UPPER KEY STAGE 2	Tarm 1	Term 2	Tarm 2	Tarm 1	Term 5	Term 6
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	Forces and Friction	Electricity	Materials	Humans
Science	 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. 	 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram. 	 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. 	 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.
	Diligence in presentation	Diligence in presentation	Diligence in presentation	Diligence in presentation
Keevil Characteristics	Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	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: SIKHISM	Understanding	Understanding	Discovery RE : SIKHISM
	Christianity: GOD 2b.1 –	Christianity: GOSPEL 2b.5	Y5 Spring 1 – Are Sikh	Christianity: SALVATION	Christianity: PEOPLE OF	Y5 Autumn 1 – How far
	What does it mean if	– What would Jesus do?	stories important today?	21 T 1111 1 1166	GOD 2b.3 – How can	would a Sikh go for
	God is holy and loving?	- " " "		2b.7 – What difference	following God bring	his/her religion?
		 Pupils will know that Christians believe that the 	I can explain how some	does the resurrection	freedom and justice?	COMBINED WITH Y5
	Pupils know that Christians believe Cod is ampired and	Gospel of Jesus is not just	stories can teach people about what is important and	make for Christians?	and justice.	Summer 1 – What is the
	believe God is omnipotent, omniscient and eternal.	about setting a good	how to behave.	Pupils will know that the	Pupils will know that most Christians believe that God	
	They know that some people	example but also about healing the damage done	I can recognise that stories	book of Luke gives an	rescued his people from slavery	best way for a Sikh to
	do not believe God exists	(by sin) in the world.	can be an important way of	account of a number of	in Egypt and that this story	show commitment to
	(i.e. Humanist's) and can say why i.e. Humanist's don't	Pupils will know a range of	expressing belief and meaning and can explain the	resurrection appearances. (Luke 24). They can describe	looks forward to Jesus death and resurrection that rescued	God?
	believe God is omnipotent	Jesus teachings: The wise and foolish builder's/the	relevance of a Sikh story.	these appearances; to the	people from the slavery of sin.	I can identify the different
	omniscient and eternal	sermon on the mount/the	I can explain how some	women at the Tomb, The	Pupils know the outline story of Moses and the exodus (select)	levels of commitment I show
	because,.They know that there are	healing of the centurion's	stories can teach Sikhs about	road to Emmaus and to the disciples on the beach.	detail) and they can show how	to different things and
	different types of text in the	servant/Jesus and the moneylenders/the woman	what is important in life and relate this to non-Sikhs.	Pupils know that most	these relate to the concepts of freedom justice and salvation	explain these priorities.
	Bible and can give examples	caught in adultery. (select		Christians believe that Jesus	Pupils know that most	 I can make links between how Sikhs practise their
DE	of psalms, letters and prophecy	specific detail to retell).		resurrection means that death isn't the end and that	Christians believe the 10 commandments (and the	religion and the beliefs that
RE	Pupil know that Christians	Pupils will be able to relate these teachings to activities		they have hope in a new life	Torah) were given to Moses to	underpin this.
	believe God is holy and	these teachings to activities undertaken by Christian		with God in heaven. Pupils	guide people in how to live in	I can respectfully ask
	loving but that he is also angered by sin and injustice.	groups and by the church to		can explain how this is reflected in Christian	the way wanted them to live as part of the covenant.	questions about some of the ways Sikhs choose to behave
	That not all Christians agree	bring these teachings to life		worship in both modern and	Pupils know that most	and the levels of
	about what God is like but	in their churches and communities.		traditional songs.	Christians believe that Jesus brings a new covenant with his	commitment they show.
	that all try and follow his teachings as they	Pupils will know that		They can describe a number	people showing them how to	I can show an understanding
	understand it. They can	although these texts are		(add specifics) of Good Friday and Easter Sunday	live through his teachings. They can relate this to the 5	of why people show commitment in different
	explain that this is why	fixed the way that different Christians have interpreted		celebrations across a range	Marks of Mission in the	ways.
	Christians can respond	them over the years and in		of denominational settings.	Anglican Church	I can describe how different
	differently both in reaction to social injustice but also in	different cultures will vary.		They can explain why certain things might bannon at a	 Pupils know that the story of the exodus has inspired 	practices enable Sikhs to
	styles of worship and church	Discovery RE:		things might happen at a Christian funeral.	Christians to work for justice	show their commitment to God and understand that
	building.	CHRISTMAS Y5 Autumn 2			and freedom and they can give at least one detailed example	some of these will be more
	 Pupils can give an example of how biblical ideas about 	 Is the Christmas story 			of a charity that does this	significant to some Sikhs
	holiness love or forgiveness	true? OR Y6 Autumn 2 –			today. They are aware that other people fight for justice	than others.
	have made a difference in	How significant is it that			and freedom too.	I can start to express what I think about the best way a
	the world for example Coventry Cathedral.	Mary was Jesus' mother?				think about the best way a Sikh could show
	Covenitiy Catheural.	ivially was Jesus Illutilet!				commitment to God.
	Diligence in presentation	Diligence in presentation	Diligence in presentation	Diligence in presentation	Diligence in presentation	Diligence in presentation
Keevil	good communication are vital	good communication are vital	good communication are vital	good communication are vital	good communication are vital	good communication are vital
Characteristics	during whole class discussions, this shares knowledge and improves	during whole class discussions, this shares knowledge and improves	during whole class discussions, this shares knowledge and improves	during whole class discussions, this shares knowledge and improves	during whole class discussions, this shares knowledge and improves	during whole class discussions, this shares knowledge and improves
3.10.10.3001100100	learning	learning	learning	learning	learning	learning
		-	-	-	-	

UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History Keevil	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Diligence in presentation Team work and good communication are vital during whole class				history – one study chosen	OO or Benin c. AD 900-AND LEGENDS t provides contrasts with British from: early Islamic civilization, d c. AD 900; Mayan civilization ca) c. AD 900-1300.
Characteristics	discussions, this shares knowledge an				discussions, this shares knowledge an	
Geography			North and South America environmental regions, ke characteristics, countries understand geographical	es, using maps to focus on a, concentrating on their ey physical and human , and major cities similarities and differences an and physical geography		
Keevil Characteristics			Diligence in presentation Team work and good communication discussions, this shares knowledge ar	and the second of the second o		
Art and Design	Artist Study - Henri Rousseau 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.		 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. 	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 an appreciation of arts requires resilience, and diligence to learn new ideas.		To develop sketching skills requires resilience, and diligence to learn new ideas.	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		Food technology Biscuits — including packaging - 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 - 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 ingredients, 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		Term 4 Term 5 Term 6 Moving vehicles Design use research and develop design criteria to inform the design innovative, functional, appealing products that are fit for purpation and 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 designams, prototypes, pattern pieces and computer-aided designame, prototypes, pattern pieces and computer-			
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 discussions, this shares knowledge and will be a key skill whilst designing and	d improves learning. Problem solving	

UPPER KEY STAGE 2	Torm 1	Torm 2	Torm 3	Term 4	Torm 5	Torm 6
UPPER KEY STAGE 2	lerm 1	Term 2	1611113	1 2 1111 4	lerm 5	lerm 6

	E safety + General ICT Skills	Programming – Scratch
Computing	 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. 	 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
Keevil Characteristics	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Good problem solving skills and resilience are important skills when developing an understanding of ICT	Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Good problem solving skills and resilience are important skills when developing an understanding of ICT
Music		
Keevil Characteristics		

skills will be required to master

a new language

Characteristics

skills will be required to master

a new language

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

School Life Numbers **Places in Town Free Time** Family and Future Geography Be able to ask and answer questions Follow key patterns in the French Using prior understanding of the Be able to talk about where you live Be able to talk about your hobbies Recognise countries in the world; about yourself and family; be able to number system, use these patterns topic, be able to say and understand (town, country and nationality, type and what you do in your free time know and say which language is say statements about themselves and more complicated paragraphs; talk of house); use a variety of vocab to work out unknown numbers, use (including when); talk about which spoken there and what the capital family using 1st and 3rd person; talk numbers in context of money, about your day about places in a town; be able to activities you like and dislike; be is; describe the weather in that about what they do well and plans for understand and give prices in Euros, understand sentences about a able to communicate about place; describe some geographical the following week (Immediate future); Listen attentively to spoken talk about yourself and the hobbies town; to give and understand hobbies/likes and dislikes with a aspects of that country; compare 2 extract information from spoken and language and show understanding you like, work out visual clues to information about a town. partner, asking and answering countries. by joining in and responding written passages containing unknown sound and meaning of words understand new phrases. simple questions. words and phrases; write a paragraph Listen attentively to spoken Listen attentively to spoken Engage in conversations; ask and about themselves and family. language and show understanding language and show understanding answer questions; express opinions Listen attentively to spoken Listen attentively to spoken by joining in and responding by joining in and responding and respond to those of others; seek language and show understanding language and show understanding Listen attentively to spoken language and sound and meaning of words sound and meaning of words clarification and help by joining in and responding by joining in and responding show understanding by joining in and Engage in conversations; ask and Engage in conversations; ask and Speak in sentences, using familiar responding Engage in conversations; ask and sound and meaning of words answer questions; express opinions answer questions; express opinions sound and meaning of words vocabulary, phrases and basic Engage in conversations; ask and answer questions; express opinions Engage in conversations: ask and answer and respond to those of others; seek and respond to those of others: seek and respond to those of others; seek language structures answer questions; express opinions questions: express opinions and respond to clarification and help clarification and help Develop appropriate pronunciation clarification and help and respond to those of others; seek those of others; seek clarification and help Speak in sentences, using familiar and intonation so that others clarification and help vocabulary, phrases and basic vocabulary, phrases and basic vocabulary, phrases and basic language vocabulary, phrases and basic understand when they are reading Speak in sentences, using familiar structures language structures language structures aloud or using familiar words and language structures vocabulary, phrases and basic Develop appropriate pronunciation and Develop appropriate pronunciation Develop appropriate pronunciation phrases Develop appropriate pronunciation language structures intonation so that others understand when Modern Foreign and intonation so that others and intonation so that others Present ideas and information orally they are reading aloud or using familiar and intonation so that others Develop appropriate pronunciation understand when they are reading understand when they are reading words and phrases to a range of audiences and intonation so that others understand when they are reading Present ideas and information orally to a Language aloud or using familiar words and aloud or using familiar words and aloud or using familiar words and Read carefully and show understand when they are reading range of audiences phrases phrases phrases understanding of words, phrases aloud or using familiar words and Read carefully and show understanding of Present ideas and information orally Present ideas and information orally and simple writing Present ideas and information orally phrases words, phrases and simple writing to a range of audiences to a range of audiences Broaden their vocabulary and develop their Broaden their vocabulary and to a range of audiences Present ideas and information orally Read carefully and show ability to understand new words that are Read carefully and show develop their ability to understand Read carefully and show to a range of audiences introduced into familiar written material. understanding of words, phrases understanding of words, phrases new words that are introduced into Read carefully and show understanding of words, phrases including through using a dictionary and simple writing and simple writing familiar written material, including and simple writing understanding of words, phrases Write phrases from memory, and adapt Broaden their vocabulary and Broaden their vocabulary and through using a dictionary these to create new sentences, to express Broaden their vocabulary and and simple writing develop their ability to understand develop their ability to understand ideas clearly Describe people, places, things and develop their ability to understand Broaden their vocabulary and Describe people, places, things and actions new words that are introduced into new words that are introduced into actions orally and in writing new words that are introduced into develop their ability to understand orally and in writing familiar written material, including familiar written material, including Understand basic grammar familiar written material, including new words that are introduced into Understand basic grammar appropriate to through using a dictionary through using a dictionary appropriate to the language being through using a dictionary familiar written material, including the language being studied, including (where Describe people, places, things and Describe people, places, things and studied, including (where relevant): Describe people, places, things and through using a dictionary relevant): feminine, masculine and neuter actions orally and in writing actions orally and in writing feminine, masculine and neuter forms and the conjugation of high-frequency actions orally and in writing Describe people, places, things and Understand basic grammar verbs; key features and patterns of the forms and the conjugation of high-Understand basic grammar actions orally and in writing Understand basic grammar language: how to apply these, for instance, appropriate to the language being frequency verbs; key features and appropriate to the language being Understand basic grammar appropriate to the language being to build sentences and how these differ from studied, including (where relevant): patterns of the language; how to studied, including (where relevant): or are familiar to English studied, including (where relevant): appropriate to the language being feminine, masculine and neuter apply these, for instance, to build feminine, masculine and neuter feminine, masculine and neuter studied, including (where relevant): forms and the conjugation of highsentences and how these differ from forms and the conjugation of highforms and the conjugation of highfeminine, masculine and neuter or are familiar to English frequency verbs; key features and frequency verbs; key features and frequency verbs; key features and forms and the conjugation of highpatterns of the language; how to patterns of the language; how to patterns of the language; how to frequency verbs; key features and apply these, for instance, to build apply these, for instance, to build apply these, for instance, to build patterns of the language; how to sentences and how these differ from sentences and how these differ from sentences and how these differ from apply these, for instance, to build or are familiar to English or are familiar to English or are familiar to English sentences and how these differ from or are familiar to English Resilience and good learning Keevil

skills will be required to master

a new language

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a new language

UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PE	Swimming	Swimming	Gym	Gym	Cricket	Athletics
Keevil Characteristics	Resilience, diligence and learning skills are important when either learning to swim or improving swimming skills	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	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities
PSHE	 to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. that their actions affect themselves and others to work collaboratively towards shared goals TEAMWORK to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves TEAMWORK AND PROBLEM-SOLVING to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices TEAMWORK AND PROBLEM-SOLVING 	to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) to recognise and manage 'dares' RESILIENCE 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) to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities	 to differentiate between the terms, 'risk', 'danger' and 'hazard' to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience to recognise their increasing independence brings increased responsibility to keep themselves and others safe that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong school rules about health and safety, basic emergency aid procedures, where and how to get help strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety) about people who are responsible for helping them stay healthy and safe and ways that they can help these people to judge what kind of physical contact is acceptable or unacceptable and how to respond the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 	• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others RESILIENCE • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them RESILIENCE • to recognise and respond appropriately to a wider range of feelings in others	 to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people COMMUNICATION why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (British Values) to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child that these universal rights are there to protect everyone and have primacy both over national law and family and community practices to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary (British Values) 	to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals DILIGENCE AND LEARNING about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
Keevil Characteristics	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.

UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Additional						
Activities						
Keevil						
Characteristics						