

# Lower Park School Long term plan for Upper Key Stage 2 - Cycle 1

Topic	Invaders and Settlers (Vikings and Anglo-Saxons)	Explorers (South America)	Mysterious Mayans
Focus	History/Geography	Geography	History
Enquiry Question	Who won the struggle for England?	Where in the world is Brazil?	What influences did the Mayans 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
Key Texts	As readers, we will explore the text 'Viking Boy' by Tony Bradman and 'Beowulf' by Michael Morpurgo.	As readers, we will study the texts 'The Explorer' by Katherine Randell, 'The Tin Forest' by Helen Ward and 'Young, gifted and black' by Jamia Wilson (links to PHSE).	As readers, we will explore the text 'Cosmic' by Frank Cottrell-Boyce.
English	As writers, we will share the story "Beowulf" by Michael Morpurgo. Using the text Beowulf, we will write a C.V, applying for the job as 'hero'. We will write a newspaper article reporting the battle between the characters Grendel and Beowulf. We will also write kennings. As writers, we will use the short film 5 metres 80 (High Diving Giraffes) as a stimulus to write a sports commentary and explanatory text.	As writers, we will write poems on the theme 'Black Lives Matter', linking to our PHSE topic. We will write a suspense story using themes from the Black Lives Matter poetry studied. Using our key text 'The Tin Forest', we will write a description of a setting and character using figurative language. We will write a diary entries from the point of view of the main character.  Y6 SATs Revision.	As writers, we will use the clip 'Day of the Dead' to inspire our writing. We will write a non-chronological report and produce a promotional poster or leaflet. Using our key text 'Cosmic', we will write an extra scene and chapter for the book. We will write an information text (itinerary for Liam's parents). We will also write a letter to persuade Dinah Drax to allow Liam to accompany the 'children' on the rocket  Y6 Transition

Maths	Year 5 Place value within 100,000 Place value within 1,000,000	Year 6 Place value within 10,000,000 Four operations Fractions	Year 5 Multiplication and division Fractions Decimals and percentages	Year 6 Decimals Percentages Algebra Measure-imperial and	Year 5 Decimals Geometry-properties of shapes Geometry-position and	Year 6 Geometry-properties of shape Problem solving Statistics
	Addition and subtraction Graphs and tables Multiplication and division Measure-area and perimeter	Geometry-position and direction		metric measures Measure-perimeter, area and volume Ratio and proportion	direction Measure-converting units Measure-volume and capacity	
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 identify and describe the human circulatory system (heart and blood). We will build on our knowledge of the 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. 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 &amp; 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 look at inheritance and its relevance to animals. We will also identify how animals and plants are adapted to suit their environment in different ways. 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>			

<p>Geography</p>	<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. 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 &amp; human characteristics, countries, major cities.</p>	<p>As geographers, we will explore where in the world the Mayan civilisation originated and how the Mayans utilised the climate of the jungle to become so important.</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>			
<p>History</p>	<p>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.</p>		<p>As historians, we will explore when the Mayans existed in comparison to other historical periods, look at the similarities and differences between the Maya and Britain in 900AD, investigate how life was different for rich and poor at the height of the Mayan civilization, discover how the Maya communicated and told the time, ask whether the Maya were more or less advanced than the Anglo-Saxons and Vikings in Britain during the same period.</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>			
<p>ICT</p>	<p>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.</p>	<p>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</p>	<p>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).</p>
<p>Art</p>	<p>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.</p>	<p>As artists, we will study the art produced by Georgia O'Keeffe. 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 paint and oil pastels.</p>	<p>As artists, we will collect information and present ideas in our sketchbooks related to our science topic. We will use paint, pastels and tissue to present some of our creations.</p>

DT	As designers, we will apply our science learning to make some healthy, nutritional savoury food. We will incorporate our understanding 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, 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 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)		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 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		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. 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	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.

				achieve our personal best		
RE	<p>Theme: Prayer and worship</p> <p>Key Question What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Key Question Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>Theme: Hindu beliefs</p> <p>Key Question How can Brahmah be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in karma, Samsara and Mosksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p>
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. 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. 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 importance of charity and research a charity of our own choice. We will be given a brief introduction to the European Union and learn about why people's opinions about the EU are divided and the results of the EU referendum. We will explore the meaning of 'democracy,' and the ways in which citizens can participate in democratic life in Britain. We will learn about the role of the Prime Minister, Members of Parliament and political parties, and how a general election works. Then we will consider why it is important for citizens to be well-informed before casting their vote, and how they can find out about the views of candidates and parties. Once we have looked at the reasoning behind the secret ballot, we will consider the voting age debate.</p>			

<p>Modern foreign language</p>	<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>