

Upper KS2 Formal learners long term plans

Formal Learners Upper KS2 Year A (Hawk)	Term 1 Journeys	Term 2 Modern Britain 'Brunel'	Term 3 India	Term 4 Dinosaurs	Term 5 Cities and Towns	Term 6 Scotland
<b>English</b>	<p>Class Text: Kensuke Kingdom</p> <p><b>Outcomes</b></p> <p>Reading and writing their own adventure story to include some description of the main event.</p>	<p>Class text: Buried alive or Bristol Giants</p> <p><b>Outcomes</b></p> <p>Recalling information from a non-chronological report, organising and creating their own report on Brunel or an aspect of Bristol.</p>	<p>Class text: The colour of home</p> <p><b>Outcomes</b></p> <p>Developing discussion skills and learning to write a letter to a pen pal in India to find out what it's like there - compare to UK.</p>	<p>Class text: The Lost world Junior Novelisation</p> <p><b>Outcomes</b></p> <p>Recalling information and using this to inform a discussion on which dinosaur is the best</p>	<p>Class text: On the way home (Jill Murphy)/ Tom Gates Excellent Excuses</p> <p><b>Outcomes</b></p> <p>Writing and acting out comedy sketch to explain how I hurt myself.</p> <p>Include descriptive writing houses</p>	<p>Class Text: Scooby doo camp fear or Katie in Scotland</p> <p><b>Outcomes</b></p> <p>Poetry- Performance / nature poetry</p>
<b>Maths</b>	<p><u>Number: Number and Place Value</u></p> <p>Pupils link Numicon to numbers and use them in counting games and</p>	<p><u>Geometry: Properties of shape (shape focus).</u></p> <p>Recognise,</p>	<p><u>Number: Multiplication and Division.</u></p> <p>Experience division and</p>	<p><u>Geometry: Position and Direction (angles focus).</u></p> <p>Demonstrate</p>	<p><u>Number: Number and Place Value.</u></p> <p>Counting forwards and</p>	<p><u>Using and Applying</u></p> <p><u>Statistics</u></p> <p>Practical problem-solving</p>

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	<p>activities.</p> <p>Join in with number rhymes/songs/games/chants to count forward and back, count on from a number</p> <p>Count objects (to 10 or more) with increasing accuracy</p> <p>Match number to quantity</p> <p>Order numbers to 10 and more</p> <p><u>Measure: Money</u> Take part in counting/number activities using money and counting skills</p> <p>Take part in interactive activities to find a coin and exchange a coin for items they want to buy</p> <p>Sort coins in simple terms by their shape/size/colour</p> <p>Visit a shop and use money in exchange for items on a shopping list</p>	<p>sort and name 2d shapes</p> <p>Use vocab to describe shape and size of shapes</p> <p>Begin to identify and recognise simple properties of 2d shapes</p> <p><u>Number: Addition and Subtraction</u> Experience division and multiplication through practical activities and experiences.</p> <p>Count in multiples of twos, fives and tens.</p>	<p>multiplication through practical activities and experiences.</p> <p>Count in multiples of twos, fives and tens.</p> <p>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><u>Measure: Time</u></p> <p>Use language</p>	<p>positional language in different ways.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a</p>	<p>backwards</p> <p>Writing and representing numbers in different ways</p> <p>Use the language of equal to, more than, less than (fewer), most least</p> <p><u>Measure – Weight/Mass Height/Length</u></p> <p><u>Capacity/Volume</u> Use familiar words to compare sizes</p> <p>Join in practical problems to compare length and height, weight and capacity</p>	<p>activities including pattern, counting games</p> <p>Sorting activities (type, shape, size, colour)</p> <p>Tallies</p> <p>Collecting simple data, answering questions, representing simple data</p>
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	<p>Use vocabulary associated with money</p>	<p>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>related to time and sequence events. Sequence events in chronological order. Link events to time. Begin to tell the time to the hour and half hour.</p>	<p>turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p><u>Number:</u> <u>Fractions</u> Take part in sharing problems (early division) Solve simple problems that include doubling, halving and sharing Show an interest in number problems and count to 10 and beyond to solve them</p>	<p>Begin to measure using standard and non-standard units</p> <p>Join in practical activities to measure and record measures</p>	
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				<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Connect halves and quarters to sharing objects and measures. Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of</p>		
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				objects or quantity. Write simple fractions and recognise equivalence		
<b>Science</b>	<b>Forces and Magnets (SC4)</b> -Recapping pushes and pulls -Faster and slower activities -Magnets – scrapyard challenge -Magnet Strength -Magnetic Poles	<b>Sound (SC4)</b> -Vibrations -Higher and Lower -Sound experiments – string telephones -Sound proofing -Collecting Sounds	<b>Light (SC4)</b> -Light and Dark -Reflective Surfaces -Mirrors -Sun Safety -Making Shadows -Changing Shadows	<b>Plants (SC2)</b> -Recapping parts of a plant -What do plants need to grow well? -Function of the stem -Flowers -Life Cycles	<b>Scientists and Inventors (SC1-4)</b> -Plant Hunters – Joseph Banks -X-rays – Marie Curie -George Washington Carver – Crops -Fossil Finders – William Smith -Inge Lehmann – Centre of the Earth -Arthur James Wilson – Wing	<b>Animals, including Humans (SC2)</b> -Revisit and extend learning relating to animal babies -Revisit and extend on growing and changing humans -Revisit and extend on basic needs

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					Mirrors	-Revisit and extend on healthy eating, exercise and keeping clean.
<b>Computing</b>	<p><b>Online</b></p> <p>Internet Research.</p> <p>Children will use the Internet safely for research. They will also</p> <p>Search the web for a specific purpose.</p> <p>They will understand and be aware of fake news.</p>	<p><b>Data</b></p> <p>Data tables.</p> <p>To understand, read and create their own pictograms, answering questions to analyse the data</p>	<p><b>E-Safety</b></p> <p>Children will learn about Safer Internet Day. They will understand the benefits of ICT and how to use it responsibly.</p> <p>They will be aware of and manage the risks of online technology. Children will also know the importance of keeping themselves</p>	<p><b>Programming</b></p> <p>Daisy Dino, BeeBots, Cargo.</p> <p>Children will understand and explore algorithms. They will use algorithms as a sequence. By 'debugging', they will spot errors in code and fix the problem.</p>	<p><b>Multimedia</b></p> <p>Animation</p> <p>Children will use technology to be creative, with a goal to share information about their topic.</p>	<p><b>Online</b></p> <p>Email.</p> <p>Children will use the Internet safely and learn about its benefits. They will search the web for something specific.</p>

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			safe and private online.			
<b>History/ Geography</b>	Geography (Spatial Awareness) Using maps to get from point A to B.	History (Enquiry) Who was Brunel and what did he do?	Geography (Non UK) The country India	History (Wider History) Dinosaurs and pre- history	Geography (UK) Local cities and towns- comparisons	History (British History) The 80s/ 90s – My Parents history.
<b>Art/DT</b>	Using the story of the “Three Little Pigs” as inspiration, pupils will be making model houses made from: straw, logs and bricks. The children will be finding out about material strengths and testing their buildings for stability.	Inspired by the “Flower Power” era and the designs and music from this time, pupils will design and make a tie dye tee-shirt. The finished piece of work will incorporate additional textile decoration and will be worn in a class fashion show.	The children will be finding out about some of the food that is eaten in India and comparing it with that often made in the U.K. Pupils will be assisted in making both an Indian and U.K style: starter, main and dessert and exploring the merits of both dishes.	Using mixed media pupils will be making models and paintings of dinosaurs. Work will include what the texture of a dinosaur skin might have been like and children will make a balloon model of an Ornithomimus, – a flying dinosaur.	Based on the topic of towns and cities pupils will learn to design, make and evaluate collages using a variety of media. They will incorporate colour, texture, pattern, shape, composition and perspective into their artwork. They will also learn about collages created by other artists, including Henri	Pupils will design, make and evaluate a variety of products inspired by Scotland. Products produced will be tartan designs and a clay Loch Ness monster. Pupils will explore packaging, technology and structures in this unit.

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					Matisse.	
<b>Music</b>	<p><b>Music to accompany journeys</b>            What music do you listen to when you travel            How does music make you feel?            Music for mood – sad songs vs happy songs            Journey songs – moving to music</p>	<p><b>Junk band</b>            Musical instruments from every-day objects            Industrial percussion            Musical composition            Following a conductor</p>	<p><b>Music and Dance from India</b>            Indian music            Bollywood            Stomp: rhythms of the World            Music &amp; festivals</p>	<p><b>Developing Music skills &amp; performance</b>            Following a score            Creating scores and basic compositions for others to follow            Developing technique in playing a variety of instruments            Exploring dynamics (volume, speed)            Experiencing energy and output – how the way you play affects the sound</p>	<p><b>Country music</b>            American country            Wurzels (UK)</p>	<p><b>Scottish music</b>            Scottish instruments            Folk music            Scottish artists            Highland Fling            Scottish reels</p>



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<p><b>RE</b></p>	<p><b>3. Diwali</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child. Hinduism.</p>	<p><b>3. Christmas Incarnation</b> Has Christmas lost its true meaning? Christianity</p>	<p><b>3. Pilgrimage to the River Ganges</b> Would visiting the River Ganges feel special to a non- Hindu? Hinduism</p>	<p><b>3. Easter-forgiveness</b> Salvation What is 'good' about Good Friday? Christianity</p>	<p><b>3. Prayer and Worship</b> Do people need to go to church Christianity</p>	<p><b>2. Rites of passage and good works</b> <i>What is the best way for a Jew to show commitment to God?</i> <i>Judaism</i></p>
<p><b>PSHE+C</b></p>	<p><b>Community.</b> Roles of different people in the community.  Rules and expectations.</p>	<p><b>Community issues and events.</b>  Recognise and contribute to addressing issues, concerns or events in the community.</p>	<p><b>Staying safe with people.</b>  Who do I know?  Who is a stranger?  How do I interact safely with people?</p>	<p><b>Interacting appropriately with peers.</b>  Building positive friendships.  Working together</p>	<p><b>Playing and learning together.</b>  Cooperating.  Compromising.  Respecting others and problem solving.</p>	<p><b>My body. My choice.</b>  How my body changes.  Privacy.  Touching rules.  Reporting feeling unhappy.</p>
<p><b>PE</b></p>	<p><b>Basketball skills</b>  Dribbling  Passing  Shooting</p>	<p><b>Dance:</b>  Explore levels  Twist and turning</p>	<p><b>Gymnastics:</b> How to roll, stretch, jump safely from a range of equipment and link actions together to</p>	<p><b>Inclusive games:</b>  boccia, new age curling and volleyball</p>	<p><b>Athletics:</b> Running, sprint start, jumping and throwing using different equipment to develop all these skills in</p>	<p><b>Striking and fielding:</b>  Learning skills linked to games with a bat. follow simple</p>

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	Playing a game	spin  Listen to Music  Use different props to create a dance.	develop a sequence and show it to others.	the correct technique to roll a ball and follow the rules for the game.	preparation for sports day.	rules for a game. Bowl and bat with correct technique. Hold the racquet in the correct hand and keep a rally going.
<b>Swimming</b>	Swimming- each week pupils will learn to go to the local leisure centre where they will build on the previous week to improve water confidence, water safety, swimming skills and rescue skills.					
<b>MFL-French</b>	<p><b>Greetings and vehicles:</b></p> <p>Students will revisit and revise previous learning of greetings.</p> <p>We will then learn to recognise the language associated with a range of vehicles.</p>	<p><b>In the classroom:</b></p> <p>Students will practice through play their understanding of classroom instructions.</p> <p>We will then begin to expand our knowledge of classroom</p>	<p><b>Food:</b></p> <p>We will practice our vocabulary of food from previous years.</p> <p>Students will begin to expand their ability to describe items including their size.</p>	<p><b>Animals:</b></p> <p>Our focus will be to continue our learning of numbers and animal names and use these in conjunction with each other.</p>	<p><b>My town:</b></p> <p>We will be exploring our local town to discover different place names.</p>	<p><b>Where I live:</b></p> <p>Students will expand their previous terms learning and discover how to communicate about where they live.</p>

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		vocabulary.				
<b>Careers</b>	Finding out about jobs relating to travel.	Learning about jobs within the engineering industry.	Finding out about jobs within the food industry.	Finding out about job-based roles within gardening and completing simple garden related tasks.	Finding out about jobs in the animation industry and completing basic animation related tasks.	Learning about working with animals.
	Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams.					

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Year B Formal Learners Upper KS2 (Hawk)	Term 1 Robots and technology	Term 2 Rainforest	Term 3 Spain	Term 4 Egyptians	Term 5 Food, Glorious Food	Term 6 Olympics-sporting heroes
<b>English</b>	Non- fiction Instructions- Instructions to programme a helpful robot. Class Text: House of Robots (James Patterson)	Class Text: Jungle book or The Great Kapok tree  Following the Overcoming the monster story theme write their own adventure story based in a jungle.	Class text: Sean goes to Barcelona  Understanding directions and instructions, using this to write an  Explanation of how to get to Spain	Poetry – senses or images	Non-fiction Persuasion- Create an advert to persuade someone to buy your chocolate bar. Class text: Charlie and the Chocolate Factory (Roald Dahl)	Class text: Newspaper articles about current sporting events- Olympics, Commonwealth, World Cup etc.  Writing a fictional ‘fake news’ newspaper article about a famous person.
<b>Maths</b>	Number: Number and Place Value  Measure: Time	Number: Addition and Subtraction.  Measure – Weight/Mass Height/Length	Number: Multiplication and Division.  Geometry: Properties of	Measure: Money  Number: Fractions	Number: Number and Place value.  Geometry: Position and	Using and Applying  Statistics

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		Capacity/Volume	shape.		Direction.	
<b>Science</b>	<b>Electricity (SC4)</b> -Everyday electrical appliances -Electrical Circuits -Conductors and insulators -Switches	<b>Living Things and Their Habitats (SC2)</b> -Grouping Living Things -Classifying Vertebrates -Invertebrate Hunt -Classification Keys -Local Habitat Survey -Environmental Changes	<b>States of Matter (SC3)</b> -Solid, Liquid or Gas -Investigating Gases -Heating and Cooling -Water -Evaporation -The Water Cycle	<b>Scientists and inventors (SC1-4)</b> -Gerald Durrell – Conservation -Alexander Graham Bell – Telephone -Maria Telkes – Solar Power -Garrett Morgan – Traffic Lights -Discovering Oxygen -Lord Kelvin – Absolute Zero	<b>Animals, including Humans (SC2)</b> -Types of nutrition -Types of Skeletons -Naming Bones -Function of a Skeleton -Muscles	Environment (SC2, 3) -Climate Change -Reduce, Reuse, Recycle -Energy -Forests -Water -Endangered Animals
<b>Computing</b>	<b>Graphics</b> Children will use technology to be	<b>Programming</b> Kodable/Hopscotch Children will	<b>E-Safety</b> 'Creating a Better Internet	<b>Online</b> Blogging Children will use	<b>Data</b> Collecting and storing Data.	<b>Multimedia</b> E-Books Children will

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	creative, practicing saving, storing and retrieving files to build and improve their project.	understand and explore algorithms. They will use algorithms as a sequence. By 'debugging', they will spot errors in code and fix the problem.	Together'  Children will learn about Safer Internet Day. They will understand the benefits of ICT and how to use it responsibly.  They will be aware of and manage the risks of online technology. Children will also know the importance of keeping themselves safe and private online.	the Internet safely to create a blog about their topic.	Children will collect data using a preferred method and learn how to process and analyse it.	create an E-book and become familiar with using images, text and sound with a purpose.
<b>History/ Geography</b>	History (enquiry) How has technology changed over time?	Geography (UK/Non-UK comparisons) British woodlands compared to Rainforests	Geography (EU) Europe and Spain	History (Wider World) Ancient Egyptians	Geography (Spatial Awareness) Trade links- how chocolate is made.	History (British History) Influential British people.

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<p><b>Art/DT</b></p>	<p>Pupils will be assisted in designing and making a robot that moves on wheels. The class will work together to make a short film that includes the robots.</p>	<p>Pupils will be introduced to music, film and photographic images from the rainforest. The children will then design, make and evaluate their own model rainforests. The colourful models will incorporate natural and manmade materials.</p>	<p>Pupils will learn about Pablo Picasso and his work. They will make their own Picasso inspired drawings, paintings and clay sculptures. The children will watch a video clip of Picasso painting.</p>	<p>Pupils will learn about the creative achievements of the Ancient Egyptians. Items made will include clay scarab beetles and papier mâché death masks. The children will be encouraged to talk about their work using artistic language.</p>	<p>Pupils will learn about healthy eating and the inclusion of treat foods such as chocolate. Pupils will design and make their own chocolate bar.</p>	<p>Pupils will find out about the History of the Olympics and its marketing. Pupils will design and make their own sporting mascot. They will investigate football strips and create a sporting medal by firstly experimenting with imprints in clay.</p>
<p><b>Music</b></p>	<p><b>Junk band</b> Musical instruments from every-day objects Industrial percussion Musical composition</p>	<p><b>Creating and exploring sounds of the Rainforest</b> Brazil Carnival music Animals in the Rainforest sound scape</p>	<p><b>Spanish music</b> Flamenco Maracas, castanets, percussion</p>	<p><b>Walk like an Egyptian'</b> Pharaoh's story Music to support topic pageant</p>	<p><b>Songs about food</b> 'Food, glorious food' Writing a song/rap/chant about our favourite foods.</p>	<p><b>Olympic ceremonies</b> <b>Sporting songs and theme tunes</b> Create class anthem/chant for sports day</p>

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	Following a conductor					
<b>RE</b>	<p><b>3. The Amrit Ceremony and the Khalsa</b> Does joining the Khalsa make a person a better Sikh? Sikhism</p>	<p><b>4. Christmas Incarnation</b> What is the most significant part of the nativity story for Christians today? Christianity</p>	<p><b>3. Jesus' Miracles</b> Incarnation Could Jesus heal people? Were these miracles or is there some other explanation? Christianity</p>	<p><b>2/4. Passover</b> How important is it for Jewish people to do what God asks them to do? Judaism.</p>	<p><b>3. Sharing and Community</b> Do Sikhs think it is important to share? Sikhism</p>	<p><b>2. Hajj</b> Does completing Hajj make a person a better Muslim? Islam.</p>
<b>PSHCE</b>	<p><b>Rules and expectations.</b>  How do rules help us?  Consequences.</p>	<p><b>Caring for the environment – recycling.</b></p>	<p><b>Types of relationship.</b>  Friendships.  Family.  Marriage.  Partnerships.</p>	<p><b>Caring for others.</b>  Taking responsibility.</p>	<p><b>Healthy exercise and lifestyles.</b>  How and way to stay healthy.</p>	<p><b>Growing up.</b>  Changing bodies.  Changing feelings.  Who takes care of me?</p>
<b>PE</b>	<p><b>Multi skills:</b>  Using a variety of PE equipment, playing different games, the</p>	<p><b>Invasion games:</b>  Basketball  Dribbling  Passing</p>	<p><b>Circuits:</b> To follow a circuit of activity to develop balance coordination and agility at an</p>	<p><b>OAA: outdoor and adventure</b>  Developing teamwork, solving different problems using</p>	<p><b>Athletics:</b> Running, sprint start, jumping and throwing using different equipment to develop all</p>	<p><b>Striking and fielding:</b>  Learning skills linked to games with a bat. follow simple rules for a</p>



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	focus will be to develop coordination, spatial awareness, balance and agility.	Shooting  Playing a game	individual level. Record results and see if we can improve over time.	a range of equipment.	these skills in preparation for sports day.	game. Bowl and bat with correct technique. Hold the racquet in the correct hand and keep a rally going.
<b>MFL- French</b>	<b>Greetings and vehicles:</b>  We will be practising our French greetings.  Students will combine and practice the vocabulary for vehicles and numbers.	<b>Animals:</b>  Students will research the vocabulary of animals and use their learning of colours to describe them.	<b>The weather:</b>  This term we will be looking at the different types of weather we may encounter in different countries and the appropriate vocabulary.	<b>Where I live:</b>  Students research the vocabulary for different homes and learn to communicate where they live	<b>Foods:</b>  We will aim to practice our previous vocabulary relating to foods and learn to build our writing skills.	<b>Sports:</b>  Students will be learning the names of different sports and creating a weekly timetable to consolidate our learning.
<b>Careers</b>	Finding out about what an electrician is and what they do.	Finding out about people who look after our local environment.	Discover what it takes to be a dancer.	What does a blogger do and how is this a job?	Find out about the role of chefs and complete basic cooking related tasks.	Discovering jobs in the sports industry.

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	Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams.					