



Subjects	Autumn	Spring	Summer
History	<p>Rule Britannia Study the Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p>Invaders To look at historical reasons for invasion. Find out historical facts about the end of the Roman Empire and key historical events in the Anglo-Saxon period. Research life in Saxon times.</p>	<p>Yes Minister! Trace the origins of the parliamentary system. Find out about the Gunpowder plot. Find out about the battle for the vote – suffragettes etc</p>
Geography	<p>Rule Britannia Use maps and atlases to locate Viking homelands and areas of Britain where Vikings invaded and settled.</p>	<p>Invaders Map Skills Physical and human impact</p>	<p>Yes Minister! Use map skills to locate different forms of government across the world. Look at the location of constituencies in the UK. Look at the political party map from the general election</p>
Science	<p>Illustrating Life-cycles The differences in the life cycles of a mammal, an amphibian, an insect and a bird. The life process of reproduction in plants and animals. Describing the life changes as humans develop to old age. Describe how living things are classified</p> <p>Material Consultants Compare and group together everyday materials Materials, which dissolve in liquid to form a solution, and recovering a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated,</p>	<p>The Human Species - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Medical Manoeuvres Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Special Effects Materials - demonstrate that dissolving, mixing and changes of state are reversible changes. Compare to irreversible changes.</p> <p>Welcome to Forceland . gravity and the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>
Physical Education <i>Skills taught from Real PE</i>	<p>Games- (Tag Rugby) Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)</p> <p>Work alone and with a team to outwit an opponent / opposing team</p> <p>Act as a good role model within a team, taking a lead role when required</p> <p>Gymnastics Create longer, more complex gymnastic sequences that include a</p>	<p>Dance (Ballroom) Choreograph creative and imaginative dance sequences, independently and in a group</p> <p>Choreograph and perform more complex sequences Demonstrate a consistent theme throughout a dance</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25m</p> <p>Use a range of strokes</p>	<p>Games- (Tennis) Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play</p> <p>Athletics When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape Demonstrate control, balance and power in take-off and landing when</p>

	<p>good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>Rehearse, refine and perfect gymnastic skills</p>	<p>effectively (front crawl, backstroke, breaststroke)</p> <p>Perform safe self-rescue in different water-based situations</p> <p>Games- (Netball) Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)</p> <p>Work alone and with a team to outwit an opponent / opposing team</p> <p>Act as a good role model within a team, taking a lead role when required</p>	<p>jumping.</p> <p>Compete with others, recording results, setting targets and endeavouring to improve performance.</p> <p>Outdoor Adventurous Education Read a variety of maps and plans of the environment, recognising symbols and features</p> <p>Value the importance of planning and thinking as they work through their challenge</p> <p>Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills</p>
<p>Computing</p> <p><i>icompute</i></p>	<p>Internet Safety Analyse the accuracy of information online and double check with another source Use more complex search engines to filter information Can explain the term plagiarism Know that emails can contain viruses Can filter emails e.g. for attachments or person Can email to a group of people to work collaboratively on a project Know the importance of social media privacy settings and how to keep safe online Know how to report/flag/block inappropriate content Acts as a role model to others for how to stay safe online</p> <p>Multi-Media - Film, Animation and Sound</p> <p>(Stop-Motion) Convert film clips into the most appropriate format for movie type Trim films clips and change the order for the viewer's interest Add captions and titles appropriate to the purpose and audience Manipulate the recording from a microphone before importing</p>	<p>Generic Skills Use more advanced keyboards (ctrl b, u, a, l, e, r, f) Use scaling options when printing work Choose the appropriate quality of a print Know how to debug (problem solve) computer start up errors Adjust screen resolution Annotate work using print screen and auto shapes (arrows) to evaluate and justify appropriate use of ICT for the purpose and audience Use appropriate computing vocabulary (variable) To confidently use touch type</p> <p>Programming (Scratch) Can create variables such as 'correct' within an operator Can add sensing blocks within an operator Uses 'if' and 'else' blocks within the Control menu Can 'debug' (recognise errors) within a script Design an instruction in response to a brief Create more complex instructions incorporating all tools</p>	<p>Multi-Media Presentation Add pages and subpages to a website Apply sound to a website appropriately Add hyperlinks to internal and external pages of the webpage they create Format menus and sidebars to navigate around the website Use existing skills to import different medias: sound, images etc Evaluate existing websites and explain the designer's style linked to the purpose and audience Create own webpage on a curriculum linked topic to evoke an audience response Know how to publish the website with support</p> <p>Data Know how to input formulas into a spreadsheet Can change the appearance /format of a spreadsheet Can use a spreadsheet to answer questions and solve problems</p>

	Choose the most appropriate film/editing software for project Create a film/animation to evoke an audience response		
DT <i>Projects on a Page</i>	Textiles – Combining Fabric Shapes A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.	Mechanical Systems Understand that mechanical systems have an input, process and an output. • Understand how cams can be used to produce different types of movement and change the direction of movement. • Know and use technical vocabulary relevant to the project.	Electrical Systems Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
Music <i>Charanga</i>	<ul style="list-style-type: none"> • Livin' on a Prayer • Classroom Jazz 1 	<ul style="list-style-type: none"> • Make you feel my Love • The fresh prince of Bel-Air 	<ul style="list-style-type: none"> • Dancing in the street • Reflect, Rewind and Replay
Art	FOCUS: Textiles SKILLS: sewing, cross stitch/embroidery TOPIC: Rule Britannia (Bayeux tapestry scene) ARTIST:	FOCUS: Drawing SKILLS: perspective, proportion, using a range of mediums TOPIC: Invaders ARTIST:	FOCUS: Colour SKILLS: intensity of colour, range of brush techniques (dashes, strokes, points etc.) TOPIC: Yes Minister ARTIST: Claude Monet
RE <i>Northants SACRE</i> <i>UC</i> <i>P'Boro Diocese</i>	<ul style="list-style-type: none"> • What does it mean if God is holy and loving? • Was Jesus the Messiah? (Christmas unit) <p>Additional coverage: What will make our city/town/village a more respectful place? Why is pilgrimage important to some religious believers?</p>	<ul style="list-style-type: none"> • What does it mean for Muslims to follow God? • What did Jesus do to save human beings? [Y5](Easter unit) 	<ul style="list-style-type: none"> • Thematic Unit: Why do some people believe in God and some people not?
PSHE <i>Jigsaw</i>	Being Me in My World Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. Explain how the actions of one person can affect another and can give examples of this from school and a wider community context. Celebrating Difference Explain the differences	Dreams and Goals Compare my hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. Healthy Me Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems	Relationships Compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using tech to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

	between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. Explain why racism and other forms of discrimination are unkind. Express how I feel about discriminatory behaviour.	(disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Summarise different ways that I respect and value my body.	Changing Me Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
MFL <i>Catherine Cheater</i>	Niveau Rouge KO Autumn 1 KO Autumn 2	Niveau Rouge KO Spring 1 KO Spring 2	Niveau Rouge KO Summer 1 KO Summer 2

Upper Key Stage 2 Foundation Curriculum Overview Year B

Subjects	Autumn	Spring	Summer
History	Mexico & the Mayans Research the ancient civilization of the Mayans, including lifestyle and key beliefs. Offer historical opinions as to why the Mayans 'disappeared'	Disaster Research famous earthquakes/ volcanic eruptions from the past.	Wild Water Investigate why settlers throughout history have chosen to live near rivers. Investigate historical significance of certain rivers e.g. Nile.
Geography	Mexico & the Mayans Use map skills to locate cities and countries of the world and identify lines of latitude and longitude. Compare geographical features of Mexico and the UK including climate, size, land use etc.	Disaster Identify fault lines and tectonic plates on a world map. Identify the cause of earthquakes and volcanic eruptions. Research the impact on people and places.	Wild Water Locate rivers around the world and in the UK – naming cities/counties, countries, continents where they are found. Look at the physical features of rivers linked to the water cycle. Conduct fieldwork in the local environment. Study of people and place

<p>Science</p>	<p>Space Describe the movement of the Earth, and other planets, relative to the Sun Describe the movement of the Moon relative to the Earth</p> <p>Electric Art 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>Theatre Lighting Technicians 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 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>The Classification Code 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</p>	<p>Survival of the Fittest - How living things have changed over time (link to fossils). - Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - How animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Sensational Science</p>
<p>Physical Education</p> <p><i>Skills Based around Real PE</i></p>	<p>Games- (Football) Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)</p> <p>Work alone and with a team to outwit an opponent / opposing team</p> <p>Act as a good role model within a team, taking a lead role when required</p> <p>Gymnastics Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances Rehearse, refine and perfect gymnastic skills</p>	<p>Dance (Modern) Choreograph creative and imaginative dance sequences, independently and in a group</p> <p>Choreograph and perform more complex sequences Demonstrate a consistent theme throughout a dance</p> <p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25m</p> <p>Use a range of strokes effectively (front crawl, backstroke, breaststroke)</p> <p>Perform safe self-rescue in different water-based situations</p> <p>Games- (Netball) Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)</p> <p>Work alone and with a team to outwit an opponent / opposing team</p> <p>Act as a good role model within a team, taking a lead role when required</p>	<p>Games- (Cricket and Rounders) Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play</p> <p>Athletics When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape Demonstrate control, balance and power in take-off and landing when jumping.</p> <p>Compete with others, recording results, setting targets and endeavouring to improve performance.</p> <p>Outdoor Adventurous Education Read a variety of maps and plans of the environment, recognising symbols and features</p> <p>Value the importance of planning and thinking as they work through their challenge</p> <p>Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills</p>
<p>Computing</p> <p><i>I Compute</i></p>	<p>Internet Safety (Carnegie Cadets) Analyse the accuracy of information online and</p>	<p>Generic Skills Use more advanced keyboards (ctrl b, u, a, l, e, r, f) Use scaling options when</p>	<p>Multi-Media Presentation Add pages and subpages to a website Apply sound to a website appropriately</p>

	<p>double check with another source Use more complex search engines to filter information Can explain the term plagiarism Know that emails can contain viruses Can filter emails e.g. for attachments or person Can email to a group of people to work collaboratively on a project Know the importance of social media privacy settings and how to keep safe online Know how to report/flag/block inappropriate content Acts as a role model to others for how to stay safe online</p>	<p>printing work Choose the appropriate quality of a print Know how to debug (problem solve) computer start up errors Adjust screen resolution Annotate work using print screen and auto shapes (arrows) to evaluate and justify appropriate use of ICT for the purpose and audience Use appropriate computing vocabulary (variable) To confidently use touch type</p>	<p>Add hyperlinks to internal and external pages of the webpage they create Format menus and sidebars to navigate around the website Use existing skills to import different medias: sound, images etc Evaluate existing websites and explain the designer's style linked to the purpose and audience Create own webpage on a curriculum linked topic to evoke an audience response Know how to publish the website with support</p>
	<p>Multi-Media - Film, Animation and Sound</p> <p>(Stop-Motion) Convert film clips into the most appropriate format for movie type Trim films clips and change the order for the viewer's interest Add captions and titles appropriate to the purpose and audience Manipulate the recording from a microphone before importing Choose the most appropriate film/editing software for project Create a film/animation to evoke an audience response</p>	<p>Programming</p> <p>(Hopscotch) Can create variables such as 'correct' within an operator Can add sensing blocks within an operator Uses 'if' and 'else' blocks within the Control menu Can 'debug' (recognise errors) within a script Design an instruction in response to a brief Create more complex instructions incorporating all tools</p>	<p>Data Know how to input formulas into a spreadsheet Can change the appearance /format of a spreadsheet Can use a spreadsheet to answer questions and solve problems</p>
<p>DT Project on a Page</p>	<p>Food Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <ul style="list-style-type: none"> • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. 	<p>Structures Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p> <ul style="list-style-type: none"> • Know and use technical vocabulary relevant to the project. 	<p>Mechanical Systems Understand that mechanical and electrical systems have an input, process and an output.</p> <ul style="list-style-type: none"> • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.
<p>Music <i>Charanga</i></p>	<ul style="list-style-type: none"> • Happy • Classroom Jazz 2 	<ul style="list-style-type: none"> • A New Year Carol • You've Got A Friend 	<ul style="list-style-type: none"> • Music And Me • Reflect, Rewind and Replay

Art			
RE <i>Northants SACRE</i> <i>UC</i> <i>P'Boro Diocese</i>	<ul style="list-style-type: none"> • Creation and science: conflicting or complementary? • How can following God bring freedom and justice? • Was Jesus the Messiah? (Christmas unit) <p>Additional coverage: How do religions help people live through good times and bad times?</p>	<ul style="list-style-type: none"> • What does it mean for a Jewish person to follow God? • What difference does the Resurrection make for Christians? [Y6](Easter unit) 	<ul style="list-style-type: none"> • What would Jesus do? • What kind of king is Jesus?
PSHE <i>Jigsaw</i>	<p>Being Me in My World Explain how my choices can have an impact on people in my immediate community and globally. Empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>Celebrating Difference Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Dreams and Goals Explain different ways to work with others to help make the world a better place. Explain what motivates me to make the world a better place.</p> <p>Healthy Me Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Relationships Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Explain the feelings I might experience if I lose somebody special and when Stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p>Changing Me Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
MFL <i>Rigolo</i>	<p>Niveau Tricolore</p> <p>KO Autumn 1</p> <p>KO Autumn 2</p>	<p>Niveau Tricolore</p> <p>KO Spring 1</p> <p>KO Spring 2</p>	<p>Niveau Tricolore</p> <p>KO Summer 1</p> <p>KO Summer 2</p>