pencelli residential – outdoor learning including orienteering Comic Relief day World book day		Production	Junior Good Citizen (Y6) Sport day
All Keevil Characteristics	The characteristics mentioned during the less		ocus KC, of course there will l	pe elements of resilience, o	diligence etc. in all learning a	ctivities and these will be