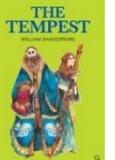
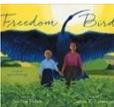
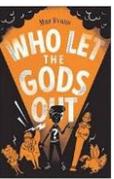
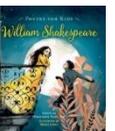
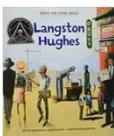
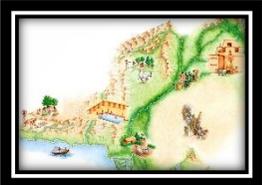
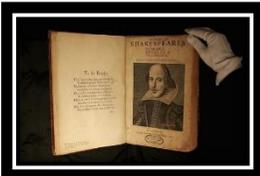
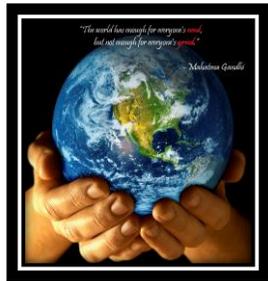
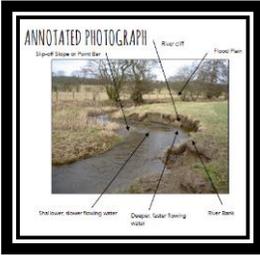


SNITTERFIELD PRIMARY SCHOOL

LONG TERM CURRICULUM PLAN UPPER KEY STAGE 2

	CYCLE A			CYCLE B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<b>ENGLISH Writing and Spelling Seed Texts</b>	 <p>Can We Save the Tiger? Martin Jenkins <b>Discussion texts</b></p>	 <p><i>Grimm Tales for Young and Old</i> Phillip Pullman <b>Own version traditional tales</b></p>	 <p><i>The Odyssey</i> Gillian Cross <b>Epic Tales</b></p>	 <p><i>Rain Player</i> David Wisniewski <b>Analytical Essay</b></p>	 <p><i>The Three Little Pigs Project</i> The Guardian <b>Discussion texts</b></p>	 <p><i>The Tempest</i> William Shakespeare <b>Playscripts</b></p>
	 <p><i>The Hidden Forest</i> Jeannie Baker <b>Balanced discussions</b></p>	 <p><i>The Man Who Walked Between the Towers</i> Mordicai Gerstein <b>Biography/autobiography</b></p>	 <p><i>Freedom Bird</i> Jerdine Nolen <b>Biography</b></p>	 <p><i>Hidden Figures</i> Margot Lee Shetterly <b>Memoirs</b></p>	 <p><i>The Island</i> Armin Greder <b>Sequel</b></p>	 <p><i>Beowulf</i> Michael Morpurgo <b>Own version legend</b></p>
	 <p><i>Leila and the Blue Fox</i> Kiran Millwood Hargrave</p>	 <p><i>Suffragette: The Battle for Equality</i> David Roberts <b>Persuasive campaign</b></p>	 <p><i>Romeo and Juliet</i> William Shakespeare <b>Playscripts</b></p>	 <p><i>Curiosity</i> Markus Motum <b>Expanded explanations</b></p>	 <p><i>The Last Bear</i> Hannah Gold <b>Newspaper</b></p>	 <p><i>Some Places More Than Others</i> Renee Watson <b>Transition project</b></p>
	 <p><i>The Snowman</i> <b>The Snowman (whole school project)</b></p>			 <p><i>The Polar Express</i> <b>(whole school project) Polar Express</b></p>		
<b>ENGLISH Reading Literary Leaf Texts</b>	 <p><i>On the Move: Poems about Migration</i> Michael Rosen</p>	 <p><i>Poems from the Second World War</i> Gaby Morgan</p>	 <p><i>Who Let the Gods Out</i> Maz Evans</p>	 <p><i>Hidden Figures Young Readers' Edition</i> Margot Lee Shetterly</p>	 <p><i>The Good Thieves</i> Katherine Rundell</p>	 <p><i>Poetry for Kids: William Shakespeare</i> illustrated edition William Shakespeare</p>
	 <p><i>The Tiger Rising</i> Kate DiCamillo</p>	 <p><i>Politics for Beginners</i> Louie Stowell <b>Beginners</b></p>	 <p><i>Black and British: A short, essential history</i> David Olusoga</p>	 <p><i>Poetry for Young People: Langston Hughes</i> Benny Andrews</p>	 <p><i>Darwin's Voyage of Discovery</i> Jake Williams</p>	 <p><i>Real-life Mysteries</i> Susan Martineau and Vicky Barker</p>

<b>MATHEMATICS</b> <b>White Rose</b>	<b>Number:</b> <i>Place Value</i> <b>Number:</b> <i>Four</i> <i>Operations</i> <b>Number:</b> <i>Fractions</i> <b>Geometry:</b> <i>Position &amp; Direction (topic)</i>	<b>Number:</b> <i>Decimals</i> <b>Number:</b> <i>Percentages</i> <b>Number:</b> <i>Algebra</i> <b>Measurement:</b> <i>Converting Units</i> <b>Measurement:</b> <i>Area, Perimeter &amp; Volume(topic)</i> <b>Number:</b> <i>Ratio</i>	<b>Geometry:</b> <i>Properties of shape(topic)</i> <b>Problem solving</b> <b>Statistics</b>	<b>Number:</b> <i>Place value</i> <b>Number:</b> <i>Addition &amp; Subtraction</i> <b>Statistics</b> <b>Number:</b> <i>Multiplication &amp; Division</i> <b>Measurement:</b> <i>Perimeter &amp; Area</i>	<b>Number:</b> <i>Multiplication &amp; Division</i> <b>Number:</b> <i>Fractions</i> <b>Number:</b> <i>Decimals &amp; Percentages</i>	<b>Number:</b> <i>Decimals</i> <b>Properties of Shape:</b> <i>Position &amp; Direction</i> <i>Converting units</i> <i>Volume</i>
<b>SCIENCE</b>	<b>Living Things and their habitats (Y5)</b> <i>Pupils should be taught to describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. They should describe the life process of reproduction in some plants and animals.</i> <b>Animals including humans (Y5)</b> <i>Pupils should be taught to describe the differences in life cycles of a mammal ..They should describe the changes as humans age</i>	<b>Electricity (Y6)</b> <i>Pupils should be taught to link the brightness of a lamp/volume of a buzzer with the number and voltage of cells in a circuit. They should compare and give reasons for variations in how components function. They should use recognised symbols in circuit diagrams.</i>  <b>Light (Y6)</b> <i>Pupils should be taught to recognise that light travels in straight lines that objects are seen because they give out or reflect light into the eye; that we see things because light travels from a light source into our eyes and that shadows have the same shapes as the objects that cast them.</i> <i>Light, colour, reflection, refraction, diffusion etc.</i>	<b>Forces (Y5)</b> <i>Pupils should be taught to explain that unsupported objects fall towards the Earth because of gravity between the Earth and the falling object. They should identify air resistance/water resistance and friction. They should recognise that some mechanisms (levers, pulleys, gears) are a way of increasing forces.</i>	<b>Properties of materials (Y5)</b> <i>Pupils should be taught to compare and group materials based on their properties; know that some materials dissolve; know about solids, liquids and gases and separation; know about reversible and irreversible changes</i>  <b>Earth &amp; Space (Y5)</b> <i>Pupils should be taught to describe the movement of the earth relative to the sun; describe the movement of the moon relative to the sun; describe the sun, earth and moon as spherical bodies; know that rotation explains day and night.</i>	<b>Evolution and Inheritance (Y6)</b> <i>Pupils should be taught that living things have changed over time and that fossils provide info about living things millions of years ago; that living things produce offspring which vary and are not identical to their parents; that animals and plants are adapted to suit their environment and that adaptation may lead to evolution.</i> <b>Living things and their habitats (Y6)</b> <i>Pupils should be taught to describe how living things are classified into groups and give reasons for how they are classified.</i>	<b>Animals including humans (Y6)</b> <i>Pupils should be taught to identify and name the parts of the circulatory system, and describe functions of the heart, blood vessels and blood. They should recognise the impact of diet/exercise/drugs and lifestyle on their bodies. They should describe the ways in which nutrients and water are transported within animals including humans.</i> <b>Looking after our environment (Y6)</b> <i>This unit 'Looking after the Environment' takes children through six lessons and is designed to complement the DfE's sustainability science curriculum this unit. To align with the National Curriculum this unit is delivered to further develop children's working scientific skills. Children explore: the core concepts – 'so what the</i>

						<i>climate is, how it changes, the difference between a man-made and natural environment and where different types of animals live'.</i>
<b>Computing</b> <b>Purple Mash</b>	<b>Purple Mash Unit 5.1</b> <i>Coding 2Code</i> <b>Purple Mash Unit 5.3</b> <i>Spreadsheets 2Calculate</i>	<b>Purple Mash Unit 5.5</b> <i>Game Creator 2DIY 3D</i> <b>Purple Mash Unit 5.6</b> <i>Modelling 2Design and Make</i> <b>Purple Mash Unit 6.4</b> <i>Blogging 2Blog</i>	<b>Purple Mash Unit 6.1</b> <i>Coding 2Code</i> <b>Purple Mash Unit 6.7</b> <i>Quizzing 2Quiz, 2DIY, Text toolkit, 2Investigate</i>	<b>Purple Mash Unit 5.2 &amp;6.2</b> <i>Online Safety Various Programmes</i> <b>Purple Mash Unit 6.3</b> <i>Spreadsheets 2Calculate</i>	<b>Purple Mash Unit 6.8</b> <i>Binary 2Code</i> <b>Purple Mash Unit 5.7</b> <i>Concept Maps 2Connect</i> <b>Purple Mash Unit 5.8</b> <i>Word Processing MS Word and Google Docs</i>	<b>Purple Mash Unit 5.4</b> <i>Databases 2Question, 2Investigate</i> <b>Purple Mash Unit 6.6</b> <i>Networks</i> <b>Purple Mash Unit 6.5</b> <i>Text Adventures 2Code, 2Connect</i>
<b>HISTORY</b> <b>Key Stage History</b>	<b>The Indus Valley</b>  <i>Key Stage History</i>  <i>The achievements of the earliest civilisations – when and where they first appeared.</i>	<b>Beyond Face Value</b> <i>Key Stage History</i>  <i>Study of an aspect or theme that extends pupils' chronological knowledge beyond 1066</i>	<b>Ancient Greece</b>  <i>Key Stage History</i> <i>Ancient Greece – a study of Greek Life and achievements and their influence on the western world.</i>	<b>The Maya</b> <i>Key Stage History</i>  <i>A non-European society that contrasts to British history</i>	<b>Crime &amp; Punishment</b> <i>Key Stage History</i>  <i>Study of an aspect or theme that extends pupils' chronological knowledge beyond 1066</i>	<b>Shakespeare's Legacy</b> <i>A local history study</i>   <i>(Includes aspects of Geography PoS - Use fieldwork to observe, measure, record and present the human and physical features in the local area).</i>
<b>GEOGRAPHY</b>	<b>A region within North America – California</b>   <i>Locate the world's countries, using maps to</i>	<b>Using GIS (geographical information systems)</b>  <i>"The world has maps for everyone's use, but not enough for everyone's greed."</i> <i>Malcolm Gladwell</i>	<b>A region in a European country – Greece</b>   <i>Locate the world's countries, using maps to</i>	<b>Globally significant places</b>   <i>Pupils should extend their knowledge and</i>	<b>A region of the United Kingdom – South Wales</b>   <i>Name and locate counties and cities of the</i>	<b>Geography Skills and Fieldwork</b>   <i>Use maps, atlases, globes and digital/computer</i>

	<i>focus on North America. Understand the geographical similarities and differences concentrating on its environmental regions, key physical (climate zones, earthquakes and volcanoes) and human characteristics (types of settlement and land use and economic activity, trade links), countries and major cities.</i>	<i>Pupils can competently 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); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</i>	<i>focus on Europe. Understand the geographical similarities and differences concentrating on its environmental regions, key physical (climate zones, rivers) and human characteristics (types of settlement and land use, economic activity and trade links), countries and major cities.</i>	<i>understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i>	<i>United Kingdom, geographical regions and their identifying human and physical characteristics including climate zones, rivers and mountains and human geography including types of settlement and land-use and economic activity understand how some of these aspects have changed over time. 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.</i>	<i>mapping to locate countries and describe features studied. 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. Use fieldwork to observe, measure record and present the human and physical features in the local area. Range of methods, including sketch maps, plans and graphs, and digital technologies.</i>
<b>ART and Design Kapow</b>	<b>Interactive Installation (Y5)</b> <i>Sculpture and 3D</i>	<b>I need space (Y5)</b> <i>Drawing</i>	<b>Portraits (Y5)</b> <i>Painting and mixed media</i>	<b>Make my voice heard (Y6)</b> <i>Drawing</i>	<b>Photo opportunity (Y6)</b> <i>Craft and design</i>	<b>Making memories (Y6)</b> <i>Sculpture and 3D</i>
<b>DESIGN TECHNOLOGY Kapow</b>	<b>What could be healthier? (Y5)</b> <i>Food</i>	<b>Doodlers (Y5)</b> <i>Electrical systems</i>	<b>Waistcoats (Y6)</b> <i>Textiles</i>	<b>Making a pop up (Y5)</b> <i>Mechanical systems</i>	<b>Playground (Y6)</b> <i>Structures</i>	<b>Navigating the world (Y6)</b> <i>Digital world</i>
<b>MUSIC Kapow</b>	<b>Film Music (Y6)</b> <b>Composition and notation (Y5)</b> Theme: Ancient Egypt <b>Christmas music</b>	<b>Musical Theatre (Y5)</b> <b>Theme and variations (Y6)</b> Theme: Pop Art	<b>Songs of WWII (Y6)</b> <b>Composing and performing a leavers' song (Y6)</b>	<b>Looping and remixing (Y5)</b> <b>Blues (Y5)</b>	<b>Dynamics, pitch and texture (Y6)</b> Theme: Fingal's Cave by Mendelssohn <b>Composition to represent the Festival of Colour (Y5)</b> Theme: Holi Festival	<b>South and West Africa (Y5)</b> <b>Composing and performing a leavers' song (Y6)</b>
<b>PSHE Kapow</b>	<b>Y5/6 Families and Relationships</b> <ul style="list-style-type: none"> <li>Families are varied</li> <li>Respecting differences</li> </ul>	<b>Y5/6 Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>Importance of relaxation and sleep</li> <li>cope with failure</li> <li>setting goals</li> <li>Sun safety</li> <li>Healthy meals</li> </ul>	<b>Y5/6 Citizenship</b> <ul style="list-style-type: none"> <li>understand what happens when the law is broken</li> <li>Recognise and challenge discrimination</li> </ul>	<b>Y5/6 Families and Relationships</b> <ul style="list-style-type: none"> <li>Friendship skills</li> <li>Respect</li> <li>Family life</li> <li>Stereotyping</li> <li>Change and loss</li> </ul>	<b>Y5/6 Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>Importance of relaxation and mindfulness</li> <li>setting goals</li> <li>Health responsibilities</li> <li>Impact of technology on health</li> </ul>	<b>Y5/6 Citizenship</b> <ul style="list-style-type: none"> <li>Pressure groups</li> <li>Valuing differences</li> <li>Food choices and the environment</li> <li>Human Rights and responsibilities</li> </ul>

	<ul style="list-style-type: none"> <li>Physical and emotional boundaries in friendships</li> <li>Bullying</li> <li>Bereavement</li> </ul> <p><b>Taking Care Project Keeping safe</b></p>		<ul style="list-style-type: none"> <li>Different emotions</li> </ul> <p><b>Y5/6 Safety and the changing body</b></p> <ul style="list-style-type: none"> <li>Online safety and friendships</li> <li>Drugs, alcohol and tobacco</li> <li>Others' influences</li> <li>Basic First Aid (choking)</li> <li>Understand puberty and menstruation (Y5)</li> <li>Conception, pregnancy and birth (Y6) (<i>Parents have the right to withdraw child from some of this</i>)</li> </ul>		<ul style="list-style-type: none"> <li>Recognise contribution others make to communities</li> <li>Human Rights and responsibilities</li> <li>How parliament works</li> </ul> <p><b>Y5/6 Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>Income and expenditure</li> <li>Risks with money</li> <li>Different careers</li> </ul> <p><b>Y6 only</b></p> <ul style="list-style-type: none"> <li>Personal identity</li> </ul>		<p><b>Taking Care Project Keeping safe</b></p>		<ul style="list-style-type: none"> <li>Immunisations</li> <li>Resilience toolbox</li> </ul> <p><b>Y5/6 Safety and the changing body</b></p> <ul style="list-style-type: none"> <li>Critical use of online sources</li> <li>Social media</li> <li>Basic First Aid (bleeding, basic life support)</li> <li>Understand puberty and menstruation (Y5)</li> <li>Conception, pregnancy and birth (Y6) (<i>Parents have the right to withdraw child from some of this</i>)</li> </ul>		<ul style="list-style-type: none"> <li>Parliament and national democracy</li> </ul> <p><b>Y5/6 Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>Attitudes to money</li> <li>keeping money safe</li> <li>gambling</li> <li>Stereotypes in the workplace</li> <li>Different careers</li> </ul> <p><b>Y6 only</b></p> <ul style="list-style-type: none"> <li>Personal identity</li> </ul>	
<b>RE Warwickshire Agreed Syllabus</b>	CHRISTIAN LAYOVER UNIT	U2.1 Who is Jesus? x 8  Belonging and Believing	JEWISH LAYOVER UNIT	U2.2 Why might ancient stories still be so important for religion and worldviews today? x 10  Wisdom and Guidance	SIKH LAYOVER UNIT	U2.3 Do religions change or do they stay the same? x 8  Changes	BUDDHIST LAYOVER UNIT	U2.4 What might it mean to 'live well'? x 8  Living Well	HINDU LAYOVER UNIT	U2.5 How do beliefs and ideas about land shape the way human beings live? x 8  Grand Narratives	U2.6 How might your worldview impact on the way you understand death and beyond? x 8  Personal Responsibility	U2.7 What is truth and where might it be found? x 8  Authority and Power
<b>Disciplinary Lenses</b>	Theology, Human and Social Science		Theology, Human and Social Science, Philosophy		Theology, Human and Social Science, History		Theology, Philosophy, Human and Social Science		Theology, Philosophy, Human and Social Science, History		Philosophy, Human and Social Science Theology, Philosophy, Human and Social Science	
<b>Worldviews Studied</b>	Christian, Jewish, Muslim, Non-Religion		Christian, Muslim, Jewish, Sanatan Dharma (Hindu), Non-Religious worldviews		Non-Religious, Christian, Hindu, Muslim, Buddhist, Sikh worldviews		Christian, Humanist, Sikh, Hindu, Muslim, Non-Religious worldviews		Abrahamic (Christian, Muslim, Jewish), Indic (Sikh & Sanatan Dharma - Hindu), Non-Religious, Humanist worldviews		Abrahamic (Jewish, Christian, Muslim), Dharmic (Hindu, Buddhist, Sikh), Zoroastrian, Non-Religious, Humanist, Pagan worldviews Non-Religious, Humanist, Christian, Hindu, Islamic worldviews	
<b>French Kapow</b>	French transport In my French House		Music in France French verbs in a week		Visiting a town in France		Portraits – describing in French Meet my French Family		Clothes – getting dressed in France French Weather		Exploring the French Speaking World	

			<b>French sport and the Olympics</b>			<b>Planning a French holiday</b>
<b>PE PE Planning (delivered by school staff)</b>	<b>Football Gymnastics</b>	<b>Dance Gymnastics</b>	<b>Netball Athletics</b>	<b>Hockey Gymnastics</b>	<b>Dance Gymnastics</b>	<b>Basketball Athletics</b>
<b>Delivered by SDH coaches</b>	<b>Handball Fitness</b>	<b>Dodgeball Orienteering</b>	<b>Tennis Rounders</b>	<b>Tag rugby Fitness</b>	<b>Golf Orienteering</b>	<b>Volleyball Cricket</b>