

UKS2 2 Year LTP ALL SUBJECTS Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme	<b>REACH Out</b>	<b>Magic, Myths and Monsters</b>	<b>Dead Famous</b>	<b>Protecting What's Precious</b>	<b>Gifts From Afar</b>	<b>You Are What You Eat</b>
UKS2 Sub Theme	<b>Through the Window</b>	<b>Ancient Greece</b>	<b>Nero - History's Greatest Monster?</b>	<b>Climate Emergency</b>	<b>Fair Trade</b>	<b>Tastes Around the Globe</b>
Driver	<b>Geography</b>	<b>History</b>	<b>History</b>	<b>Science</b>	<b>Geography</b>	<b>Science D/T</b>
<b>Hooks / Launch / Land</b>	Trip to Wilberforce House Museum	Greek Olympiad games	History box of Roman artefacts	Letter from teacher. Children to devise a plan to make the school more eco-friendly.	Explore fair trade food	Cooking competition
<b>Writing</b>	Narrative, playscripts, key historical figures, diary entries	Greek Myths and Legends, character descriptions	Poetry, biographies, summary writing, mystery writing, diary entry	Non-chronological reports, reports, balanced and one sided arguments, explanation texts	Comparison reports, descriptive writing, reviews	Newspaper report, procedural instructions writing
<b>Reading (Whole class)</b>	Harriet Tubman The Journey to Jo'Burg	The Odyssey In the Shadow of Heroes	In the Shadow of Heroes Pompeii Empires End	The Lorax Greta and the Giants The Last Wild Greta Thunberg	The Mayflower and the Pilgrims New World	Around the World in 80 Days
<b>Maths (Y5)</b>	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
<b>Maths Basics (Y5)</b>	Bespoke TT/AS Additive Facts Input	TT/Column methods	TT/ Multiplication methods	TT/Times Tables	TT/Fraction conversions/halves, quarters, fifths, tenths	TT/ fraction fluency
<b>Maths (Y6)</b>	Unit 1 and 10 - Calculating using knowledge of structures	Unit 2 - Multiples of 1,000, Unit 3- Numbers up to 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 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 inputs, investigations, becoming Year 7 ready.
<b>Maths Basics (Y6)</b>	Multiply and divide by 10, 100 and 1,000	Negative numbers	Converting units of measure	Multiply one digit numbers up to 2dp by integers.	Common factors, multiples and prime numbers	Area of shapes
<b>Computing</b>	<b>Understand that algorithms are used to track online activity in order to influence us (e.g. cookies = advertising).</b> Acting on personal judgement to determine whether to allow/deny cookie usage. Revise: <b>Understand how to detect and correct errors in algorithms and programs ( for various purposes).</b> from Y4	<b>Understand that we are all digital citizens and how we can impact and influence the wider world.</b> Be a responsible digital citizen (including social media usage).	<b>To understand how we can evaluate digital content based on reliability and authenticity.</b> To evaluate digital content. Revise: Use logical reasoning to detect and correct errors in algorithms and programs (for various purposes). (from Y4)	<b>To understand what databases are and how they are used to store information.</b> To select, use and combine a variety of software to create a database for a specific goal.	<b>Understand how repetition (loops) can be used within programs.</b> Use repetition (loops) effectively within programs.	<b>Understand how selection can impact a program.</b> Use selection purposefully within programs.
<b>PSHE</b>	Managing friendships and peer influence	Physical Contact and Feeling Safe and Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others and how information online is targeted and different media types.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity, recognising individuality and different qualities; mental wellbeing and keeping safe in different situations
<b>Art</b>	Portraits, pencil shading, drafting and improving in sketch books	Using clay to make Ancient Greek Sculptures/Pottery	Water colour paintings, mood painting extremes	Dramatic world disaster art using perspective skills	Observational drawings using chalk, pencils	Giuseppe Arcimboldo using a variety of mediums, charcoal, paint
<b>Design Technology</b>			Use cams and gears to simulate, puppet shows/chariot racing		Make a paper mache globe/Earth	Food, cooking and nutrition

RE	Why do some people believe in God?	<ul style="list-style-type: none"> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</li> <li>Explain the impact Jesus' example and teachings might have on Christians today. What would Jesus do?</li> <li>(Can we live by the values of Jesus in the twenty-first century?)</li> <li>Outline Jesus' teaching on how his followers should live.</li> </ul>	What does it mean to be a Muslim?	What matters most to Christians and humanists? <ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li> <li>Describe some Christian and Humanist values simply.</li> <li>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> </ul>	Green religion? How and why should religious communities do more to care for the Earth? <p>Make connections between beliefs about the earth and activist behaviour in different religions</p> <ul style="list-style-type: none"> <li>Understand the challenges facing the planet and responses from different religions</li> <li>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?</li> <li>Describe examples of connections between antiracism and religion</li> <li>Understand the challenges racism presents to human communities and consider different religious responses (B2).</li> <li>Discuss their own and others' ideas about reducing racism and antiracism, informed by</li> </ul>	If God is everywhere, why go to a place of worship? <ul style="list-style-type: none"> <li>Find out some of the key features of places of worship</li> <li>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.</li> </ul>
PE (Get Set 4 PE SOW)	Volleyball	Fitness	Hockey	Basketball	Golf	Tennis
Science	Electricity <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><b>I can recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</b></p>	Animals including humans <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><b>I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas, I can use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of results</b></p> <p><b>I can use simple models to describe scientific ideas</b></p>	Living things and their habitats <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><b>I can use and develop key and other information records to identify, classify and describe living things and materials and identify patterns that might be found in the natural environment.</b></p>	Plants <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution . <b>I can use my results to make predictions and identify when further observations, comparative and fair test might be needed.</b></p>	Evolution and inheritance <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><b>I can recognise which secondary sources will be most useful to research my ideas and begin to separate opinion from fact. I can identify scientific evidence that has been used to support or refute ideas or arguments</b></p>	Light <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.</p> <p>Notice how light can be split into different colours using a prism. <b>I can decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, and bar and line graphs</b></p>

<b>History</b>	secure knowledge and understanding of local history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	A study of Greek life and achievements and their influence on the western world. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	The Roman Empire and its impact on Britain. Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Understand how our knowledge of the past is constructed from a range of sources.			
<b>Geography</b>	Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				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	
<b>Music</b>	Identify different starting points or composing music. <ul style="list-style-type: none"> <li>• Explore, select and combine a range of different sounds to compose a soundscape.</li> <li>• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> <li>• Use simple notation to record</li> </ul>	<ul style="list-style-type: none"> <li>• Perform using notation as a support.</li> <li>• Sing songs with staff notation as support</li> </ul>	<ul style="list-style-type: none"> <li>• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</li> <li>• Learn about the lives and works of the great composers and musicians</li> </ul>		<ul style="list-style-type: none"> <li>• Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</li> <li>• Share opinions about music and be willing to justify these</li> </ul>	<ul style="list-style-type: none"> <li>• Present performances effectively with awareness of audience, venue and occasion.</li> <li>• Improve their work through analysis, evaluation and comparison.</li> </ul>
<b>MFL</b>						