UKS2 Long Term Subject Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Termly Values	Kindness and Empathy	Friendship and Respect	Honesty and Responsibility	Tolerance and Fairness	Support and Inclusion	Challenge and Resilience
Intent	Children will understand and describe the physical geography of the United Kingdom, learning to compare and contrast key features. Children will research and discover who the Anglo-Saxons were, how they lived and the legacy they left.		Children will understand and describe the physical geography of North America (USA, Canada, Mexico and the Caribbean[1]), comparing and contrasting key features. Children will study a range of sources to learn how Greater Manchester changed during WW2 and what the impact of the war was on the local area.		Children will understand and describe the physical geography of Central America (Guatemala, Belize, Nicaragua, Panama, Costa Rica, Dominican Republic, El Salvador, Honduras, Cuba), learning to compare and contrast key features. Children will research and understand who the Mayans were, where they lived and what impact they have had on the Modern World?	
Implementation	Geography: United Kingdom: Compare and contrast the four countries of the UK History: Anglo-Saxons		Geography: North America History: Local History: What is the legacy of the war to Greater Manchester		Geography: Central Americans History: Ancient Civilisations - who were the Mayans	
Impact	Children can explain the key physical features of the United Kingdom: identifying naming and locating countries, counties, capital cities and key landmarks. Children can describe the impact of the Anglo-Saxon period on shaping the modern UK.		Children can identify, name and locate countries of North America using maps, describing key physical features of each country. Children can describe what happened in Greater Manchester during WW2 and begin to explain the impact of the war on the local area.		TChildren can identify, name and locate countries of Central America using maps, describing key physical features of each country. Children can explain the foundations of the Mayan culture, the features of Mayan lifestyles and how the Mayan civilisation has had impact on the modern world.	
Topic Launch	<u>United Kingdom</u> Geography - knowledge organiser elicitation quiz - what do we already	<u>Anglo-Saxons</u> History - Anagram challenge - can we unscramble key vocabulary for the	<u>North America</u> Geography – in Kagan groups, make a messy map (salt dough) of the	<u>Local History – Greater Manchester through the war</u> History – Manchester Blitz	<u>Central America</u> Geography – in pairs, locate countries of Central America on a world	<u>The Mayans</u> History / Art - Mayan hieroglyphics – code breaking to get

[1] Excluding Dominican Republic and Cuba

	know? Team challenge table quiz. Geography - complete knowledge organiser elicitation revisiting learning from quiz. Geography / Art - identify key physical and human landmarks from the UK (e.g. Giant's Causeway, Stonehenge, Hadrian's Wall etc) can we identify them? Create a sketch. Geography - Lesson 1 from MTP - use maps and atlases to locate countries in the UK.	unit? Discuss and create class definitions. History - complete knowledge organiser elicitation revisiting learning from anagram challenge. DT - Food Technology - To research and make Anglo-Saxon Oat and Honey cakes History - Lesson 1 from MTP - research the legacy left by the Romans and the impact this had on Great Britain.	continent of North America demarking countries, rivers and coastlines. Geography - complete knowledge organiser elicitation revisiting learning from messy map. Geography / Art – flags of North America – with wax crayons: challenge – can you research the history of the flag? Geography - Lesson 1 from MTP – use maps and atlases to find landmarks in a continent.	DEAL drama, story stick/ Teacher as narrator/ Narrator, Actor, Sound/ Magic Microphone History / English – in Kagan groups create a newspaper report of the Manchester Blitz. History – Lesson 1 from MTP – locate areas of Greater Manchester that were impacted by WW2.	map, labelling and completing a key. Geography - complete knowledge organiser elicitation revisiting learning from map work. Geography – orienteering challenge: collect a fact about each of the countries of Central America. DT – research, make and taste some of the traditional foods of Central America (fried plantain – Guatemala; Pico de Gallo and guacamole with corn chips – Honduras; flan de leche – Cuba) Geography - Lesson 1 from MTP – name some of the key human and physical geographical features of Central America.	information and solve puzzle clues. History – QQT (Quiz Quiz Trade) – Mayan fact cards. Collect information and put together a tourist guide for a Mayan civilisation. History – complete knowledge organiser elicitation, revisiting learning from Art and QQT. DT - Make your own version of the Mayan ball game Pitz with instructions for a modern player. History - Lesson 1 from the MTP – To research the chronology of the Mayan civilisation.

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Collaborative Learning	Kagan Structures.					
Grammar	Pupils should: ● Manipulate word, sentence and text structure for cohesion and effect. ● Use a full range of punctuation taught at KS2. ● Use and understand the full range of grammar terminology taught at KS2.					
	● Word classes ● Word families, etymology and ● Punctuation in Standard English ● Standard English ● Plurals (regular and irregular) ● Prefixes and suffixes ● Formal and informal speech ● Modal verbs ● Clauses (main, subordinate, relative, dependent etc.) ● Phrases (noun, adverbial, prepositional etc.) ● Passive and active voice ● Subjunctive mood ● Tense (including progressive)			● Cohesion and cohesive devices ● Layout devices (including paragraphs, subheadings and bullet points) ● Parentheses (brackets, commas, dashes) ● Semi-colons, colons and dashes for sentence demarcation ● Hyphens and hyphenated words ● Determiners including articles ● Subject and object ● Synonyms and antonyms ● Coordinating and subordinating conjunctions ● Multi-word noun phrases ● Modal verbs and adverbs for degree of possibility ● Statement, question, command, exclamation		
Spelling	Year 5/6 wordlist	Year 5/6 wordlist	Year 5/6 wordlist	Year 5/6 wordlist	Year 5/6 wordlist	Year 5/6 wordlist
	Y5/6 Spelling patterns Endings which sound like /shus/ spelt –cious or –tious Endings which sound like cial/tial or exceptions. Words ending in ant, ance/ancy, ent,	**Y5/6 Spelling patterns** Words ending in able and ible. Words ending in ably and ibly. Adding suffixes beginning with vowel letters to words ending in fer Use of the hyphen	**Y5/6 Spelling patterns** Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the	**Y5/6 Spelling patterns** Endings which sound like / shus / spelt –cious or –tious Endings which sound like /ʃəl/ inc. -cial, -tial or exceptions. Words ending in –ant, –ance/–ancy, –	**Y5/6 Spelling patterns** Words ending in –able and –ible. Words ending in –ably and –ibly. Adding suffixes beginning with vowel letters to words ending in –fer Use of the hyphen	**Y5/6 Spelling patterns** Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the

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	ence/ency	Words with the /i:/ sound spelt ei after c	word) Homophones and other words that are often confused	ent, -ence/-ency	Words with the /i:/ sound spelt ei after c	word) Homophones and other words that are often confused
Handwriting	**PenPals Scheme of Work – Cambridge University Press**					
Reading	**Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Rising Stars: Cracking Comprehensions– Scheme of Work)**					
Drama	**DEAL drama structures**					
English	**Focus Authors: Malorie Blackman and Neil Gaiman** **Focus - Narrative Poetry** *Cloudbusting* - Malorie Blackman Performance Poetry National Poetry Day - October 3rd - Counting *Arithmetic* by Carl Sandburg *Numbers* by Mary Cornish **Focus – Modern and Contemporary Fiction:** *Coraline* – Neil Gaiman **Focus - Non-Fiction:** Explanation texts and non-chronological reports (Cross Curricular learning) **Class Story:** *Journey to Jo'Burg*		**Focus Author: William Shakespeare** **Focus - Play scripts and Poetry:** *Macbeth* – William Shakespeare *Macbeth The Graphic Novel: Plain Text* –Jon Haward *What's So Special About Shakespeare?* – Michael Rosen *Macbeth for Kids* – Lois Burdett **Focus - Non-Fiction:** Balanced arguments and persuasive writing and (stand-alone) **Class Story:** *There's a boy in the girls' bathroom* – Louis Sachar **Guided Reading:** Various poems (classic), short stories and		**Focus Author: Shaun Tan and Neil Gaiman** **Focus - Modern Poetry and poetic form** **Focus - Picture Books Y5 only:** *Wolves in the Walls* – Neil Gaiman *The Arrival* – Shaun Tan **Focus - Non-Fiction:** Biographies and autobiographies. Instructions (Cross Curricular learning) **Class Story:** *The Wolf Wilder* – Katherine Rundell **Guided Reading:** Various poems (modern), short stories and non-fiction complete texts.	

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<table>
<tr><td></td><td colspan="4">Guided Reading:
Various poems, short stories and non-fiction complete texts.</td><td colspan="4">non-fiction complete texts.</td><td colspan="4"></td></tr>
<tr><td></td><td colspan="4">Cloudbusting
analysis
writing in the style of
writing inspired by poetry.

Coraline
Narrative: recounts and diary writing
Character description and development.
Formal and Informal Letters – Letters from Coraline to the Other Mother etc.

Cross-curricular learning: Information texts – tourist guide to Anglo-Saxon England</td><td colspan="4">Macbeth
Setting description and action scenes: using poetic devices for mood and atmosphere (simile, metaphor, personification and pathetic fallacy.)
Performing and writing a playscript.
Poetry - rhyming couplets and scansion (metre, syllable work, rhyme and rhythm)
create riddles and spells for the witches

Stand-alone texts: Balanced argument and persuasive writing
using rhetoric
superlatives
emotive language</td><td colspan="4">Wolves in the Walls and The Arrival
Power of Imagery – picture books
Setting and character descriptions and action scenes: building tension.
('Show not tell' writing techniques
Dialogue to advance action)

Cross-curricular learning: Biography and Autobiography - Life as a Mayan
Instructions - How to survive life as a Mayan</td></tr>
<tr><td rowspan="3">Maths</td><td><u>Year 5</u>
Place Value
Addition and subtraction</td><td><u>Year 6</u>
Place Value
The four calculations (+ - x ÷)</td><td><u>Year 5</u>
Place Value
Multiplication and division</td><td><u>Year 6</u>
Fractions</td><td><u>Year 5</u>
Fractions and decimals</td><td><u>Year 6</u>
Decimals and percentages
FDP conversions
Measurement</td><td><u>Year 5</u>
Percentages</td><td><u>Year 6</u>
Algebra
Ratios
Geometry and Statistics</td><td><u>Year 5</u>
Geometry – Angles, shapes, position and direction</td><td><u>Year 6</u>
Properties of shapes
Position and direction</td><td><u>Year 5</u>
Measurement – Converting units
Prime Numbers
Perimeter, area and volume</td><td><u>Year 6</u>
SATs revision
Post SATs Project Work</td></tr>
<tr><td colspan="6">Year 5 Programme of Study:</td><td colspan="6">Year 6 Programme of Study:</td></tr>
<tr><td colspan="3">● Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</td><td colspan="3">● Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</td><td colspan="3">● Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</td><td colspan="3">● Solve problems involving similar shapes where the scale factor is known or can be found</td></tr>
</table>

	• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	• Read and write decimal numbers as fractions [for example, 0.71 =] • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Read, write, order and compare numbers with up to 3 decimal places • Solve problems involving number up to 3 decimal places • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction • Solve problems which require knowing percentage and decimal equivalents • Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre;	• Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across 0 • Solve number and practical problems that involve all of the above • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers	• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples • Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with 2 unknowns • Enumerate possibilities of combinations of 2 variables • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places • Convert between miles and kilometres

	• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally, drawing upon known facts • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	gram and kilogram; litre and millilitre] • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes • Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • Solve problems involving converting between units of time • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	• Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the 4 operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions >1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the	• Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

	• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates • Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) • identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90° • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed • Solve comparison, sum and difference problems using	answer in its simplest form [for example, × =] • Divide proper fractions by whole numbers [for example, ÷ 2 =] • Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. • Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • Multiply one-digit numbers with up to 2 decimal places by whole numbers • Use written division methods in cases where the answer has up to 2 decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts solve problems involving the relative sizes of 2 quantities where missing values can be found by using	• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • Describe positions on the full coordinate grid (all 4 quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average

<table>
<tr><td></td><td>● Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, + = = 1]
● Add and subtract fractions with the same denominator, and denominators that are multiples of the same number</td><td>information presented in a line graph
● Complete, read and interpret information in tables, including timetables</td><td>integer multiplication and division facts
● Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</td><td></td></tr>
<tr><td rowspan="2">IT and Computing</td><td colspan="4">Pupils should:
● Use technology safely, respectfully and responsibly.
● Recognise acceptable/unacceptable behaviour.
● Identify a range of ways to report concerns about content and contact.</td></tr>
<tr><td colspan="2"><u>Data and information – Flat-file databases</u>
-To use a form to record information
-To compare paper and computer-based databases
-To outline how you can answer questions by grouping and then sorting data
-To explain that tools can be used to select specific data
-To explain that computer programs can be used to compare data visually
-To use a real-world database to answer questions</td><td><u>Programming A – Variables in games</u>
-To define a ‘variable’ as something that is changeable
-To explain why a variable is used in a program
-To choose how to improve a game by using variables
-To design a project that builds on a given example
-To use my design to create a project
-To evaluate my project</td><td><u>Creating media - Video production</u>
-To explain what makes a video effective
-To identify digital devices that can record video
-To capture video using a range of techniques
-To create a storyboard
-To identify that video can be improved through reshooting and editing
-To consider the impact of the choices made when making and sharing a video</td></tr>
<tr><td>Science</td><td colspan="4">Pupils should:
● Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
● Identify scientific evidence that has been used to support or refute ideas or arguments.
● Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary.
● Using test results to make predictions to set up further comparative and fair tests.</td></tr>
</table>

	● Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, and bar and line graphs. ● Report and present findings from enquiries, including conclusions, causal relationships and explanations of, and degree of trusting in results, in oral and written forms such as displays and other presentations. ● Identify scientific evidence that has been used to support or refute ideas or arguments. ● Read, spell and pronounce scientific vocabulary correctly.				
	Biology **Evolution and Adaptation** ● Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ● Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ● Identify how animals and plants are	**Physics** **Electricity** ● 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	**Biology** **Living Things and Their Habitats** ● Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. ● Give reasons for classifying plants and animals based on specific characteristics.	**Chemistry** **Mixtures and Solutions, Properties and Changes of Materials** ● 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	**Biology** **Animals including Humans, Puberty (link to SRE) and Smoking** ● 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

	adapted to suit their environment in different ways and that adaptation may lead to evolution.	simple circuit in a diagram.		with burning and the action of acid on bicarbonate of soda.	within animals, including humans. ● Describe the changes as humans develop to old age. ● Draw a timeline to indicate stages in the growth and development of humans. ● Learn about the changes experienced in puberty. ● Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
Geography	Pupils should: ● Extend their knowledge and understanding beyond the local area, to include the United Kingdom and Europe, North and South America. ● Identify and find the location and characteristics of a range of the world's most significant human and physical features. ● Develop their use of geographical tools and skills to enhance their locational and place knowledge.				

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	UK Cities and Counties ● To use maps and atlases to locate countries in the UK. ● To locate and define major cities in the UK. ● To name and locate counties in the UK. ● To identify human and physical features in Cheshire. ● To compare and contrast areas within Cheshire.	North and Central America ● To use maps and atlases to find landmarks of a continent. ● To name and locate the countries of North and Central America. ● To identify the position and significance of latitude, the Arctic Circle and the Tropic of Cancer in North and Central America. ● To understand the significance of lines and longitude on a country or continent. ● To name human and physical characteristics of North and Central America. ● To present information about physical and human features in different ways.	North and Central America ● To locate landmarks using 8 compass points and 6 figure grid references. ● To use compass points to locate the features of The Great Lakes. ● To understand the pull effect of human and physical features which attract tourism. ● To use maps and atlases to compare a region in the UK and in another continent. ●
	● Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. ● Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. ● Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. ● Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).	● 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, and a region in North or South America. ● Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ● Describe and understand key aspects of 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. ● Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	

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<table>
<tr><td></td><td>● Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
● 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.
● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</td><td colspan="2">● 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.</td></tr>
<tr><td rowspan="2">History</td><td colspan="3">Pupils should:
● Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time, and develop the appropriate use of historical terms.
Address and devise historically valid questions about change, cause, similarity and difference, and significance.
● Construct informal responses that involve thoughtful selection and organisation of relevant historical information.
● Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</td></tr>
<tr><td>History: Anglo-Saxons
● To understand the legacy left by the Romans and the impact this had on Great Britain.
● To describe why, where and when the Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were.
To describe a typical Anglo-Saxon village and explain what jobs the people did
● To use historical evidence to draw some conclusions about the person in the Sutton Hoo burial.
● To select and organise information to answer a key question</td><td>History: Local History: What is the legacy of the war to Greater Manchester</td><td>History: Ancient Civilisations - who were the Mayans
● To understand the chronology of the Maya Civilization and how it fitted into a wider chronological pattern of other civilisations and periods.
● To describe historical connections, contrasts and trends between societies.
● To explain how the Maya managed to become so important.
● To understand that life was hierarchical in both the Maya Civilization and Britain 900 AD.
● To understand the similarities and differences between the Maya writing system and ours.</td></tr>
</table>

	To understand how the Anglo-Saxons have ● influenced Britain by explaining some of the place names they established and their meanings.		● To understand the difficulty of making ● judgements about the past using only material remains. To understand how important trade was to the Maya. ● To understand the similarities and differences between the Mayan and the number system in Britain AD 900.
	● Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world ● Tell the story of events within and across the time periods I have studied. Identify specific changes within and across different periods over a long arc of development. ● Understand historical concepts cause & consequence, continuity & change, similarity, difference etc. ● Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. ● Discuss trends over time. ● Identify the relationship between different periods and the legacy or impacts for me and my identity. ● Think critically, weigh evidence, sift arguments, and develop perspective and judgement.		● Explain that the past can be represented or interpreted in many different ways. Select relevant historical information, considering different viewpoints or thinking about possible bias. ● Understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims ● Devise my own historically valid questions. ● Understand how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources. ● Create my own structured accounts, including written narratives and analyses. ● Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/ periods e.g. century, decade ● Use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.
D&T	Pupils Should: ● Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. ● Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. ● Critique, evaluate and test ideas and products and the work of others. ● Understand and apply the principles of nutrition and learn how to cook.		

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<table>
<tr><td></td><td>Projects on a Page - More Complex Switches</td><td>Projects on a Page - Food Technology
Celebrating Cultures and Seasonality</td><td>Projects on a Page - CAMs</td></tr>
<tr><td></td><td colspan="2">● 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 ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
● 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.
● Evaluate, investigate and analyse a range of existing products (packaging for Chocolate project).</td><td>● 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 (Anderson Shelters).
● 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.</td></tr>
<tr><td rowspan="2">Art</td><td colspan="3">Pupils should:
● Create sketch books to record their observations and use them to review and revisit ideas
● Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
● Learn about great artists, architects and designers in history.</td></tr>
<tr><td>2D Drawing to 3D Making
Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</td><td>Exploring Identity
Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</td><td>Brave Colour
Exploring how artists use light, form and colour to create immersive environments.</td></tr>
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<tr><td></td><td colspan="3">

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Evaluate the effect of light on objects and people from different directions
- Interpret the texture of a surface
- Produce increasingly accurate drawings of people
- Explore the concept of perspective
- Explore effects with hue, tint, tone, shades and mood
- Explore the use of texture in colour
- Explore the use of colour for purposes and to express feelings

</td><td colspan="3">

- Use stories, music, poems as stimuli
- Select and use materials
- Embellish work and develop work in embellishing
- Explore fabric making, printing and painting
- Explore and appreciate different artists using textiles
- Work collaboratively on a larger scale
- Design prints and different techniques for printing including screen printing techniques used by various artists
- Plan and develop ideas
- Sketch and paint from observation or imagination
- Explore properties of media
- Discuss and evaluate own work and that of others, including sculptors
- Create own abstract pattern to reflect personal experiences and expression
- Create pattern for purposes.

</td></tr>
<tr><td rowspan="2">Music</td><td colspan="6">Pupils should:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</td></tr>
<tr><td>**Rhythm and Composition**

Rondo form

This is Year 5's curriculum from the Stockport music scheme.</td><td>**Ensemble singing and Performance - Carol Concert**
Play and Perform

Listen and recall

Appreciation</td><td>**Playing and Performing Instruments**

Depending on children's level of interest and aptitude, this can be</td><td>**Ensemble singing and Performance - Easter Service**
Play and Perform

Listen and recall

Appreciation</td><td>**Inter-related Dimensions of Music**

Word Rhythms

This is Year 5's curriculum from the Stockport music scheme.</td><td>**Ensemble singing and Performance - KS2 Performance**
Play and Perform

Listen and recall

Appreciation</td></tr>
</table>

UKS2 Long Term Subject Planning

		History of Music Language of Music	**expanded to a 12-week unit.** Pieces for Glockenspiel **This is Year 5's curriculum from the Stockport music scheme.**	History of Music Language of Music		History of Music Language of Music
	● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● Improvise and compose music for a range of purposes using the inter-related dimensions of music ● Listen with attention to detail and recall sounds with increasing aural memory			● Use and understand staff and other musical notations ● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● Develop an understanding of the history of music.		
PE	Pupils should: ● Develop competence to excel in a broad range of physical activities ● Be physically active for sustained periods of time ● Engage in competitive sports and activities ● Lead healthy, active lives.					
	Orienteering Team Games Dance Swimming (Y6)	Orienteering Team Games Swimming (Y6)	Orienteering Team Games Gym	Orienteering Team Games Gym	Orienteering Team Games Gym Swimming (Y5)	Orienteering Team Games Dance Swimming (Y5)
	● Use running, jumping, throwing and catching in isolation and in combination ● Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending			● Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>SWIMMING and WATER SAFETY</u> ● Swim competently, confidently and proficiently over a distance of at least 25 metres ● Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		

UKS2 Long Term Subject Planning

	● Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● Perform dances using a range of movement patterns ● Take part in outdoor and adventurous activity challenges both individually and within a team			● Perform safe self-rescue in different water-based situations.		
RE	Why do some people believe God exists? What can be done to reduce racism? (SLD)		Green Religion: What can be done about climate and environment?		What do religions say to us when life gets hard?	
	● Using appropriate religious vocabularies, pupils identify and describe key features of religions, including beliefs, teachings and their meaning. ● Identify and describe religious practices and their meanings. ● Begin to make links between religions and identify some basic similarities and differences. ● Ask questions and suggest own answers about the significant experiences of others, including religious believers. ● Raise and suggest answers to a range of ultimate questions. ● Ask questions about matters of right and wrong and suggest answers which show understanding of moral and religious teachings. ● Using a wide range of religious vocabulary explain the similarities and differences in beliefs and teachings between religions. ● Explain the link between beliefs, ideas, practices and behaviour. ● Explain how religious ideas and beliefs can be expressed in a variety of forms. ● Explain, with reasons, their own and other people's views about human identity. ● Explain, with reasons, their own and other people's views about ultimate questions. ● Explain, with reasons, their own and other people's views about human identity and ethical issues, including religious ideas.					
PSHE SRE Citizenship	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Foreign Languages French	Pupils should: ● Understand and respond to spoken and written language from a variety of authentic sources ● Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ● Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ● Discover and develop an appreciation of a range of writing in the language studied.					

UKS2 Long Term Subject Planning

	School Life This unit will teach children key vocabulary related to objects, subjects and prepositional language. They will also learn questions and answers which they would use at school.	**Getting to Know You** **(Now called pleased to meet you)** In this unit, children will apply previous learning to express emotions. They will talk about their ambitions, old stories from childhood and use two different tenses accurately.	**This is France!** This unit of work will teach children key vocabulary to describe France and famous French landmarks and people. They will also learn about Paris and the activities you can do in France!
	● Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts. ● Understand and express simple opinions. ● Listen attentively and understand more complex phrases and sentences.		● Prepare a short presentation on a familiar topic. ● Write sentences on a range of topics using a model.
Possible Trips and Events	**Y6 Residential – Mount Cook** **Local Area Walk – geography surveys** **Manchester Museum - Time Odyssey** **BBC Philharmonic Orchestra BBC 10 pieces children's concert**	**Shakespeare Week** **Manchester Imperial War Museum North** **Local Area Walk**	**KS2 Leavers** **KS2 Production**