

UKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

	Autumn Term The Vikings		Spring Term The Groovy Greeks		Summer Term Planet Earth and Beyond	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	Beowulf Viking Boy The 1000-year-old boy Shewolf Non-Fiction Books.	Beowulf Viking Boy The 1000-year-old boy Shewolf Non-Fiction Books.	Orchid book of Greek Myths Who let the Gods Out? Literacy Shed Media Clips.	Orchid book of Greek Myths Who let the Gods Out? Literacy Shed Media Clips	The Watertower Cosmic The Jamie Drake Equation The skies above my eyes. Literacy Shed Media Clips.	
Trips	Residential: Kingwood	The Specialists Visit.	Visitor – Portals to the past	Visitor – Portals to the past	In School Activities	National Space Centre
Wow days	Hook Day: The Specialists Visit.	Hook Day: The Specialists Visit.	Visitor – Portals to the past	Hook Day - Greek Food Tasting.	Space Dome	Space Dome
English	Diary Entry Biography Alfred The Great. Short descriptive writing. Non-Chronological report on Viking longboats. Narrative Writing- Beowulf. Kenning Poetry.	Diary Entry Biography Alfred The Great. Non-Chronological report on Vikings longboats. Narrative Writing. Kenning Poetry.	Narrative based around a traditional myth. Explanation write. Travel Brochure Balanced argument Sparta Vs Athens. DART Report	Narrative based around a traditional myth. Travel Brochure Balanced argument Sparta Vs Athens. DART Report	Newspaper report. Narrative based on the film. Short descriptive writing.	Newspaper report. Narrative based on the film. Short descriptive writing.

Maths	WHITE ROSE Maths See Y5 and Y6 schemes of learning				
Science	<u>Living things and habitats</u> <ul style="list-style-type: none"> • Know the process of reproduction in plants • Know the process of reproduction in animals • Know the life cycle of different living things e.g. mammal, amphibian, insect and bird • Know the differences between different life cycles. • Classify living things into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals in a specific way 	<u>Animals including humans: The Heart and the circulatory system.</u> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system • Know the function of the heart, blood vessels and blood • Know the impact of diet, exercise, drugs and lifestyle on health • Know the ways in which nutrients and water are transported in animals, including humans • Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups 	<u>Evolution and Inheritance</u> <ul style="list-style-type: none"> • Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past <ul style="list-style-type: none"> • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution <ul style="list-style-type: none"> • Know about evolution and can explain what it is. 	<u>Forces</u> <ul style="list-style-type: none"> • Know what gravity is and its impact on our lives • Identify and know the effect of air and water resistance • Identify and know the effect of friction • Explain how levers, pulleys and gears allow a smaller force to have a greater effect • Set up a fair test when needed e.g. does light travel in straight lines? • Know how to set up an enquiry-based investigation. • Know what the variables are in a given enquiry 	<u>Space</u> <ul style="list-style-type: none"> • Know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the Moon relative to the Earth • Know and demonstrate how night and day are created • Describe the Sun, Earth and Moon (using the term spherical).

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History	Vikings <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons 	Vikings <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons 	Geography Driver	Ancient Greece – a study of Greek life and achievements and their influence on the western world <ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics 	Geography Driver	Geography Driver
Geography	History Driver -To describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	History Driver -To describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	Geography of Greece understand geographical similarities and differences through the study of human and physical geography of a region in a European country (GREECE).	History Driver	Geography -Know the names of and locate some of the world's desert -Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts	Geography -Know the names of and locate some of the world's desert -Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts

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	including energy, food, minerals and water.				<p>and earthquakes; human geography including: types of settlement and land use</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid</p>	<p>and earthquakes; human geography including: types of settlement and land use</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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					references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Snowdon)	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Snowdon)
Computing	1. Computing Systems and Networks	2. Creating Media	5. Creating media – 3D Modelling	4. Data and information Flat File databases	Programming A – Coding Developing Games	Programming B – Animated Stories Coding
Art	<p><u>Tompsett (London cityscape)</u></p> <ul style="list-style-type: none"> •Use stimuli as a starting point for 3D •Develop knowledge of techniques (wood – sawing, smoothing, hot glue, drilling) -Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p><u>Painting skills:</u></p> <ul style="list-style-type: none"> •Uses different types of brushes for specific purposes 	DT Driver	<p><u>Art Greek art and culture: clay bowl</u></p> <ul style="list-style-type: none"> •Use stimuli as a starting point for 3D work (focus on form, shape, pattern, texture, colour) •Looks at 3D work from a variety of genres and cultures •Develop knowledge of techniques •(eg clay – coiling, slabbing, joining with a slip;) 	<p><u>Art Observational Drawings</u></p> <p><u>Rocks and fossils</u></p> <ul style="list-style-type: none"> •Experiments with line, tone and shade to create 3D effect •Uses a range of materials to produce line, tone and shade – use of rubber to create light •Selects media / techniques to achieve a specific outcome •Uses proportion 	<p><u>Pop Art</u></p> <p>Warhol/ Lichtenstein comparison (inspirational People)</p>	<p><u>Pop Art</u></p> <p>Warhol/ Lichtenstein comparison (inspirational People)</p>

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	<ul style="list-style-type: none"> •Makes tones by adding black and white. • Makes secondary colours with primary •Makes hues •Investigates shapes, form and composition •Uses techniques, colours, tools and effects to represent things seen •Explores the effect of light and colour, texture and tone on natural and man-made objects. 					
DT	<p><u>D.T. Moving mechanisms</u></p> <p>-Know how to test and evaluate designed products</p> <p>-Follow and refine original plans</p> <p>-Know which tool to use for a specific practical task</p>	<p><u>D.T. Moving mechanisms</u></p> <p>-Know how to test and evaluate designed products</p> <p>Follow and refine original plans</p> <p>Know which tool to use for a specific practical task</p>	<p><u>DT Cooking Focus: Greek food</u></p> <p>-Understand and apply the principles of a healthy and varied diet</p> <p>-Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>-Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><u>DT Cooking Focus: Greek food</u></p> <p>-Understand and apply the principles of a healthy and varied diet</p> <p>-Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>-Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	Art Driver	Art Driver
RE	Unit 5.2 What matters to Christians	Unit 5.2 What matters to Christians	Unit 5.3 Beliefs and Questions (Beliefs about God)	Unit 5.3 Beliefs and Questions (Beliefs about God)	Unit 5.1 Inspirational People in Today's World	Unit 6.1 Teachings, wisdom and authority

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	Religions: Christianity/Hinduism	Religions: Christianity/Hinduism	Religion: Islam, Hinduism Inspiring RE Living without God Inspiring RE Hindus Inspiring RE Muslims Easter	Religion: Islam, Hinduism Inspiring RE Living without God Inspiring RE Hindus Inspiring RE Muslims Easter	Religion: Inspiring RE Inspirational People	(Religious texts) Religion: Christianity, Islam Inspiring RE Muslims Unit of work planning example
PHSE	SCARF – Living in the Wider World Rules, Rights and Responsibilities.	SCARF – Living in the Wider World Rules, Rights and Responsibilities.	Y5: DART Y6: SCARF Health and Wellbeing -> Keeping Safe -Know the impact of diet, exercise, drugs and lifestyle on health - I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. - I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	Y5: DART Y6: SCARF Health and Wellbeing -> Keeping Safe -Know the impact of diet, exercise, drugs and lifestyle on health - I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. - I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	Sex Ed	Sex Ed Y6 – Transition Y5 – Money Matters (SCARF)
Music	PPA Charanga – Happy	PPA Charanga – Happy	PPA – Charanga Music and Me.		PPA – Charanga Music and Identity.	PPA – Charanga Music and Me.

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	<p>-listen to and recall sounds with increasing accuracy</p> <p>-use and understand musical notation</p> <p>-compose and perform</p>	<p>-listen to and recall sounds with increasing accuracy</p> <p>-use and understand musical notation</p> <p>-compose and perform</p>	<p>To identify and move to the pulse with ease. To think about the message of songs.</p> <ul style="list-style-type: none"> ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music 		<p>-appreciate and understand a range of music from different composers and traditions</p> <p>-listen with attention to detail and share ideas</p> <p>-improvise and compose</p>	<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music
French	<p><u>YEAR 5</u></p> <p>Understand higher numbers, follow and give simple instructions and directions, recognise letters of the alphabet</p>	<p><u>YEAR 5</u></p> <p>Understand higher numbers, follow and give simple instructions and directions, recognise letters of the alphabet in French, read</p>	<p><u>YEAR 5</u></p> <p>Identify key points in a new context e.g. a story, write sentences using a word/phrase bank linked to a recent area of learning e.g.</p>	<p><u>YEAR 5</u></p> <p>Identify key points in a new context e.g. a story, write sentences using a word/phrase bank linked to a recent area of learning e.g.</p>	<p><u>YEAR 5</u></p> <p>Seek help and clarification in French, e.g. "Repetez s'il vous plait", use simple conjunctions to form more complex</p>	<p><u>YEAR 5</u></p> <p>Seek help and clarification in French, e.g. "Repetez s'il vous plait", use simple conjunctions to form more complex</p>

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	<p>in French, read a variety of short, simple texts containing new and familiar vocabulary</p> <p><u>YEAR 6</u> Understand use numbers in context,talk about the past in simple terms e.g. school subjects studied,express and justify opinions, make statements about what they read e.g. in an email.</p>	<p>a variety of short, simple texts containing new and familiar vocabulary</p> <p><u>YEAR 6</u> Understand use numbers in context,talk about the past in simple terms e.g. school subjects studied,express and justify opinions, make statements about what they read e.g. in an email.</p>	<p>Space, change elements in a given text e.g. colour, size of a planet,</p> <p><u>YEAR 6</u> Give a description e.g. of a town, read simple texts in groups, read and understand the main points and some detail from from a short written passage, have some understanding of how to use the past tense</p>	<p>Space, change elements in a given text e.g. colour, size of a planet,</p> <p><u>YEAR 6</u> Give a description e.g. of a town, read simple texts in groups, read and understand the main points and some detail from from a short written passage, have some understanding of how to use the past tense</p>	<p>sentences, understthe word order of familiar adjectives and apply correct endings, with increasing accuracy</p> <p><u>YEAR 6</u> Listen to longer texts spoken by people other than the teacher,understand and use transactional langugae, e.g. in a café, use adjectives to add interest to a description, begin to use some past tense phrases, learn to conjugate verbs in the present tense.</p>	<p>sentences, understthe word order of familiar adjectives and apply correct endings, with increasing accuracy</p> <p><u>YEAR 6</u> Listen to longer texts spoken by people other than the teacher,understand and use transactional langugae, e.g. in a café, use adjectives to add interest to a description, begin to use some past tense phrases, learn to conjugate in the present tense.</p>
PE	<p>Athletics -develop flexibility, strength, technique, control and balance.</p>	<p>Hockey -Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for</p>	<p>Netball -Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for</p>	<p>Orienteering and Circuit. -Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Rounders Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p>Cricket and Tennis. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>

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		attacking and defending.	attacking and defending <u>Apparatus</u> -Develop flexibility, strength, technique, control and balance.		principles suitable for attacking and defending Athletics develop flexibility, strength, technique, control and balance	principles suitable for attacking and defending
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