

UKS2 2 Year LTP ALL SUBJECTS Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Whole School Theme</i>	<i>REACH Out</i>	<i>Magic, Myths and Monsters</i>	<i>Dead Famous</i>	<i>Protecting What's Precious</i>	<i>Gifts From Afar</i>	<i>You Are What You Eat</i>
<i>UKS2 Sub Theme</i>						
<i>Driver</i>	<i>History</i>	<i>History</i>	<i>History</i>	<i>Science</i>	<i>Geography / Science</i>	<i>Science</i>
Hooks / Launch / Land						
Writing						
Reading (Whole class)						
Maths (Y5)						
Maths Basics (Y5)						
Maths (Y6)						
Maths Basics (Y6)						
Computing	Understand that algorithms are used to track online activity in order to influence us (e.g. cookies = advertising). Acting on personal judgement to determine whether to allow/deny cookie usage. Revise: Understand how to detect and correct errors in algorithms and programs (for various purposes). from Y4	Understand that we are all digital citizens and how we can impact and influence the wider world. Be a responsible digital citizen (including social media usage).	To understand how we can evaluate digital content based on reliability and authenticity. To evaluate digital content. Revise: Use logical reasoning to detect and correct errors in algorithms and programs (for various purposes). (from Y4)	To understand what databases are and how they are used to store information. To select, use and combine a variety of software to create a database for a specific goal.	Understand how repetition (loops) can be used within programs. Use repetition (loops) effectively within programs.	Understand how selection can impact a program. Use selection purposefully within programs.
PSHE						
Art						
Design Technology						

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RE	<p>Why do some people believe God exists?</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas. 	<ul style="list-style-type: none"> Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. Explain the impact Jesus' example and teachings might have on Christians today. What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Outline Jesus' teaching on how his followers should live. 	<p>What does it mean to be a Muslim in Britain today? (part 1)</p> <ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (Shahadah, Zakat and Hajj). Make connections between the key functions of the mosque and the beliefs of Muslims. 	<p>What matters most to Christians and humanists?</p> <ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<p>Green religion? How and why should religious communities do more to care for the Earth?</p> <p>Make connections between beliefs about the earth and activist behaviour in different religions</p> <ul style="list-style-type: none"> Understand the challenges facing the planet and responses from different religions Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'. What can be done to reduce racism? Can religion help? Describe examples of connections between antiracism and religion Understand the challenges racism presents to human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). 	<p>If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> Find out some of the key features of places of worship Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? Explore the duty of pilgrimage in Hinduism. Consider images of the western wall in Jerusalem. Explore what this wall means to Jews worldwide.
PE (Get Set 4 PE SOW)	Volleyball	Fitness	Hockey	Basketball	Golf	Tennis

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Driver	History	History	History	Science	Geography / Science	Science
Science	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Living things and their habitats</p> <p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Plants</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Notice how light can be split into different colours using a prism.</p>
History						
Geography					<p>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. understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in North or South America</p>	
Music	<p>Identify different starting points or composing music.</p> <ul style="list-style-type: none"> ● Explore, select and combine a range of different sounds to compose a soundscape. ● Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. ● Use simple notation to record their compositions. 	<ul style="list-style-type: none"> ● Perform using notation as a support. ● Sing songs with staff notation as support 	<ul style="list-style-type: none"> ● Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions ● Learn about the lives and works of the great composers and musicians 		<ul style="list-style-type: none"> ● Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. ● Share opinions about music and be willing to justify these 	<ul style="list-style-type: none"> ● Present performances effectively with awareness of audience, venue and occasion. ● Improve their work through analysis, evaluation and comparison.