

UKS2 2 Year LTP ALL SUBJECTS Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme	<i>Reach for Greatness</i>	<i>Footprints of the Past</i>	<i>The Tales We Tell</i>	<i>A Moment in Time</i>	<i>No Place Like Home</i>	<i>Treasures and Gold</i>
UKS2 Sub Theme	<i>Inspirational Icons</i>	<i>WWI</i>	<i>Wonders of the World</i>	<i>Ancient Egypt</i>	<i>In The Danger Zone</i>	<i>Astounding Aztec Gold</i>
Driver	<i>History</i>	<i>History</i>	<i>Science / Design Technology</i>	<i>History</i>	<i>Geography</i>	<i>Geography</i>
Hooks / Launch / Land	Bring in a book, photo etc of someone famous who inspires you. Class discussion	Drill sergeant - exercises, commands	I see, I think I wonder. Exploring different wonders of the world	Museum Walk (In school) What can you find out about Ancient Egypt?	Under tables - Volcanic eruption drama	Treasure Hunt
Writing	Biography, Balanced arguments. Text extracts from key historical figures	Narratives in a historical setting, , poetry, Non-chronological report, diary entry	Adverts, letters of complaint	Mystery, atmosphere and suspense- narrative	TV/radio report, explanation text	Imaginary Worlds newspaper report
Reading (Whole class)	Snippets of texts - Sportsperson, political, health/history, current	War Horse War poetry Archie's War My Brother's Keeper	Pig Heart Boy 12th Day of July	Non-Fiction variety of texts Secrets of a Sun King	Secrets of Vesuvius: Narrative The Firework maker's Daughter Holes	Gold Of The Gods
Maths (Y5)	Unit 1- Decimal Fractions, Unit 2 Money	Unit 3- Negative Numbers, Unit 4- Short multiplication and short division	Unit 4- Short multiplication and division , Unit 5- Area and scaling,	Unit 6 - Calculating with fractions, Unit 7 - Factors, multiples and Primes	Unit 7- Factors, Multiples and primes, Unit 8- Fractions	Unit 9- Converting Units, Unit 10- Angles
Maths Basics (Y5)	Bespoke TT/AS Additive Facts Input					
Maths (Y6)	Unit 1 and 10 - Calculating using knowledge of structures	Unit 2 - Multiples of 1,000, Unit 3- Numbers upto 10,000,000, Unit 4- Draw, compose and decompose shapes	Unit 4- Draw, compose and decompose shapes, Unit 5- Multiplication and Division, Unit 6- area, perimeter, position and direction	Unit 7- Fractions and percentages	Unit 8- Statistics, Unit 9- ratio and proportion, SATS, Unit 10- Calculating using knowledge of structures	Unit 11- Solving problems with two unknowns, Unit 12- order of operations, Unit 13- Mean average, Unit 14- Further application in real life contexts, bespoke inouts, investigations, becoming Year 7 ready
Maths Basics (Y6)	Solving problems with two unknowns	Order of operations		Mean Average		
Computing	Understand what a digital footprint is and how it can impact your life. Identify positive and negative digital footprints. Revise: Understand how to break programs down into smaller parts (decomposition) and why that is useful. (from Y4)	Understand what plagiarism and copyright means and its impact. Find and use copyright free online content. Revise: Use decomposition (breaking things down) to solve problems linked to programs.(from Y4)	Understand how software can be used to analyse and evaluate data. Select, use and combine a variety of softwares to accomplish given goals (analyse and evaluate data/information)	Understand the difference between the internet and the world wide web and what they do. To identify the parts within the schools computer network (eg. servers, router, ports)	Understand how sequencing can be used within programs. Use sequencing effectively within programs.	Understand how variables can impact programs. Use variables purposefully within programs to achieve specific goals.

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PSHE	<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal 	<ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully 	<ul style="list-style-type: none"> L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. L11. recognise ways in which the internet and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used online, including for commercial purposes 	<ul style="list-style-type: none"> L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through 	<ul style="list-style-type: none"> that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not 	<ul style="list-style-type: none"> how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb that pregnancy can be prevented with contraception about the responsibilities of being a parent or carer and how having a baby changes someone's life how to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one
Art	Warhol style pop art of chosen icons Explore ink-press technique to build on KS1 pop art	Charcoal/chalk no man's land	Use clay to model wonders of the world eg taj mahal	Shading of a pyramid to show a light source/distance	Papier mache volcano	El Dorado jungle collage
Design Technology			Systems and pulleys		Structures	Cooking
RE	<ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian, Hindu and nonreligious beliefs about life after death. 	<ul style="list-style-type: none"> Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife 	<ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (Salah and Sawm) 	<ul style="list-style-type: none"> Describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. 	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question. 	
PE (Get Set 4 PE SOW)	Football	Badminton	Dodgeball	Dance	Rounders	Athletics

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Science		Living things and their habitats Describe the differences in the life cycles of a mammal, amphibian, insect and a bird Describe how different plants reproduce using the vocabulary related to pollination, asexual reproduction and seed dispersal	Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Rocks Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	States of Matter 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 Recognise 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 with burning and the action of acid on bicarbonate of soda	Forces and Magnets Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
History	<ul style="list-style-type: none"> Know and sequence key events from period studied, and place on a timeline Place period studied on a timeline in relation to other periods studied Study different aspects of different people and the differences between men and women Use books, internet and sources confidently for research Match dates to people and events 	<ul style="list-style-type: none"> Examine and begin to explain causes and results of great events and the impact on people Write own explanation of a past event(s) (holocaust) in terms of cause and effect, using evidence to support and illustrate explanation Compare accounts of events from different sources and begin to offer reasonable explanations for different versions of event. Begin to identify and recognise primary and secondary sources 		<ul style="list-style-type: none"> Find out about life in early and late 'times' studied and compare Know key dates, characters and events of time studied Study an ancient civilisation in detail. Gather different resources and sources to study 		

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Geography					describe and understand key aspects of: physical geography, including: biomes, volcanoes and earthquakes	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. 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
Music	Sing simple and more complex melodies accurately with control of pitch, rhythm and pulse. <ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Accurately match starting pitches given vocally and from other instruments. Sing in tune with accompaniment, other parts and when singing acapella.	Recognise how a composer has manipulated musical elements for effect. <ul style="list-style-type: none"> • Talk about the impact a piece of music has on them as a listener, discuss how the composer has created that effect through the different musical elements (pule, pitch, dynamics, rhythm, timbre, texture) • Recognise common features of music from particular genres, time periods or composers. 	Sing with expression. <ul style="list-style-type: none"> • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. 	<ul style="list-style-type: none"> • Have an awareness of how music has progressed over time and how different genres of music have developed 	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat. 	Play musical phrases which are played to them or written using simple notation with control and accuracy. <ul style="list-style-type: none"> • Play simple melodic patterns on violins. • Control pitch, volume, rhythm and pulse on a variety of instruments.