

Social Communication Learners Upper KS2 Year A	Term 1 Journeys	Term 2 Modern Britain 'Brunel'	Term 3 India	Term 4 Dinosaurs	Term 5 Cities and Towns	Term 6 Scotland
English	Where the Wild things are Outcomes non-fiction- write own monster descriptions	Bristol Giants Outcomes non-fiction- non-Chronological report- Brunel	Elephant Dance Outcomes Non-fiction- Discussion- letter to a pen pal in India to find out what it's like there	Saturday night at the Dinosaur Stomp Outcomes Information discussion best dinosaurs	On the way home (Jill Murphy) Outcomes Comedy – explanation how did I hurt myself? play scripts/ sketches Include descriptive writing houses	Scooby doo camp fear Katie in Scotland Outcomes Poetry- Nature Listening to and performing nature poems. Exploring rhyme
Maths	<u>Number: Number and Place Value</u> Join in a variety of new maths activities Join in number rhymes/songs/counti	<u>Geometry: Properties of shape (shape focus).</u> Pupils explore and name some different 2d shapes	<u>Number: Multiplication and Division.</u> Begin to experience multiplicatio	<u>Geometry: Position and Direction (angles focus).</u> Join in a variety of new maths activities Join in number	<u>Number: Fractions</u> Join in with and respond to matching and sharing	<u>Using and Applying</u> Sorting and matching objects colours,

	<p>ng activities and recognise and match numbers with more confidence and accuracy</p> <p>Experience a variety of number rich activities</p> <p>Make groups to 3 or 5 with support if needed</p> <p><u>Measure: Money</u></p> <p>Choose objects they would like to 'buy', make a choice from 2 or more</p> <p>Take part in counting/number games using money and counting skills</p> <p>Take part in interactive activities to find a coin and exchange a coin for</p>	<p>Find some specific shapes when asked</p> <p>Use words/signs/symbols to identify some different 2d shapes</p> <p>Sort some shapes by matching to symbols</p> <p>Complete 2d and 3d puzzles</p> <p>Build using 3d materials</p> <p>Find some 2d shapes in their environment</p> <p><u>Number: Addition and Subtraction.</u></p> <p>Pupils join in a variety of new maths activities</p>	<p>n and division through practical activities</p> <p>Show an interest in maths problems</p> <p>Join in maths problems and help find the answer.</p> <p><u>Measure: Time</u></p> <p>Use language related to time and sequence events.</p> <p>Sequence familiar</p>	<p>rhymes/songs/counting activities and recognise and match numbers with more confidence and accuracy</p> <p>Experience a variety of number rich activities</p> <p>Make groups to 3 or 5 with support if needed</p> <p>Join in and count to 10</p> <p><u>Number & Place Value</u></p> <p>Join in a variety of new maths activities</p> <p>Join in number rhymes/songs/counting activities and recognise and match numbers with more</p>	<p>activities</p> <p>Pupils learn to match 1:1</p> <p>Share 1 or 2 items equally</p> <p>Select a small number of items to share out one at a time</p> <p>Solve simple sharing problems</p> <p>Count out how many items have been shared</p> <p><u>Measure – Weight/Mass Height/Length</u></p> <p><u>Capacity/Volume</u></p> <p>Use familiar</p>	<p>sizes</p> <p>Patterns</p> <p>Odd one out of a set of objects</p> <p><u>Statistics</u></p> <p>Intro to pictograms and collecting simple data</p>
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	<p>an object/2 objects</p> <p>Sort coins in simple terms by their shape/size/colour</p> <p>Visit a shop and use money in exchange for an item on a shopping list</p> <p>Begin to use vocabulary associated with money</p>	<p>Indicate numbers in number rhymes, songs and counting activities & scoring activities</p> <p>Join in number rhymes/songs and count with more confidence and accuracy</p> <p>Begin to recognise and identify</p>	<p>events in chronological order.</p> <p>Begin to record time.</p>	<p>confidence and accuracy</p> <p>Experience a variety of number rich activities</p> <p>Make groups to 3 or 5 with support if needed</p> <p>Join in and count to 10</p>	<p>words in practical situations to compare sizes.</p> <p>Compare 2 lengths when the difference is easy to see.</p> <p>Compare 2 heights when the difference is easy to see.</p> <p>Name/show “the long one/the tall one”.</p> <p>Join in and explore activities that include weighing and capacity.</p>	
Science	<p>Forces and Magnets (SC4)</p> <p>-Recapping pushes and pulls</p> <p>-Faster and slower</p>	<p>Sound (SC4)</p> <p>-Vibrations</p> <p>-Higher and Lower</p> <p>-Sound experiments –</p>	<p>Light (SC4)</p> <p>-Light and Dark</p> <p>-Reflective Surfaces</p>	<p>Plants (SC2)</p> <p>-Recapping parts of a plant</p> <p>-What do plants need to grow well?</p>	<p>Scientists and Inventors (SC1-4)</p> <p>-Plant Hunters – Joseph Banks</p> <p>-X-rays – Marie</p>	<p>Animals, including Humans (SC2)</p> <p>-Revisit and extend learning</p>

	<p>activities</p> <ul style="list-style-type: none"> -Magnets – scrapyard challenge -Magnet Strength -Magnetic Poles 	<p>string telephones</p> <ul style="list-style-type: none"> -Sound proofing -Collecting Sounds 	<ul style="list-style-type: none"> -Mirrors -Sun Safety -Making Shadows -Changing Shadows 	<ul style="list-style-type: none"> -Function of the stem -Flowers -Life Cycles 	<p>Curie</p> <ul style="list-style-type: none"> -George Washington Carver – Crops -Fossil Finders – William Smith -Inge Lehmann – Centre of the Earth -Arthur James Wilson – Wing Mirrors 	<p>relating to animal babies</p> <ul style="list-style-type: none"> -Revisit and extend on growing and changing humans -Revisit and extend on basic needs -Revisit and extend on healthy eating, exercise and keeping clean
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<p>Computing</p>	<p>Online</p> <p>Internet Research</p> <p>Children will be able to explore websites using touch screens and mouse. They will attempt to write a topic (or interest) into the search bar. Children will also learn that some websites and news can be fake.</p>	<p>Data</p> <p>Data tables</p> <p>Children will understand, read and create their own pictograms using data they have collected themselves. They will also learn how to answer questions based on this.</p>	<p>E-Safety</p> <p>Children 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 and know the importance of keeping safe and private online.</p>	<p>Programming</p> <p>Daisy Dino, BeeBots, Cargo.</p> <p>Children will understand and explore algorithms. They will also use algorithms in a sequence. They will 'debug' problems when they occur in the code.</p>	<p>Multimedia</p> <p>Animation</p> <p>Children will use technology to be creative, taking photos and learning how to review the work they have done</p>	<p>Online</p> <p>Email.</p> <p>Children will explore the use of email with an adult. They will show online safety skills whilst using the internet.</p>
<p>History/ Geography</p>	<p>Geography (Spatial Awareness)</p> <p>Using maps to get from point A to B.</p>	<p>History (Enquiry)</p> <p>Who was Brunel and what did he do?</p>	<p>Geography (Non UK)</p> <p>The country India</p>	<p>History (Wider History)</p> <p>Dinosaurs and pre-history</p>	<p>Geography (UK)</p> <p>Local cities and towns-comparisons</p>	<p>History (British History)</p> <p>The 80s/90s – My Parents history.</p>

<p>Art/DT</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 art work. They will also learn about collages created by other artists, including Henri Matisse.</p>	<p>Pupils will be supported in designing, making and evaluating a variety of products inspired by Scotland. Products produced will be tartan designs and a clay Loch Ness monster. Pupils will explore packaging in this unit.</p>
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Music	<p>Music to accompany journeys - Journey home from Grandpa's - We All Go Travelling By - Driving my Tractor - 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>Junk band - Musical instruments from every-day objects - Industrial percussion - Musical composition - Following a conductor</p>	<p>Music and Dance from India - Indian music - Bollywood - Stomp: rhythms of the World - Music & festival - Exploring dynamics (volume, speed) - Experiencing energy and output – how the way you play affects the sound</p>	<p>Developing Music skills & performance - Following a score - Creating scores and basic compositions for others to follow - Developing technique in playing a variety of instruments</p>	<p>Country music - American country - Wurzels (UK)</p>	<p>Scottish music - Scottish instruments - Folk music - Scottish artists - Highland Fling - Scottish reels</p>
RE	<p>3. Diwali Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child.</p>	<p>3. Christmas Incarnation Has Christmas lost its true meaning? Christianity</p>	<p>3. Pilgrimage to the River Ganges Would visiting the River</p>	<p>3. Easter-forgiveness Salvation What is 'good' about Good Friday?</p>	<p>3. Prayer and Worship Do people need to go to church Christianity</p>	<p>2. Rites of passage and good works <i>What is the best way for a Jew</i></p>

	Hinduism.		Ganges feel special to a non- Hindu? Hinduism	Christianity		<i>to show commitment to God?</i> <i>Judaism</i>
PSHE+C	Community. Roles of different people in the community. Rules and expectations.	Community issues and events. Recognise and contribute to addressing issues, concerns or events in the community.	Staying safe with people. Who do I know? Who is a stranger? How do I interact safely with people?	Interacting appropriately with peers. Building positive friendships. Working together.	Playing and learning together. Co-operating. Compromising. Respecting others and problem solving.	My body. My choice. How my body changes. Privacy. Touching rules. Reporting feeling unhappy.
PE	Basketball skills Invasion games Dribbling Rolling	Dance: Explore levels Twist and turning spin	Gymnastics: how to roll, stretch, jump safely from a range of equipment and link	Inclusive games: boccia, new age curling and volleyball the correct technique to roll a ball and follow the rules for	Athletics: Running, sprint start, jumping and throwing using different equipment to develop all these skills in	Striking and fielding: Learning skills linked to games with a bat.

	Passing Shooting A game	Listen to Music Use different props to create a dance.	actions together to develop a sequence and show it to the others.	the game.	preparation for sports day.	follow simple rules for a game. Bowl and bat with correct technique. Hold the racquet in the correct hand and keep a rally going
Creative arts/ dance	Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.					
Swimming	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.					
MFL- Makaton	Learning core Makaton vocabulary connected to Transport.	To learn Makaton signing and symbols for a variety of areas connected to	To learn Makaton signing and symbols for:	To learn Makaton signing and symbols for daily Meetings and Greetings	To learn Makaton signing and identify Makaton	To learn Makaton signing related to Scottish

		Modern Britain (<i>colours, Brunel, weather, gardens, songs</i>)	general core makaton vocabulary		symbols for places found in cities and towns.	climate songs, stories.
Careers	Finding out about jobs relating to travel.	Learning about jobs within the engineering industry.	Finding out about the people who keep us safe such as doctors and nurses.	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.

Year B Formal Learners Upper KS2	Term 1 Robots and technology	Term 2 Rainforest	Term 3 Spain	Term 4 Egyptians	Term 5 Food, Glorious Food	Term 6 Olympics- sporting heroes
English	house of robots Iron man Outcomes Instructions for a helpful robot	Jungle book Great kapok tree Outcomes fiction- write own jungle adventure – overcoming the monster	Sean goes to Barcelona Outcomes Explanation how to get to Spain	Egyptians- topic Outcomes Poetry – funny poems Reading and writing funny poems. Giving opinions on poems. Exploring rhyme.	Charlie and the chocolate factory Outcomes Persuasion- design own chocolate advert and wrapper	Newspapers- commonwealth/ Olympics/ world cup. Outcomes Fiction- newspaper article about a famous person- make up event
Maths	Number: Number and Place Value Measure: Time	Number: Addition and Subtraction. Measure – Weight/Mass Height/Length Capacity/ Volume	Number: Multiplication and Division. Geometry: Properties of shape.	Measure: Money Number: Fractions	Number: Number and Place value. Geometry: Position and Direction.	Using and Applying Statistics
Science	Electricity (SC4)	Living Things and	States of Matter	Scientists and	Animals,	Environment

	<ul style="list-style-type: none"> -Everyday electrical appliances -Electrical Circuits -Conductors and insulators -Switches 	<p>Their Habitats (SC2)</p> <ul style="list-style-type: none"> -Grouping Living Things -Classifying Vertebrates -Invertebrate Hunt -Classification Keys -Local Habitat Survey -Environmental Changes 	<p>(SC3)</p> <ul style="list-style-type: none"> -Solid, Liquid or Gas -Investigating Gases -Heating and Cooling -Water -Evaporation -The Water Cycle 	<p>inventors (SC1-4)</p> <ul style="list-style-type: none"> -Gerald Durrell – Conservation -Alexander Graham Bell – Telephone -Maria Telkes – Solar Power -Garrett Morgan – Traffic Lights -Discovering Oxygen -Lord Kelvin – Absolute Zero 	<p>including Humans (SC2)</p> <ul style="list-style-type: none"> -Types of nutrition -Types of Skeletons -Naming Bones -Function of a Skeleton -Muscles 	<p>(SC2, 3)</p> <ul style="list-style-type: none"> -Climate Change -Reduce, Reuse, Recycle -Energy -Forests -Water -Endangered Animals
Computing	<p>Graphics</p> <p>Children will use technology to be creative. They will save and open files with support, creating</p>	<p>Programming</p> <p>Kodable/Hopscotch</p> <p>Children will understand and explore algorithms. They will use</p>	<p>E-Safety</p> <p>‘Creating a Better Internet Together’</p> <p>Children will</p>	<p>Online</p> <p>Blogging</p> <p>Children will use the Internet to create a class</p>	<p>Data</p> <p>Collecting and storing Data.</p> <p>Children will analyse charts</p>	<p>Multimedia</p> <p>E-Books</p> <p>Children will create an E-book and become</p>

	images of robots using shapes.	algorithms as a sequence. By 'debugging', they will spot errors in code and fix the problem.	<p>learn about Safer Internet Day. They will understand the benefits of ICT and how to use it responsibly.</p> <p>They will learn about the risks of online technology. Children will also know the importance of keeping themselves safe and private online and who to contact if they feel unsafe.</p>	blog post. They will use the internet safely	and data. They will also collect data and make tables and pictograms to analyse.	familiar with using images, text and sound in a digital format.
History/ Geography	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.

Art/DT	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	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.	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.	Pupils will learn about the creative achievements of the Ancient Egyptians. Items made will include clay scarab beetles and papier mache death masks. The children will be encouraged to talk about their work using artistic language.	Pupils will learn about healthy eating and the inclusion of treat foods such as chocolate. Pupils will design and make their own chocolate bar.	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.
Music	Junk band - Musical instruments from every-day objects - Industrial percussion - Musical composition - Following a conductor	Creating and exploring sounds of the Rainforest - Brazil - Carnival music - Animals in the Rainforest sound scape	Spanish music - Flamenco - Maracas, castanets, percussion	Walk like an Egyptian' Pharaoh's story Music to support topic pageant	Songs about food Fruit Song Vegetable Song Learning signs for our favourite foods and setting them to music	Olympic ceremonies Sporting songs and theme tunes Create class anthem/chant for sports day

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

	playing different games, the focus will be to develop coordination, spatial awareness, balance and agility.	Kicking the ball Shooting A game of football/ basketball/ hockey	coordination and agility at an individual level.	solving different problems using a range of equipment.	using different equipment to develop all these skills in preparation for sports day.	with a bat. follow simple rules for a game. Bowl and bat with correct technique. Hold the racquet in the correct hand and keep a rally going
Creative Art/ dance	Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.					
Swimming	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.					
MFL- Makaton	To learn makaton signs related to the topic Robots, through song and adverts	To learn makaton signing relating to The Rain Forest, through song, story and games	To learn makaton signing and symbols related to Spain	To learn core makaton vocabulary relating to our <i>emotions</i> .	To learn makaton signs and symbols relating to a variety of foods.	Learning makaton vocabulary connected to the types of sports which take place during the summer Olympics.
Careers	Finding out	Finding out about people who look	Discover what it	What does a	Find out about	Discovering jobs in the sports

	about what an electrician is and what they do.	after our local environment.	takes to be a dancer.	blogger do and how is this a job?	the role of chefs and complete basic cooking related tasks.	industry.
Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams.						