

Lower Park School
Long term plan for Upper Key Stage 2 - Cycle 2

Topic	Road trip USA!	A Child's footprint through time	Footprints from the past in our local study
Focus	Geography	History	History/Geography
Enquiry Question	Where in the world is America?	What was the impact of WW2 on children?	How has Poynton changed over the years?
Possible Enrichments (Trips/Visitors)	Virtual Reality Workshop	Dress up as an evacuee Stockport Air raid Shelters Stockport Story Museum	Investigate Poynton and comparing it with other areas. Mosque trip – Handforth Year 6 trip to Menai Anson museum, local churches
Key Texts	The Indian in the Cupboard by Lynne Reid Banks As Writers we will take inspiration from the book "Queen of the Falls" by Chris Van Allsburg	Goodnight Mister Tom by Michelle Magorian The Diary of Anne Frank	Poynton – a local study. Matilda by Roald Dahl
English	As Writers we will take inspiration from the book "Queen of the Falls" by Chris Van Allsburg using our key text we will write a newspaper report about Annie Taylor, who became the first person to cross over Niagara Falls in a barrel. We will write biographies about other daredevils. We will write persuasive texts persuading our readers to visit a particular part of America Class read – The Indian in the Cupboard by Lynne Reid Banks.	Using our key text, we will prepare character descriptions . We will write a diary entry and letters as if we are evacuees. We will present balanced arguments on the reasons for and against evacuation. We will study poetry linked to the war. After studying propaganda posters , we will produce our own and write adverts . Year 6 SATs revision and transition	As Writers, we will study Matilda by Roald Dahl. We will write a school report and then create an extra chapter – Amanda Thrupp's revenge. We will focus on a character description of a 'good' or 'bad' teacher. Create an interview with Magnus and a letter from Miss Honey to the Wormwoods. Linked to our work during DT we will write clear and precise instructions .

<p>Maths</p>	<p><i>Year 5</i></p> <p>Place value within 100,000 Place value within 1,000,000 Addition and subtraction Graphs and tables Multiplication and division Measure-area and perimeter</p>	<p><i>Year 6</i></p> <p>Place value within 10,000,000 Four operations Fractions Geometry-position and direction</p>	<p><i>Year 5</i></p> <p>Multiplication and division Fractions Decimals and percentages</p>	<p><i>Year 6</i></p> <p>Decimals Percentages Algebra Measure-imperial and metric measures Measure-perimeter, area and volume Ratio and proportion</p>	<p><i>Year 5</i></p> <p>Decimals Geometry-properties of shapes Geometry-position and direction Measure-converting units Measure-volume and capacity</p>	<p><i>Year 6</i></p> <p>Geometry-properties of shape Problem solving Statistics</p>
<p>Science</p>	<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 movement, forces and magnets. We will explain gravity, friction, air and water resistance</p> <p>We will also investigate electricity and construct simple series circuits, answering questions about what happens when we try different components, for example, switches, bulbs, buzzers and motors. We will learn how to represent a simple circuit in a diagram</p>		<p>As Scientists we will understand what light is and how it travels. We will understand how we see things and explain what shadows are and how and why they change.</p> <p>As Scientists we will use our knowledge to decide how to mix and separate and explain changes of state. 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 how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. As well as giving reasons for classifying plants and animals based on specific characteristics.</p> <p>As Scientists we will study living things & describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird as well as describing the life processes of reproduction in some plants.</p>			

Geography	<p>As Geographers. we will locate the world's countries and then focus on North America. We will locate American countries and major cities and then look specifically at one location. We will concentrate on environmental regions and identify the human and physical characteristics of that specific place and how it has changed over time.</p>	<p>As Geographers we will use geographical skills and fieldwork linked to the Historical study</p>	<p>As Geographers we will describe and understand the key geographical aspects of our local area. Identifying both human & physical characteristics, key topographical features, land-use patterns. We will understand how these have changed over time. We will identify, compare and describe the geographical similarities & differences between our region and the North American region studied in the Spring Term. We will use geographical skills and fieldwork linked to the local study in History.</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. 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.</p>			
History		<p>As historians we will study education as an example of changes in an aspect of social history within British history in order to extend pupils' chronological knowledge beyond 1066. We will consider life and education for children in WW2 by imitating an evacuation to visit the Air Raid shelters in Stockport. Through the use of local sources we will also discover if the developments in Education were the same as elsewhere in the country.</p>	<p>As historians we will study Poynton and our local area. We will at the history and impact of coal mining and how transport has improved causing significant impact and changes to the way that the community has developed. We will consider the reasons for these developments.</p>
<p>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.</p>			
ICT	<p>As computer scientists we will revise the importance of E-Safety. We will produce 3D</p>	<p>As computer scientists we will revise the importance of E-Safety. We will carry out market research on available apps and potential market for their own app;</p>	

	alien world, including multiple enemies, different levels and scoring system (Discrete unit); whilst looking at the gaming industry in the USA	storyboard outlining app design and content; pupils' own app on a topic of their choice (alternative: app focuses on e-safety or relating to the History topic)	
Art	<p>As artists we will take inspiration from Tim Burton (a modern American artist) and compare with classic artists (Whistler and George Caitlin). We will compare the work of the American artists Jasper Johns (1950s) and Jackson Pollock (1930s & 40s). We will study the work of Georgia O'Keefe (flowers, skulls and still life) and produce our own pieces using charcoal, chalk, oil pastel and add tissue to add texture.</p>	<p>As artists we will study the work of Andy Warhol – Pop Art and present confectionary, from different periods in history, using his style of work. We will try printing our work.</p>	<p>As artists we will study a local artist – Lowry. We will create our own pieces inspired by his style and our locality.</p> <p>We will sketch our local environment and master techniques to depict perspective and shadows and so add interesting effects to our work.</p> <p>We will meet a local artist and create pieces of artwork that celebrate the history of Poynton.</p>
DT	<p>As designers we will understand and use mechanical systems to construct a moving toy. We will design, make, evaluate and improve them.</p>	<p>As Designers we will develop ideas and create a design that could include: a simple series circuit where a single output device is controlled; a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.</p>	<p>As designers we will rise to the challenges set in DT week.</p>
Music	<p>As musicians we will learn to appreciate live and recorded music and develop an understanding of the History of music focussing on Tchaikovsky's Nutcracker Suite. We will develop rhythmic patterns, compose and perform music using the inter-related dimensions of music. We will perform in solo and ensemble thinking about control, fluency and expression.</p>	<p>As musicians we will learn to compose and play a syncopated rhythm based on cods. We will compose and play melodies using limited notes/scales and in ternary form. We will compose and play music with layers of rhythms and learn to lead a group performance. We will internalise longer sections for</p>	<p>As musicians we will learn to compose and perform melodies to match lyrics. We will perform longer sections from memory and evaluate performances using a widened musical vocabulary. We will describe how the impact of a piece is linked to the choices of sounds, expressing personal opinions.</p> <p>LMT – Your Song Newsbeat</p>

	BBC - The Nutcracker (Tchaikovsky)		performance. LMT - Code Breakers Getting the Maximum out of the Minimum			
PE The order of this cycle may change depending on the sport coaches availability throughout the year	<p>As athletes, we will acquire and develop the skills needed to play a competitive invasion game and apply the basic principles of attacking and defending. We will communicate, collaborate and compete as individuals and as part of a team.</p> <p>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. Coach TBC</p>	<p>As athletes, we will acquire and develop the skills needed to play a competitive invasion game and apply the basic principles of attacking and defending. We will communicate, collaborate and compete as individuals and as part of a team.</p> <p>As Dancers we will develop, rehearse, perform and evaluate a range of movement patterns incorporating our knowledge of our topic. Coach TBC</p>	<p>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.</p> <p>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. Coach TBC</p>	<p>As athletes, we will acquire and develop the skills needed to play a competitive striking and fielding and invasion game. We will communicate, collaborate and compete as individuals and as part of a team. Coach TBC</p>	<p>As athletes we will acquire and develop the skills needed to play a competitive Net and wall game.</p> <p>As Orienteers, we will take part in outdoor and adventurous activity challenges both individually and within a team and compare our performances with previous ones and demonstrate improvement to achieve our personal best. Coach TBC</p>	<p>As athletes, we will acquire and develop the skills needed to play a competitive invasion game. We will learn the basic rules and tactics of the game.</p> <p>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. Coach TBC</p>
RE	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help</p>	<p>Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity</p>	<p>Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was</p>	<p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good</p>

	<p>God? Religion: Islam</p>	<p>Christians understand who Jesus was and why he was born? Religion: Christianity</p>		<p>on Earth? Religion: Christianity</p>	<p>Religion: Islam Theme: <i>NB: This enquiry is taught in 2 sections over the term</i></p>	<p>lives? Religion: Islam Theme: <i>NB: This enquiry is taught in 2 sections over the term</i></p>
PSHE	<p>As good and healthy citizens in our PSHE learning we will learn about <u>Respect</u> and explore what the word respect means and consider different types of behaviour and whether they are respectful or not. We will learn about our right to freedom and how this comes with responsibilities towards others. We will explore what rules are, why we need them and create a set of rules for our classroom. We will learn what individual liberty means and why we have to balance our own wants and needs with the wants and needs of others.</p>	<p>As good and healthy citizens in our PSHE learning we will learn about feelings and Emotions we will learn to understand situations which cause stress, and to recognise and deal with stress in themselves and others. We will explore our feelings through a story which focus' on the Go-Givers Mitali and Anna. Mitali is concerned about a sudden change in Anna's behaviour and explores ways that he can help her. We will look at ways to look after our mental health. We will look at ways in which we differ from each other and how we can develop a positive body image. And recognise, as we approach puberty, how people's emotions change at that time and how to deal with their feelings towards ourselves, our family and others in a positive way. We will address the question 'what is society?' and 'what makes a strong society?' and explore how laws, taxes and charities contribute to our well-being.</p>	<p>As good and healthy citizens in our PSHE learning we will learn about World Issues and explore how events in one part of the world can have a global impact, taking the examples of the war in Syria, the Ebola crisis and fluctuating oil prices. We will learn that public services are largely funded through the payment of taxes to the government and that taxes are paid on income as well as goods and services. We will learn that councils are responsible for local spending decisions and can raise additional funds for public services through council taxes. We will explore knife crime in the news and try to put frightening headlines into perspective as well as learning what the law says about carrying knives. We will learn to feel positive about ourselves for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what we can do and how much responsibility we can take to prepare for change, for example, transferring to secondary school.</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>					
	As Linguists we will practice phrases used	As Linguists we will look at school life.	As Linguists we will practise phrases that will			

	when we meet and greet one another and when we are 'getting to know each other'.		help us to shop.
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