



Upper Key Stage 2 Curriculum Overview

2023-2024

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Rotation 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Invaders & Settlers: Anglo-Saxons & Scots	To Infinity & Beyond!	Vicious Vikings	Frozen Worlds	Life Explorers	Terrible Tudors
Big question	Why did the Anglo-Saxons invade Britain?	What's in our solar system?	What can place names tell us about Viking settlements?	How does chocolate taste on Everest?	How does our world grow and change?	How do you become a monarch and would you want to?
Engage Activity	Anglo-Saxon Day <i>or</i> Derby Museums Viking and Anglo-Saxon workshop	National Space Centre Visit	Jorvik Viking Centre Visit <i>or</i> Derby Museums Viking and Anglo-Saxon workshop	Arctic Expedition Day <ul style="list-style-type: none"> • equipment & clothing • food • climate • first aid 	Food from Around the World day	Hardwick Hall Visit
Inspire Day	Black History Month: Harriet Tubman	Remembrance	Festivals of Light	U.N. Anti-racism day: Martin Luther King World Book Day Fair Trade	Healthy Minds (Stress Awareness Month) Pride	World Refugee Day
Forest Schools	<p>Forest School Safety; to co-construct safety rules for Forest School area.</p> <ul style="list-style-type: none"> ▪ Explore the area with reference to safe risk taking. <p>Structures:</p> <ul style="list-style-type: none"> ▪ Identifying natural materials. ▪ Identifying 3D shapes in natural objects. ▪ Constructing structures of different shapes and sizes. ▪ Constructing 3D shapes make structures. 	<p>Knots:</p> <ul style="list-style-type: none"> ▪ Main outcomes of learning sequence: ▪ Learning how to tie knots. ▪ Tying knots for different purposes. ▪ Using knots to strengthen structures. <p>Shelter:</p> <ul style="list-style-type: none"> ▪ Identify different animals and insects that use forest school. 	<p>Fire lighting:</p> <ul style="list-style-type: none"> ▪ How to construct a safe fire. ▪ Identify materials needed to light a fire. ▪ Storage of materials. ▪ Construction of a fire pit area. ▪ Safety rules of fire pit area. 	<p>Plants:</p> <ul style="list-style-type: none"> ▪ Prepare vegetable beds. ▪ Sow seeds. ▪ Maintain veg beds. ▪ Pollination. ▪ What plants need to grow. 	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Identify different materials ▪ Different materials. <p>Tools:</p> <ul style="list-style-type: none"> ▪ Main outcomes of learning sequence: ▪ Safety rules for tool use. ▪ Identify uses for each tool. ▪ Using different tools safely. ▪ Construct a carved model/tool. 	<p>Food:</p> <ul style="list-style-type: none"> ▪ Identify sources of food. ▪ Harvest and identify foods from veg beds. ▪ Observational drawing of foods. ▪ Cook and eat foods harvested. ▪ Sell some foods.

		<ul style="list-style-type: none"> ▪ Identify how they shelter from dangers. ▪ Explore waterproof materials. ▪ Construct a shelter for yourself and for animals. 				
Read Write Inc	Read Write Inc. is closely matched to the National Curriculum in England 2014.					
Word Reading	Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.					
Comprehension	Develop pleasure in reading. Daily BSL stories, fiction and non fiction texts. Sequence events in stories. Make inferences and predictions					
Transcription	<p>Sounds are introduced sequentially in a structured and systematic way.</p> <ul style="list-style-type: none"> ▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k ▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy ▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1. Play 'Fred Rhythms' to learn to spell the words – encoding 2. Play 'Fred Fingers' to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About <p>Name Letters of the alphabet</p>					

Handwriting	Sit and hold pencil correctly. Begin to form lower case letters in correct direction. Capital letters. 'Digits 0-9.					
Composition	Extended pieces of writing, applying developing phonic knowledge and language comprehension.					
Vocabulary grammar and punctuation	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.					
Read Write Inc-Fresh Start	Texts matched to children's increasing knowledge of phonics and 'tricky' words. Reading and Writing activities					
English	<p>Fiction: The King Who Threw Away his Thrown King Arthur and the Knights of the Round Table – Marcia Williams</p> <p>Non-fiction: How to be an Anglo-Saxon in 13 Easy Steps</p> <p>Outcome: Writing to inform: Write a report about the Anglo-Saxon settlers</p>	<p>Fiction: The Jamie Drake Equation</p> <p>Non-fiction: The Skies Above My Eyes</p> <p>Outcome: Writing to persuade: Write and film a speech to Buzz persuading him to help save Jamie's father (Jamie's reply to the Hubble telescope transmission)</p>	<p>Fiction: Arthur and the Golden Rope</p> <p>Non-fiction: Who were the Vikings?</p> <p>Outcome: Writing to entertain: Write a Viking saga</p>	<p>Fiction: Pugs of the Frozen North</p> <p>Non-fiction: Ice Trap: Shackleton's Incredible Expedition</p> <p>How does chocolate taste on Everest?</p> <p>Outcome: Writing to describe: Write a narrative based on an image of the arctic</p>	<p>Fiction: A Seed is Sleepy The Boy who Grew Dragons</p> <p>Non-fiction: The Green Planet (with BBC Earth)</p> <p>Outcome: Writing to inform: Write a newspaper article with the headline 'Boy Discovers Dragons'</p>	<p>Fiction: The Secret Diary of Thomas Snoop: Tudor Boy Spy</p> <p>Non-fiction: Tudors: Picture Book</p> <p>Outcome: Writing to Entertain: Write a diary entry for Thomas Snoop</p>

BSL

BSL (Topic Related)
Enquiry question: How did people communicate in the Stone Age?

- The history of language in the Stone Age
- Living as a deaf person in the Stone Age
- Communicating via cave paintings

Key BSL Linguistics:

- Handshapes
- Placements
- Fingerspelling

Deaf Studies curriculum
Identify deaf and hearing people in our community

BSL (Topic Related)
Enquiry question: Can deaf people explore space?

- Accomplished deaf astronauts
- Deaf experiences of space centres/travel

Key BSL Linguistics:

- Directional
- Movements
- Handshapes
- Placements
- Fingerspelling

Deaf Studies curriculum
Recognise and access basic devices to alert deaf people and explain the differences between technical equipment

BSL (Topic Related)
Enquiry question: Can deaf people climb mountains?

- Accomplished deaf climbers
- Explore adaptations

Key BSL Linguistics:

- Timelines
- Directional
- Movements
- Handshapes
- Placements
- Fingerspelling

Deaf Studies curriculum
Communication and language difference between deaf and hearing people

BSL 101 (for young people)
Meeting people

- Greetings
- Introductions
- Conversation

Personal Information

- Live where?
- Age what?
- Family who?

School topics

- Subject likes/dislikes?
- Teachers
- Friends

Hobbies and interests

- Describe/ask/recognise

Directions

- Ask/give/receive

Year 5 BSL 102
Discuss food/drinks likes/dislikes

- 3 fingerspellings
- 3 placements
- 3 questions to ask

Year 6 BSL 103
Discuss daily life

- 3 fingerspellings
- 3 placements
- 3 questions to ask

Year 5 BSL 102
Discuss food/drinks likes/dislikes

- 3 fingerspellings
- 3 placements
- 3 questions to ask

Year 6 BSL 103
Discuss daily life

- 3 fingerspellings
- 3 placements
- 3 questions to ask

Year 5 BSL 102
Discuss food/drinks likes/dislikes

- 3 fingerspellings
- 3 placements
- 3 questions to ask

Year 6 BSL 103
Discuss daily life

- 3 fingerspellings
- 3 placements
- 3 questions to ask

<p style="text-align: center;">SaLT</p>	<p>Room on the Broom / Squash and a Squeeze: Story Telling and Retelling Principles</p> <ul style="list-style-type: none"> ▪ Retelling a story using individual characters <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Construct direct speech/Exp BSL ▪ Understand story sequence <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Shared peer interaction ▪ Negotiating parts and turns ▪ Social Confidence 	<p>Theme: Social Thinking Simons Cat Films</p> <p>Principles</p> <ul style="list-style-type: none"> • Coloured zones • Response in zone <p>Language Skills Blanks 2 & 3 Descriptions Feelings vocab</p> <p>Communication Skills People reading Group discussion Impact and consequence</p>	<p>Theme: Lego Therapy Principles</p> <ul style="list-style-type: none"> ▪ Using Lego Therapy principles. Groups of 2-4 undertaking roles of: Engineer, Builder, Supplier <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Team working ▪ Problem Solving ▪ Perspective Taking <p>Flexibility</p>	<p>Theme: Language for Thinking (Blanks) Lego Films Principles</p> <ul style="list-style-type: none"> ▪ Pupils will use and develop their language for thinking at their current and the next Blanks level. <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Level 1: Naming ▪ Level 2: Describing ▪ Level 3: Retelling and Explaining ▪ Level 4: Predicting, Justifying <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Giving opinions, Creating ideas, Inferring, Predicting 	<p>Theme: Talk about Principles About me. Myself</p> <p>Language Skills Blanks 2 and 3 Questioning others</p> <p>Communication Skills Discussing in a group Learning about peers Talking about self</p>	<p>Theme: SaLT Primary picnic and games Principles Functional Use of Language Communicating with others who both do and don't know BSL</p> <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Spoken English ▪ Written English ▪ Pictures ▪ Pointing ▪ Gesture <p>Communication Skills Request, Record, Clarify, Plan and liaise with staff Lead peer group games</p>
	<p style="text-align: center;">Maths</p>	<p>Place Value Addition and Subtraction Multiplication and Division Fractions</p>	<p>Multiplication and Division Fractions Decimals and percentages Perimeter and Area Statistics.</p>	<p>Shape Position and direction Decimals Number Negative number Converting units Measurement and Volume</p>		

Science

Enquiry Question:
Why did Anglo-Saxon Ships float?

- Forces
- Find out how Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

Enquiry Question:
How can it be day and night on Earth at the same time?

- Earth & Space: Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).
- Create simple models of the solar system.
- Construct simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day.
- Find out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

Enquiry Question:

- What nappy brand is best at absorbing water?
- How does adding different amounts of salt to water change the temperature at which it freezes?
- Can you describe, using balanced and unbalanced forces, how an Anglo-Saxon lifts a heavy log?

Enquiry Question:

What are the best materials for surviving an Arctic expedition?

- Materials:
- solids, liquids and gases

Enquiry Question:

How do plants, animals and humans grow and change over time?

- Living things & habitats:

History

Inquiry Question:
What effect did the Anglo-Saxon invasion and settlement have on the culture and history of Britain?

Inquiry Question:
How has space exploration changed in the past 60 years?

- Compare Helen Sharman (first British person to go into space) and Tim Peake (first British astronaut to visit the International Space Station)
- What was the purpose of their space missions?
- Why are they both significant historical figures?
- Why is space exploration historically significant?

Inquiry Question:
Why did the Vikings come here and who were they really?

- To be aware of the impact of significant historical events, people and places in their own locality making links with changes in national life.
- Understand how significant historical events have impacted on life in Britain today.

Inquiry Question:
Why was Shackleton's Antarctic expedition so important?

- Who was Shackleton?
- What did he want to achieve from his expedition?
- Why were people exploring the Antarctic in the early 20th Century?
- What happened to his ship 'Endurance'?
- Why were people searching for the Endurance and why does it have historical value today?

Inquiry Question:
What is the role of the Monarch and the Royal Family in modern day Britain?

- Who is the current monarch in UK?
- What is the role of the monarch in the UK?
- What is the role of Queen Elizabeth in the Commonwealth?
- Who is in the Royal Family?
- What is hereditary monarchy and how does it work?
- What is the monarch's relationship to parliament?

Inquiry Question:
How do Henry VIII and Elizabeth I compare to Queen Elizabeth II today?

Geography

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| <ul style="list-style-type: none">▪ What did the Anglo-Saxons trade?▪ What were the economic reasons for the Anglo-Saxon's invasion of Britain?▪ What was the impact of the Anglo-Saxon invasion of Britain on the use of natural resources in Britain at that time? | <ul style="list-style-type: none">▪ Compare geographical features of the moon and the Earth using satellite images.▪ Use satellite images of Earth taken from ISS on Tim Peake's mission to create a 'postcard diary' for his expedition.▪ Locate some of the main launch sites from around the world:<ul style="list-style-type: none">▪ Helen Sharman's launch site▪ Tim Peake's launch site▪ Cape Canaveral▪ Pacific Spaceport▪ Xichang Space Centre▪ Satish Shawan Space Centre▪ Plesetsk Cosmodone▪ Sohae Satellite Station | <ul style="list-style-type: none">▪ What did the Vikings trade?▪ What were the economic reasons for the Vikings' invasion of Britain?▪ What was the impact of the Viking invasion of Britain on the use of natural resources in Britain at that time?▪ How did Vikings travel to Britain and how can we use geographical knowledge to follow their route? | <ul style="list-style-type: none">▪ What could the crew of Shackleton's expedition have seen along their route?▪ How can we use geographical knowledge to plan Shackleton's route?▪ How can we use geographical knowledge to find the wreck of his ship Endurance? | <ul style="list-style-type: none">▪ Know what a biome is and can name the 5 major biomes.▪ Be aware that climates and biomes vary across the world.▪ Recognise and describe vegetation belts. | <ul style="list-style-type: none">▪ Compare 2 sites at Hardwick Hall.▪ Discuss how human and physical features in places in the UK have changed over time. |
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<p>Art & Design</p>	<ul style="list-style-type: none"> ▪ To design, make and evaluate an Anglo-Saxon pendant using card and different relief textures. 	<ul style="list-style-type: none"> ▪ To Infinity & Beyond! ▪ Space art with oil pastels 	<ul style="list-style-type: none"> ▪ Vicious Vikings ▪ Make a Viking shield. Acrylic paid and papier mache 	<ul style="list-style-type: none"> ▪ Frozen Worlds ▪ Painting techniques: Francis Hatch (painter) ▪ Penguins on ice ▪ Acrylic ▪ Oil ▪ Pastel ▪ Use new techniques learnt to paint in the style of Francis Hatch 	<ul style="list-style-type: none"> ▪ Life Explorers ▪ Batik fabric art 	<ul style="list-style-type: none"> ▪ Terrible Tudors ▪ Antony Gormley (sculptor) ▪ Angel of the North ▪ Generating Ideas & Developing: ▪ Engage in open-ended research ▪ Confidently use sketchbooks. ▪ Make a papier-mâché sculpture based on the form of the human body.
<p>Design Technology</p>	<ul style="list-style-type: none"> ▪ Shields 	<ul style="list-style-type: none"> ▪ Fairground ride/windmill 	<ul style="list-style-type: none"> ▪ Viking ships 	<ul style="list-style-type: none"> ▪ Ball maze 	<ul style="list-style-type: none"> ▪ River bridge 	<ul style="list-style-type: none"> ▪ Tudor house
<p>Food Technology</p>	<ul style="list-style-type: none"> ▪ Eat Well plate ▪ Food groups carbohydrate, proteins and fat. ▪ Name a range of cooking equipment. ▪ Name a range of cooking skills. Practical work will include: ▪ Seasonal fruit and vegetable investigation ▪ Leek and mushroom pastries ▪ Blackberry and apple crumble. ▪ Butternut scones ▪ Butternut feta rolls ▪ Practical work will include: ▪ Pumkin soup ▪ Sticky giner buns ▪ Chilli and Rice ▪ Festive traditions 		<ul style="list-style-type: none"> ▪ Name a range of cooking equipment. ▪ Name a range of cooking skills. ▪ Food choices- What factors affect food choices? ▪ Naming ingredients used around the world ▪ Foods from animals. ▪ Foods from plants. Practical work will include: ▪ Pancakes ▪ Spanakopita ▪ Chocolate investigation ▪ Lassi ▪ Beef and Black bean stir fry 		<ul style="list-style-type: none"> ▪ Name a range of cooking equipment. ▪ Name a range of cooking skills. ▪ Naming ingredients used around the world ▪ Foods from animals. ▪ Foods from plants. Practical work will include: ▪ Calzone ▪ Tuna and broccoli pasta bake ▪ Roasted Vegetable lasagne ▪ Falafel ▪ New potatoes chives and mint dressing 	

Music	Music of other Cultures (pt 1: Africa)	Music of Other Cultures (pt 2: Gamelan)	Music and Ceremony	The Pentatonic Scale	String instruments (part 1: Ukulele)	String instruments (part 2: Guitar)
	<p>Pupils to revisit and review rhythm via the context of African Djembe music. Pupils will then revisit traits of African music such as Question/Answer and improvisation.</p> <p>Pupils will learn about some of the context behind African music and why Djembes were made.</p> <p>Pupils to explore other African percussive instruments and categorise them according to how they are played.</p> <p>Texture will be introduced to pupils via an exploration of how we can arrange rhythms differently with African instruments.</p>	<p>Gamelan will be introduced to pupils in order to present the concepts of tuned and un-tuned percussion and continue/re-enforce their understand of texture.</p> <p>Pupils to learn the what, where, when and why of Gamelan music.</p> <p>Pupils to suggest what they think of the Gamelan music they hear/feel.</p>	<p>Looking at the context of how music and dance is used in different ceremonial capacities, including the following areas:</p> <p>Morris dancing and Maypole dancing</p> <p>Music at Weddings and Funerals</p> <p>The song Happy Birthday</p>	<p>Pupils are to be introduced to the terms scale and Pentatonic scale</p> <p>Pupils will explore this scale by attempting to learn the Jasmine flower melody before using Pentatonic notes to create and perform their own composition.</p>	<p>Expose pupils to some basic Ukulele chords.</p> <p>Pupils to revisit rhythm, dynamics and texture using strumming patterns and compositional work.</p>	<p>Expose pupils to the first guitar chords.</p> <p>Pupils to explore the word melody by learning how to perform a simple guitar line on 2 strings.</p>
<p>Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop and extend their transferable computer skills.</p> <p>Their programming knowledge will be supported through use of text based programming (Python) and graphical based programming (Scratch). They will also</p>						

be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware. Online safety and awareness will be integrated throughout the year

Computing	Communication and Networks <ul style="list-style-type: none"> How search engines are used. 	Communication and Networks <ul style="list-style-type: none"> The different network topologies 	Hardware and Processing <ul style="list-style-type: none"> The main internal parts of basic computer architecture. Application software and hardware The range of operating systems for the same hardware Advantages/disadvantages of each type of secondary storage. 	Programming and Development <ul style="list-style-type: none"> Construct static web pages using HTML and CSS 	Communication and Networks <ul style="list-style-type: none"> Data transmission and networks Cache URLs Internet Protocols DNS servers 	Communication and Networks <ul style="list-style-type: none"> Computer threats Computer attacks 	Programming and Development <ul style="list-style-type: none"> High-level textual language Standard libraries A range of expressions A range of operators
	Information Technology Data <ul style="list-style-type: none"> Use computer units (Byte to Petabyte) Data types, e.g. real numbers and Boolean 	Information Technology Data <ul style="list-style-type: none"> Bit patterns Binary Binary and file size ASCII code and Unicode 	Programming and Development <ul style="list-style-type: none"> Carries out SELECT, UPDATE, DELETE using SQL 	Communication and Networks <ul style="list-style-type: none"> Algorithms and iteration Structured notation Trace tables 	Programming and Development <ul style="list-style-type: none"> Different data types Casting Complex arithmetic operators (MOD, DIV, POW) 		

Religious Education	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	U2.4 If God is everywhere, why go to a place of worship?	U2.1 Why do some people think God exists?
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Physical Education	Striking and Fielding	Net/Wall games <ul style="list-style-type: none"> Racket and ball coordination 	Trampolining and Gymnastics	Invasion Games and Skills	Dance	Athletics
	Throw and catch <ul style="list-style-type: none"> With a partner To self At different heights and distances Intercept the ball <ul style="list-style-type: none"> At different heights and 	Returning and controlling the ball <ul style="list-style-type: none"> Over low, medium or high net. 	Performance of a range of gymnastics skills e.g. <ul style="list-style-type: none"> Shapes – tuck, pike, straddle Rolls – forward, 	Control and coordination <ul style="list-style-type: none"> Dribbling, Passing Receiving 	Control and coordination. <ul style="list-style-type: none"> Move with confidence, imagination and in safety Make simple and 	Track events

	<p>angles</p> <p>Batting</p> <p>Strike the ball</p> <ul style="list-style-type: none"> ▪ Different directions and different height. <p>Bowling</p> <ul style="list-style-type: none"> ▪ With accuracy ▪ Underarm bowl <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent ▪ When fielding cover all spaces and be aware of the batters strengths and cover areas <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules 	<ul style="list-style-type: none"> ▪ at different heights and angles <p>Throw and catch</p> <ul style="list-style-type: none"> ▪ Different heights and different angles ▪ Encourage movement in a space <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Outwit an opponent ▪ Positioning of the ball <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules 	<p>backward, log roll</p> <ul style="list-style-type: none"> ▪ Twists – half and full ▪ Seated landing – seat, front <p>Sequences</p> <ul style="list-style-type: none"> ▪ Copy sequences/routines ▪ Creating sequences/routines <p>Body shapes</p> <ul style="list-style-type: none"> ▪ Curled ▪ Stretched ▪ Wide ▪ Tall <p>Balance</p> <ul style="list-style-type: none"> ▪ Greater degree of control and variety <p>Control</p> <ul style="list-style-type: none"> ▪ Change speed, direction and level of moves ▪ Travels fluently and with control. <p>Rotation taking weight)</p> <ul style="list-style-type: none"> ▪ Different body parts ▪ Different directions 	<p>ball</p> <ul style="list-style-type: none"> ▪ Dribbling (basketball and football) and running with the ball (rugby) <p>Footwork</p> <ul style="list-style-type: none"> ▪ Pivot <p>Attack and defence</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent <p>Team work</p> <ul style="list-style-type: none"> ▪ Listening ▪ Communicating ideas ▪ Working well with others <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game <ul style="list-style-type: none"> ▪ Understand and follow the rules 	<p>more complex shapes with their bodies</p> <ul style="list-style-type: none"> ▪ Change of speed, direction and level <p>Travel</p> <ul style="list-style-type: none"> ▪ On feet in a variety of ways hands ▪ other body parts <p>Perform</p> <ul style="list-style-type: none"> ▪ Mood and feeling ▪ Copy , repeat and create routines ▪ A range of dance genres 	<p>Field events</p> <ul style="list-style-type: none"> ▪ Discus ▪ Shot putt ▪ Javelin ▪ Long jump <p>Explore travelling</p> <ul style="list-style-type: none"> ▪ Running at different speeds ▪ Controlled take-offs and landings
<p>PSHE/Wellbeing</p>	<p>Relationships – How can friends communicate safely?</p>	<p>Health and Wellbeing – How can we help in an accident or emergency?</p>	<p>Health and wellbeing – Keeping safe online</p> <ul style="list-style-type: none"> ▪ Simple ways of keeping safe online, such as 			

	<ul style="list-style-type: none"> ▪ The different types of relationships people have in their lives ▪ How friends and family communicate together; how the internet and social media can be used positively ▪ How knowing someone online differs from knowing someone face-to-face ▪ how to recognise risk in relation to friendships and keeping safe ▪ The types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family ▪ How to respond if a friendship is making them feel worried, unsafe or uncomfortable ▪ how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p>Health and Wellbeing – How can drugs/medicines common to everyday life affect health?</p> <ul style="list-style-type: none"> ▪ How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing ▪ Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). ▪ Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). ▪ Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. 	<ul style="list-style-type: none"> ▪ How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions ▪ If someone has experienced a head injury, they should not be moved ▪ When it is appropriate to use first aid and the importance of seeking adult help ▪ The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services using BSL 999 <p>Health and wellbeing – Trust</p> <ul style="list-style-type: none"> ▪ Recognise that we do not have to trust someone just because they say we should ▪ Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise ▪ We should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. ▪ When and why to ask an adult for help if we're asked to share information or keep a secret ▪ 	<p>using passwords or having adult help to access the internet</p> <ul style="list-style-type: none"> ▪ There may be people online who do not have our best interests at heart ▪ Identify things that we should never share online without checking with a trusted adult first ▪ How other people's identity online can be different to what it actually is in real life ▪ How to respond if we're not sure if someone online is who they say they are ▪ Identify some benefits of balancing time on electronic devices with other activities <p>Relationships – kind and unkind behaviour?</p> <ul style="list-style-type: none"> ▪ What is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion) ▪ Recognise that this can happen online ▪ Describe and/or demonstrate what we can say or do if we or someone else is being bullied
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	<p>our parents/carers/trusted adults).</p> <ul style="list-style-type: none"> ▪ Describe how smoking and drinking alcohol can affect people’s health, including age restrictions ▪ Identify whom we can talk to if we are worried about health. ▪ 		
Citizenship/ Careers	<p>Health and Wellbeing – What makes up our identity?</p> <ul style="list-style-type: none"> ▪ how to recognise and respect similarities and differences (including deafness, communication) between people and what they have in common with others ▪ that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) ▪ families are different with regards to deaf identity <p>Health and Wellbeing – What makes up our identity?</p> <ul style="list-style-type: none"> ▪ how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) ▪ about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others ▪ how to challenge stereotypes and assumptions about others 	<p>Living in the wider world – What decisions can people make with money?</p> <ul style="list-style-type: none"> ▪ How people make decisions about spending and saving money and what influences them ▪ How to keep track of money so people know how much they have to spend or save ▪ How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) ▪ How to recognise what makes something ‘value for money’ and what this means to them ▪ There are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions others’ feelings <p>Living in the wider world – What jobs would we like?</p> <ul style="list-style-type: none"> ▪ There is a broad range of different jobs and people often have more than one during their careers and over their lifetime ▪ Some jobs are paid more than others and some may be voluntary (unpaid) ▪ The skills, attributes, qualifications and training needed for different jobs 	<p>Living in the wider world – Looking after our environment</p> <ul style="list-style-type: none"> ▪ What is meant by sustainability ▪ What might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution) ▪ Contributing to the community/working together ▪ Participate in a whole school enterprise project which benefits the community/charity <p>Careers</p> <ul style="list-style-type: none"> ▪ My achievements this year ▪ The skills I have learnt ▪ What other skills I want to learn ▪ Describe and demonstrate things we can do well and identify areas where we need help to develop ▪ Identify hopes/wishes for our future lives

		<ul style="list-style-type: none">▪ There are different ways into jobs and careers, including college, apprenticeships and university▪ How people choose a career/job and what influences their decision, including skills, interests and pay▪ How to question and challenge stereotypes about the types of jobs people can do▪ How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	
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Upper Key Stage 2 Curriculum Overview 2023-2024

Rotation 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Quirky Creatures	Victorious Victorians	Healthy Humans & Bodies	Wonderful World: Climate Change	The Great War: WWI	Evacuation! WWII
Big question	What do humans and whales have in common?	How was life different for rich and poor Victorians?	Can a pig's heart save a human life?	How do we know the climate is changing?	What was the significance of WWI?	How did WWII change the lives of people in Britain?
Engage Activity	Globetrotting around North America	Shugborough Hall Visit	Heart dissection activity with Becky	School survey: <ul style="list-style-type: none"> What do we do as a school to save energy? How could we improve? 	Staffordshire Regiment Museum & National Memorial Arboretum	Evacuee Day V.E. Day street party
Inspire Day	Black History Month: Nelson Mandela	Remembrance	Festivals of Light	U.N. Anti-racism day: Rosa Parks World Book Day Fair Trade	Healthy Minds (Stress Awareness Month) Pride	Windrush Day
Forest Schools	<p>Forest School Safety; to co-construct safety rules for Forest School area. To explore the area with reference to safe risk taking.</p> <p>Structures:</p> <ul style="list-style-type: none"> Identifying natural materials. Identifying 3D shapes in natural 	<p>Knots:</p> <p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> Learning how to tie knots. Tying knots for different purposes. Using knots to strengthen structures. <p>Shelter:</p> <ul style="list-style-type: none"> Identify different 	<p>Fire lighting:</p> <ul style="list-style-type: none"> How to construct a safe fire. Identify materials needed to light a fire. Storage of materials. Construction of a fire pit area. Safety rules of fire pit area. 	<p>Plants:</p> <ul style="list-style-type: none"> Prepare vegetable beds. Sow seeds. Maintain veg beds. Pollination. What plants need to grow. 	<p>Materials:</p> <ul style="list-style-type: none"> Identify different materials around forest school. Explore uses for different materials. <p>Tools:</p> <p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> Draw up safety rules for tool use. Identify uses for each tool. Explore using different tools safely. 	<p>Food:</p> <ul style="list-style-type: none"> Identify sources of food. Harvest and identify foods from veg beds. Observational drawing of foods. Cook and eat foods harvested. Sell some foods.

	<p>objects.</p> <ul style="list-style-type: none"> • Constructing structures of different shapes and sizes. • Constructing 3D shapes from the maths curriculum to combine to make structures. 	<p>animals and insects that use forest school.</p> <ul style="list-style-type: none"> • Identify how they shelter from dangers. • Explore waterproof materials. • Construct a shelter for yourself and for animals. 			<ul style="list-style-type: none"> • Construct a carved model/tool. 	
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Read Write Inc						
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Read Write Inc. is closely matched to the National Curriculum in England 2014.						
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Word Reading	Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.					
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Comprehension	Develop pleasure in reading. Daily BSL stories, fiction and non fiction texts. Sequence events in stories. Make inferences and predictions					
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Transcription	<p>Sounds are introduced sequentially in a structured and systematic way.</p> <ul style="list-style-type: none"> • Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk • Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy • Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1 Play 'Fred Rhythms' to learn to spell the words – encoding 2. Play 'Fred Fingers' to memorise the spelling – encoding 3. Carry out a spelling check – encoding 					
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	<p>4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About Name Letters of the alphabet</p>					
Handwriting	<p>Sit and hold pencil correctly.’ Begin to form lower case letters in correct direction.’ Capital letters.’ ‘Digits 0-9.</p>					
Composition	<p>Extended pieces of writing, applying developing phonic knowledge and language comprehension.</p>					
Vocabulary grammar and punctuation	<p>Children are taught to use capital letters at the start of sentences, for names and for the word ‘I’.</p>					
Read Write Inc-Fresh Start	<p>Texts matched to children’s increasing knowledge of phonics and ‘tricky’ words. Reading and Writing activities</p>					
English	<p>Fiction: A Collection of Rudyard Kipling’s Just So Stories Non-fiction: The Variety of Life Creatures Features Outcome: Writing to entertain: Write a ‘Just So’ animal story</p>	<p>Fiction: Oliver Twist Non-fiction: 100 Facts on Victorian Britain Outcome: Writing to persuade: Write a letter to Fagin or Dodger to persuade them to give up their life of crime</p>	<p>Fiction: Pig Heart Boy Tidy Non-fiction: Illuminatomy Outcome: Writing to discuss: Write a newspaper article on the statement: “You should give up an organ to save another person’s life.”</p>	<p>Fiction: Wangari’s Trees of Peace The Vanishing Rainforest Non-fiction: A Planet Full of Plastic Outcome: Writing to persuade: Write a letter to their MP persuading them to take action to protect the rainforest/ban palm oil</p>	<p>Fiction: Archie’s War Non-fiction: The Story of WWI Outcome: Writing to entertain: Create a WWI scrapbook</p> <ul style="list-style-type: none"> • letters • diary entries • postcards • pictures 	<p>Fiction: Goodnight Mr Tom Non-fiction: See Inside: The Second World War Outcome: Writing to inform: Willie’s letter home (end of the novel)</p>

BSL

Key BSL Linguistics:

handshapes, placements, fingerspelling

Deaf Studies curriculum

Identify deaf and hearing people in our community

Key BSL Linguistics:

directional movements, handshapes, placements, fingerspelling

Deaf Studies curriculum

Recognise and access basic devices to alert deaf people and explain the differences between technical equipment

Key BSL Linguistics:

timelines, directional movements, handshapes, placements, fingerspelling

Deaf Studies curriculum

Communication and language difference between deaf and hearing people

BSL 101 (for young people)

Meeting people

- Greetings
- Introductions
- Conversation

Personal Information

- Live where?
- Age what?
- Family who?

School topics

- Subject
- Likes/dislikes?
- Teachers
- Friends

Hobbies and interests

- Describe/ask/recognise

Directions

- Ask/give/receive

BSL 102

Discuss food/drinks likes/dislikes

- 3 fingerspellings
- 3 placements
- 3 questions to ask

BSL 103

Discuss daily life

- 3 fingerspellings
 - 3 placements
- 3 questions to ask

BSL 102

Discuss food/drinks likes/dislikes

- 3 fingerspellings
- 3 placements
- 3 questions to ask

BSL 103

Discuss daily life

- 3 fingerspellings
 - 3 placements
- 3 questions to ask

BSL 102

Discuss food/drinks likes/dislikes

- 3 fingerspellings
- 3 placements
- 3 questions to ask

BSL 103

Discuss daily life

- 3 fingerspellings
 - 3 placements
- 3 questions to ask

<p style="text-align: center;">SaLT</p>	<p>Telling and Retelling Principles</p> <ul style="list-style-type: none"> ▪ Retelling a story using individual characters <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Construct direct speech/Exp BSL ▪ Understand story sequence <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Shared peer interaction ▪ Negotiating parts and turns <p>Social Confidence</p>	<p>Principles</p> <ul style="list-style-type: none"> • Coloured zones • Response in zone <p>Language Skills</p> <p>Blanks 2 & 3 Descriptions Feelings vocab</p> <p>Communication Skills</p> <p>People reading Group discussion Impact and consequence</p>	<p>Principles</p> <ul style="list-style-type: none"> ▪ Using Lego Therapy principles. <p>Groups of 2-4 undertaking roles of: Engineer, Builder, Supplier</p> <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Team working ▪ Problem Solving ▪ Perspective Taking <p>Flexibility</p>	<p>Principles</p> <ul style="list-style-type: none"> ▪ Pupils will use and develop their language for thinking at their current and the next Blanks level. <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Level 1: Naming ▪ Level 2: Describing ▪ Level 3: Retelling and Explaining ▪ Level 4: Predicting, Justifying <p>Communication Skills</p> <p>Giving opinions, Creating ideas, Inferring, Predicting</p>	<p>Principles</p> <p>About me. Myself</p> <p>Language Skills</p> <p>Blanks 2 and 3 Questioning others</p> <p>Communication Skills</p> <p>Discussing in a group Learning about peers Talking about self</p>	<p>Principles</p> <p>Functional Use of Language Communicating with others who both do and don't know BSL</p> <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Spoken English ▪ Written English ▪ Pictures ▪ Pointing ▪ Gesture <p>Communication Skills</p> <p>Request, Record, Clarify, Plan and liaise with staff Lead peer group games</p>
<p style="text-align: center;">Maths</p>	<p>Place Value Addition Subtraction Multiplication and Division Fractions Measurement Converting Units</p>		<p>Ratio Algebra Decimals Fractions Decimals and Percentages Area, perimeter volume Statistics</p>		<p>Shape Geometry- position and direction</p>	

<p style="text-align: center;">Science</p>	<p>Enquiry Question: How are organisms alike and different? Living things & habitats</p>	<p>Enquiry Question: How do different organisms meet their need or survival?</p>	<p>Enquiry Question: Is too much exercise bad for you? Animals, including humans</p>	<p>Enquiry Question: What affects the brightness of a bulb in an electrical circuit? Electricity</p>	<p>Enquiry Question: Why was light dangerous in WWI and what were alternative light sources? Light</p>	<p>Enquiry Question:</p> <ul style="list-style-type: none"> ▪ Can we make a model or poster to show how filters can separate mixtures of substances? ▪ What makes eggs unfit for humans to eat? Can we make a table to show different ways of preserving food and which methods are best? ▪ Which phase of the moon would be best for the D-Day landings and why? How much light does the moon reflect compared to light from a torch or the sun?
<p style="text-align: center;">History</p>	<p>Inquiry Question: What is 'Empire' and how is it relevant to British history?</p> <ul style="list-style-type: none"> • What does 'Empire' mean? • When was the British Empire created? • Who was 	<p>Inquiry Question: What were the significant changes to people's lives during the Victorian era?</p> <ul style="list-style-type: none"> • Who was the monarch during this time? • How did education change at this time? 	<p>Inquiry Question: How did the Victorian scientists Charles Darwin, Mary Anning and Alfred Wallace contribute to developments in society?</p> <ul style="list-style-type: none"> • What developments in 	<p>Inquiry Question: What is there still to learn about the Indus Valley people?</p> <ul style="list-style-type: none"> • How does the Indus Valley civilisation fit into our knowledge of the history timeline? • How does the 	<p>Inquiry Question: What was life in the trenches like?</p>	<p>Inquiry Question: What was life like for children during World War Two?</p> <ul style="list-style-type: none"> • What is an 'evacuee'? • Who was evacuated during WWII and where did they go? • What was life like for evacuees and how

<p>significant in creating the British Empire?</p> <ul style="list-style-type: none"> • Which countries did the British Empire consist of? • How does Rudyard Kipling and India fit into our knowledge of the British Empire? • Why did people in the Victorian era believe in the importance of Empire? • How have views of Empire changed today? • What replaced the British Empire in the 20th Century? 	<p>Formal education was introduced</p> <ul style="list-style-type: none"> • How did working conditions change at this time? Factory work • How did home lives change at this time? move from country to city 	<p>science took place during the Victoria era?</p> <ul style="list-style-type: none"> • What were the significant medical developments during the Victorian era? • How did Mary Anning contribute towards scientific discoveries of the time? • How did Charles Darwin contribute towards scientific discoveries of the time? • How did Alfred Wallace contribute towards scientific discoveries of the time? 	<p>geographical location of the Indus Valley fit into our knowledge of the world and British Empire?</p> <ul style="list-style-type: none"> • What was life like for the Indus Valley people? 		<p>was it different from the lives they were used to?</p>
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Geography	How did the British Empire influence the USA today? North America focus	How has the Victorian seaside shaped the UK? Counties and cities of the UK & map skills	How do changes in society affect the movement of people? Rural to urban migration (in the context of the Industrial Revolution): <ul style="list-style-type: none"> • What was happening in towns and cities? • Where did people live? • Where did people move to? • Why did people move? 	What is the global effect of deforestation? South America and the Amazon Rainforest Focus on deforestation – physical features (rainforest) and human impact (deforestation).	How did soldiers travel between and communicate in different European countries? Europe – France, Germany, Belgium, UK: <ul style="list-style-type: none"> • Where are the countries? • What transport was available? • How did people communicate? • How have these aspects of geography changed today? 	How and why did people travel around the UK during WWII? Urban to rural migration: <ul style="list-style-type: none"> • Who migrated during WWII? • How many people migrated during WWII? • Why did children migrate from urban to rural areas? • What was the impact of this migration on urban areas? • What was the impact of this migration on rural areas?
	Art & Design	Pop Art screen print inspired by 'Globetrotting USA' activity	William Morris printing Block printing wallpaper using polystyrene and ink	Healthy Humans & Bodies Frida Kahlo self portrait	Lenticular art work inspired by climate change	Barbara Hepworth Sculpt wire animals inspired by Barbara Hepworth
Design Technology	Dancing creature	Ball maze	Spinning top	Badge Magnet	Jitterbug	Catapult

Food Technology

- Eat Well plate
- Food groups carbohydrate, proteins and fat.
- Name a range of cooking equipment.
- Name a range of cooking skills.

Practical work will include:

- Seasonal fruit and vegetable investigation
- Leek and mushroom pastries
- Blackberry and apple crumble.
- Butternut scones
- Butternut feta rolls
- Practical work will include:
- Pumpkin soup
- Sticky giner buns
- Chilli and Rice
- Festive traditions

- Name a range of cooking equipment.
- Name a range of cooking skills.
- Food choices- What factors affect food choices?
- Naming ingredients used around the world
- Foods from animals.
- Foods from plants.

Practical work will include:

- Pancakes
- Spanakopita
- Chocolate investigation
- Lassi
- Beef and Black bean stir fry

- Name a range of cooking equipment.
- Name a range of cooking skills.
- Naming ingredients used around the world
- Foods from animals.
- Foods from plants.

Practical work will include:

- Calzone
- Tuna and broccoli pasta bake
- Roasted Vegetable lasagne
- Falafel
- New potatoes chives and mint dressing

Music

Music of other Cultures (pt 1: Africa)

Pupils to revisit and review rhythm via the context of African Djembe music. Pupils will then revisit traits of African music such as Question/Answer and improvisation.

Pupils will learn about some of the context behind African music

Music of Other Cultures (pt 2: Gamelan)

Gamelan will be introduced to pupils in order to present the concepts of tuned and un-tuned percussion and continue/re-enforce their understand of texture.

Pupils to learn the

Music and Ceremony

Looking at the context of how music and dance is used in different ceremonial capacities, including the following areas:

Morris dancing and Maypole dancing

Music at Weddings and Funerals

The Pentatonic Scale

Pupils are to be introduced to the terms scale and Pentatonic scale

Pupils will explore this scale by attempting to learn the Jasmine flower melody before using Pentatonic notes to create and perform their own

String instruments (part 1: Ukulele)

Expose pupils to some basic Ukulele chords.

Pupils to revisit rhythm, dynamics and texture using strumming patterns and compositional work.

String instruments (part 2: Guitar)

Expose pupils to the first guitar chords.

Pupils to explore the word melody by learning how to perform a simple guitar line on 2 strings.

	<p>and why Djembes were made. Pupils to explore other African percussive instruments and categorise them according to how they are played. Texture will be introduced to pupils via an exploration of how we can arrange rhythms differently with African instruments.</p>	<p>what, where, when and why of Gamelan music.</p> <p>Pupils to suggest what they think of the Gamelan music they hear/feel.</p>	<p>The song Happy Birthday</p>	<p>composition.</p>		
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<p>Computing</p>	<p>Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop and extend their transferable computer skills. Their programming knowledge will be supported through use of text based programming (Python) and graphical based programming (Scratch). They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware. Online safety and awareness will be integrated throughout the year</p>
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	Communication and Networks <ul style="list-style-type: none"> How a search engine works Programming and Development Data <ul style="list-style-type: none"> One dimensional data structures Use of loops and arrays One-dimensional arrays String characters Programming and Development Algorithms <ul style="list-style-type: none"> Pseudocode Information Technology <ul style="list-style-type: none"> Digital images Vector/Bitmap graphic Digital sound 	Communication and Networks <ul style="list-style-type: none"> Protocols Programming and Development Algorithms <ul style="list-style-type: none"> Syntactical errors Recursive solutions to a problem Logical reasoning Data <ul style="list-style-type: none"> Storage 	Communication and Networks <ul style="list-style-type: none"> Network hardware Programming and Development Algorithms <ul style="list-style-type: none"> Nested selection statements Decomposition Custom functions Procedures and functions Negation Data Information Technology <ul style="list-style-type: none"> Colour resolution/colour depth 	Hardware and Processing <ul style="list-style-type: none"> Von Neumann architecture Fetch – Decode - Execute Cycle Location Addressable Memory Data <ul style="list-style-type: none"> How data is stored in memory Programming and Development Algorithms <ul style="list-style-type: none"> Algorithm performance Can write, debug and explain a computer simulation of a physical system 	Communication and Networks <ul style="list-style-type: none"> Can identify good and bad points of various types of network topology Data <ul style="list-style-type: none"> Bit patterns Denary and Binary conversions Binary addition and overflow 	Communication and Networks <ul style="list-style-type: none"> Hacking Hardware and Processing <ul style="list-style-type: none"> RAM ROM Virtual Memory
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Religious Education	U2.7 What matters most to Christians and Humanists?	U2.3 What do religions say to us when life gets hard?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
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Physical Education	Striking and Fielding Throw and catch <ul style="list-style-type: none"> With a partner 	Net/Wall games <ul style="list-style-type: none"> Racket and ball coordination 	Trampolining and Gymnastics Performance of a range of gymnastics skills e.g.	Invasion Games and Skills Control and	Dance Control and coordination. <ul style="list-style-type: none"> Move with 	Athletics Track events Running <ul style="list-style-type: none"> 25m
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- To self
- At different heights and distances

Intercept the ball

- At different heights and angles

Batting

Strike the ball

- Different directions and different height.

Bowling

- With accuracy
- Underarm bowl

Attack and defend

- Awareness that they are trying to outwit an opponent
- When fielding cover all spaces and be aware of the batters strengths and cover areas

Tactics

- Awareness of tactics of the game
- Understand and apply tactics of the game
- Understand and follow the rules

Returning and controlling the ball

- Over low, medium or high net.
- at different heights and angles

Throw and catch

- Different heights and different angles
- Encourage movement in a space

Attack and defend

- Outwit an opponent
- Positioning of the ball
- **Tactics**
- Awareness of tactics of the game
- Understand and apply tactics of the game
- Understand and follow the rules

- Shapes – tuck, pike, straddle
- Rolls – forward, backward, log roll
- Twists – half and full
- Seated landing – seat, front

Sequences

- Copy sequences/routines
- Creating sequences/routines

Body shapes

- Curled
- Stretched
- Wide
- Tall

Balance

- Greater degree of control and variety

Control

- Change speed, direction and level of moves
- Travels fluently and with control.

Rotation taking weight)

- Different body parts
- Different directions

coordination

- Dribbling,
- Passing
- Receiving

Movement with the ball

- Dribbling (basketball and football) and running with the ball (rugby)

Footwork

- Pivot

Attack and defence

- Awareness that they are trying to outwit an opponent

Team work

- Listening
- Communicating ideas
- Working well with others

Tactics

- Awareness of tactics of the game
- Understand and apply tactics of the game
- Understand and follow the rules

confidence, imagination and in safety

- Make simple and more complex shapes with their bodies
- Change of speed, direction and level

Travel

- On feet in a variety of ways
- other body parts

Perform

- Mood and feeling
- Copy , repeat and create routines
- A range of dance genres

- 50m
- 75m
- 100m
- Relay

Field events

- Discus
- Shot putt
- Javelin
- Long jump

Explore travelling

- Running at different speeds
- Controlled take-offs and landings

PSHE/Wellbeing

Relationships – Different relationships as we grow older

- People have different kinds of relationships in their lives, including romantic or intimate relationships
- People who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- Adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- Marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime

Health and Wellbeing – How can we keep healthy as we grow?

- How mental and physical health are linked
- How positive friendships and being involved in activities such as clubs and community groups support wellbeing
- How to make choices that support a healthy, balanced lifestyle including: physical activity, oral hygiene, food and drink choices, staying safe in the sun, good sleep pattern

Health and Wellbeing – How can we keep well?

- How smoking and drinking alcohol can affect people’s health
- Reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.
- Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).
- Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no
- Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance

Living in the wider world – How can the media influence people?

- How the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions
- Not everything should be shared online or social media and that there are rules about this, including the distribution of images
- Mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- How text and images can be manipulated or invented; strategies to recognise this
- Evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- To recognise unsafe or suspicious content online and what to do about it

Health and wellbeing – Online Safety

- How to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- Recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have

Relationships – Changes at Puberty

- Identify stages of the human life cycle
- Explain how the needs of babies, children, adults, older people differ
- What happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes
- Use correct vocabulary to name male and female reproductive organs
- Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private
- Recognise that people experience the physical and emotional changes of puberty over different lengths of time
- Identify reliable sources of advice on growing and changing

Citizenship /Careers

Health and Wellbeing – Belonging to a Community?

- What it means to be part of a community
- Identify different groups that make up our community, including deafness and disabilities
- How it feels to be part of a community
- Ways we can help people to feel welcome in the different groups and communities we belong to

Living in the wider world – The deaf community

- Identify deaf role models within RSDD, what roles/jobs to they do in school
- Identify deaf role models in the wider community, what jobs/roles do they do
- Identify deaf inspirational deaf people from history, why are they famous, RSDD deaf heritage, Dr Roe, Lydia Roe

Living in the wider world – How we spend and save?

- Identify what is meant by a ‘need’ and a ‘want’ in relation to spending money
- What might be a ‘need’ and a ‘want’
- What it means to save money and why we might do it
- What is meant by the term ‘afford’ (in the context of money)
- Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us

Living in the wider world – Future aspirations and careers?

- The skills, attributes, qualifications and training needed for different jobs
- How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
- Identify a job we might like to do in the future
- Recognise how strengths, qualities and things we learn in school might link to possible future jobs

Living in the wider world – Reduce, Reuse, Recycle

- What is meant by reduce, reuse, recycle
- What items can be reduced, reused and recycled at home and school, can changes be made at RSDD
- **Contributing to the community/working together**
- Participate in a whole school enterprise project which benefits the community/charity

Careers

- My achievements this year
- The skills I have learnt
- What other skills I want to learn
- Describe and demonstrate things we can do well and identify areas where we need help to develop
- Identify hopes/wishes for our future lives
- Moving to secondary school