

Lower Park School

Long term plan for Upper Key Stage 2 - Cycle 1

Topic	Invaders and Settlers (Vikings and Anglo-Saxons)		Trash (South America)		An Arabian Night (An early Islamic Civilisation)	
Focus	History/Geography		Geography		History	
Enquiry Question	Who won the struggle for England?		Where in the world is Brazil?		What influences did early Islam have on the rest of the world?	
Possible Enrichments including Trips/Visitors	Guest speaker and presenter Healthy Body Week		Samba Band; Music Hub		Mosque – Handforth Jodrell Bank Star Dome	
English	<p>As Writers, we will share the story “Beowulf” by Michael Morpurgo. Using our key text we will write an Anglo-Saxon narrative. We will examine poetry Using the text ‘A Viking Boy’ we will create an explanatory text on the life of a Viking child and a diary entry.</p>		<p>As Writers, we will debate and discuss the rainforests – their use for medicine and scientific discoveries, deforestation, endangered species and wildlife. We will write letters and be persuasive in our work. We will present a balanced argument. We will write a poem, using powerful imagery, to describe and bring to life, an area in South America, such as the rainforest or the Amazon River. We will create journalistic writing. As Writers we will share stories. We will explore and interact with stories from other cultures such as The Great Kapok Tree by Lynne Cherry or Journey to the River Sea by Eva Ibbotson</p>		<p>As Writers, we will share stories from “1001 Arabian Nights” by Jan Pienkowski (Aladdin, Sinbad & AliBaba). Using our key text we will write our own narrative for Scheherazade to read to King Shahriyar. We will write letters from modern-day Baghdad as a child who lives there. We will write a personal text as a servant living and working in Baghdad (900 CE). We will write explanation texts about the changes in Baghdad since 900(CE) to present day and what the world inherited from this early Islamic civilisation.</p>	
Maths	<p>Year 5 Place value within 100,000 Place value within 1,000,000 Addition and subtraction Graphs and tables Multiplication and division Measure-area and</p>	<p>Year 6 Place value within 10,000,000 Four operations Fractions Geometry-position and direction</p>	<p>Year 5 Multiplication and division Fractions Decimals and percentages</p>	<p>Year 6 Decimals Percentages Algebra Measure-imperial and metric measures Measure-perimeter, area and volume Ratio and proportion</p>	<p>Year 5 Decimals Geometry-properties of shapes Geometry-position and direction Measure-converting units Measure-volume and capacity</p>	<p>Year 6 Geometry-properties of shape Problem solving Statistics</p>

	perimeter				
Science	<p>As Scientists we will raise our own questions about the world around us. We will make our own decisions on the type of scientific enquiry we might use to answer our questions. We will work scientifically carrying out first-hand, controlled investigations using comparative and fair tests that we have designed. We will select and use equipment carefully and make decisions on the necessary observations and type of enquiry necessary. We will decide on the data to collect, make observations over time, take precise measurements and search for patterns that aid us to draw valid conclusions and predictions. We will also make identifications, classify and group materials, objects and animals when carrying out scientific enquiry. We will develop our research skills using secondary sources and will develop our understanding in aspects of biology, chemistry and physics whilst extending our use of scientific vocabulary.</p>				
	<p>As Scientists we will understand animals and humans and describe the changes as humans develop to old age. We will look at inheritance and its relevance to animals.</p> <p>We will identify and describe the human circulatory system (heart and blood).</p> <p>We will study the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help to understand how the circulatory system enables the body to function. We will describe the ways nutrients and water are transported within animals.</p> <p>We will recognise the importance of lifestyle on the human body. We will also discuss how to keep our bodies healthy and how our bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p>	<p>As Scientists we will study evolution & adaptation. We will find out more about how living things on earth have changed over time and how fossils can be used to provide information about living things that inhabited the Earth millions of years ago. We will investigate evolution and explain what it is. We will also identify how animals and plants are adapted to suit their environment in different ways. We will make links with America and the different habitats that exist there. We will then link adaptation over time to evolution.</p> <p>As Scientists We will investigate materials by comparing and grouping based on evidence from fair tests. We will plan enquiries and use appropriate techniques and apparatus to conduct tests. We will record and present our own findings and give conclusions based on scientific evidence.</p>	<p>As Scientists we will describe the movement of the Earth and other planets in our Solar System and their distance from the Sun. We will describe the Moon's movement and its size in comparison to the Earth and Sun. We will explain day and night is based on the Earth's rotation.</p>		
Geography	<p>As Geographers we will investigate the counties and cities of the United Kingdom. We will identify the human and physical characteristics, such as hills, mountains, coasts and rivers.</p> <p>We will investigate patterns of the Scots, Saxon and Viking settlements. We will compare land uses then with land uses now.</p>	<p>As Geographers we will locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical & human characteristics, countries, major cities.</p>	<p>As Geographers we will locate Baghdad (continent & country) We will identify and describe the human features (land use, settlements, economic activity) of Iraq and Baghdad. We will give our opinions on the features of this location (land use, climate).</p>		
	<p>As Geographers we will use 8 points of a compass, six-fig. grid references, symbols and key (including use of OS maps) to build our knowledge of the UK. Throughout the year, we will: use maps, atlases, globes and digital/computer mapping to locate countries and describe their features.</p>				

	Where appropriate we will use fieldwork to observe, measure, record and present the human and physical features of an area and use a range of methods, including sketch maps, plans, graphs and digital technologies.		
History	As historians we will investigate and interpret settlements in Britain after the Roman withdrawal in 410CE which will include the Scots invasion to north Britain along with the Anglo Saxon and Viking struggle for the Kingdom of England up to the time of Edward the Confessor. We will investigate place names, village life and law and order, raids and invasion.		As Historians we will investigate Baghdad in AD 900 and compare with Cordoba (Islamic Spain) which were the two largest Islamic cities in AD900. We will compare Baghdad in AD 900 to Britain in the same era. We will understand chronology and communicate our findings historically.
	As historians we will select and organise relevant historical information and understand how our knowledge of the past is constructed from a range of sources. We will question, study change, investigate causes, discuss similarities and differences and focus on significance.		
ICT	As computer scientists we will revise the importance of E-Safety. Linked to the History topic we will research on the Vikings which will involve investigating videos the use of audio, titles and credits.	As computer scientists we will revise the importance of E-Safety. Email communication with zoo about South American animals; design template for collection box and marketing materials for the zoo	As computer scientists we will revise the importance of E-Safety. Create a presentation on how the Internet works (how data travels from different countries); Create an arabic pattern art using repetition in programming
Art	As artists We will use our sketch books to collect information about Saxon craftsmanship and using paint and pencils to present our own interpretations and ideas. We will use clay to create expressive faces.	As artists we will study the art produced by Henri Rousseau. Then look at some artwork that has been inspired by nature. They will then use this as an inspiration for their own art and present it using different medium such as charcoal, paint, tissue and oil pastels.	As artists we will develop and master techniques in drawing and painting through studying Islamic architecture. We will collect information and present ideas in our sketchbooks. We will use printing to present some of our creations.
DT	As designers we will apply our science learning to make some healthy, nutritional savoury food. We will incorporate our understand of seasonality when creating, designing and evaluating our food.	As Designers we will develop skills of sewing textiles. As part of the design we will investigate how to: make a pattern, a prototype, sew and shape curved edges, tack, attach ornaments and learn how to start and finish off a row of stitches.	As designers we will rise to the challenges set in DT week.
Music	As musicians we will develop an understanding of the History of music, looking at Abdelazer Rondeau by Purcell. We will learn to make graphic scores, improvise, compose and	As musicians , through samba, we will compose and use a grid to notate rhythms. They will maintain a part within a group with awareness of the performance. They will comment and	As musicians we will compose music and use elf directed notation using rhythms, sounds and rhythms. We will record and use musical vocabulary to explain choices and changes.

	perform music with increasing aural memory. We will listen and recall sounds and perform with increasing control, accuracy, fluency and expression. BBC – Rondeau by Purcell (Abdelezer)		explain combinations of sounds and their expressive use. They will perform by ear and explain how changes affect the mood, character and sense of a piece of music. LMT – Samba Improvising colours		Thinking about sounds from the future, we will identify how specific techniques and devices contribute to a pieces impact and sound design. LMT – Getting Loopy Sounds from the Future	
PE	As athletes we will acquire and develop the skills needed to play the competitive games of Rugby including a basic pass and catch and Football (c) including dribbling, side foot passing and shooting and apply the basic principles of attacking and defending. We will communicate, collaborate and compete as individuals and as part of a team.	As athletes we will acquire and develop the skills needed to play the competitive game of Netball (c) including chest pass, shoulder pass and bounce pass and learning the correct technique for shooting and apply the basic principles of attacking and defending. We will communicate, collaborate and compete as individuals and as part of a team. As Dancers we will develop, rehearse, perform and evaluate a range of movement patterns incorporating our knowledge of the Vikings	As athletes we will acquire and develop the skills needed to play the competitive game of Tri-Golf(c) including putting and chipping. We will communicate, collaborate and compete as individuals and as part of a team. In Fitness we will develop our flexibility, strength, technique, control and balance and compare our performances with previous ones to demonstrate improvement and achieve our personal best.	As athletes we will acquire and develop the skills needed to play the competitive game of Cricket (c) including bowling correctly and striking the ball, throwing and catching in isolation and in combination We will communicate, collaborate and compete as individuals and as part of a team. As gymnasts we will develop our flexibility, strength, technique, control and balance and compare our performances with previous ones to demonstrate improvement and achieve our personal best.	As athletes we will acquire and develop the skills needed to play the competitive games of Tennis (c) and Rounders . As Tennis players we will focus on using both the forehand and backhand and improving our serving skills. As Rounders players we will improve our basic striking and fielding and start to apply tactics to the game.	As athletes we will acquire and develop the skills needed to play the competitive games of Ultimate Frisbee . We will learn the basic rules and tactics of the game and how to throw a Frisbee effectively. In Athletics we will develop our flexibility, strength, technique, control and balance and compare our performances with previous ones to demonstrate improvement and achieve our personal best whilst using our running, jumping and throwing skills to compete in sports day.
RE	Theme: Prayer and worship Key Question What is the best way fir a	Theme: Christmas Key Question Is the Christmas story true? Religion: Christianity	Theme: Hindu beliefs Key Question How can Brahmah be everywhere and in	Theme: Easter Concept: Salvation Key Question: How significant is it for	Theme: Beliefs and moral values Key Question: Do beliefs in karma,	Theme: Beliefs and Practices Key Question: What is the best way for a

	Hindu to show commitment to God? Religion: Hinduism	everything? Religion: Hinduism	Christians to believe God intended Jesus to die? Religion: Christianity	Samsara and Mosksha help Hindus lead good lives? Religion: Hinduism	Christian to show commitment to God? Religion: Christianity
PSHE	<p>As good and healthy citizens in our PSHE learning we will develop an understanding of the terms 'rights' and 'responsibilities' and how they balance one another and prepare a class charter.</p> <p>We will explore the dangers of sharing personal information on the internet through situations involving the Go-Givers characters. We will explore the concepts of fairness and justice and how the Magna Carta is the foundation for equality before the law in the UK</p> <p>We will learn about democracy and understand that their actions affect themselves and others</p> <p>We will listen and respond respectfully to a wide range of people and feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p>	<p>As good and healthy citizens in our PSHE learning we will learn about Inspirational People and gain a breadth of language with which to describe the qualities and skills of an inspirational person. We will use this learning to reflect on the qualities and skills of our peers and learn how everyone has their part to play in taking social action. We will learn about Martin Luther King and the impact he had on civil rights in the USA.</p> <p>We will learn about how Mary Seacole and Florence Nightingale overcame prejudice to help others and explore how discrimination can prevent people from making a full contribution to society.</p> <p>We will learn about the meaning of the word philanthropy through looking at real life examples. They will consider why philanthropy is important and what motivates philanthropists.</p> <p>We will explore Mandela's fight against apartheid in south Africa. It considers different points of view about famous people in history and concludes that struggles for freedom are not necessarily peaceful.</p> <p>We will learn about the life and teachings of Mahatma Gandhi. And explore Malala Yousafzal's fight for education and aims to remind us of the value of their schooling.</p>	<p>As good and healthy citizens in our PSHE learning we will learn about the difference between envy and jealousy, and how jealous feelings can be harmful to ourselves and others. To think about the groups we belong to and how they support us.</p> <p>We will learn about the amazing achievements of young people who have campaigned for a cause they care passionately about.</p> <p>We will have the opportunity to consider topical issues related to our school life.</p> <p>We will consider the incredible capacity of the brain and what can be achieved with determination .</p>		
Modern foreign language	<p>As linguists we will listen attentively to spoken language and show understanding by joining in and responding. We will explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words. We will engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. We will present ideas and information orally. We will read carefully and show understanding of words, phrases and simple writing. We will appreciate stories, songs, poems and rhymes in the language. We will broaden our vocabulary and use a dictionary. We will write phrases from memory and adapt these to create new sentences. We will describe people, places, things and actions orally, and in writing. We will understand basic grammar.</p> <p>As Linguists we will practise phrases linked with food - That's tasty</p>	<p>As Linguists we will visit a French town</p>	<p>As Linguists we will practise phrases linked to ourselves</p>		