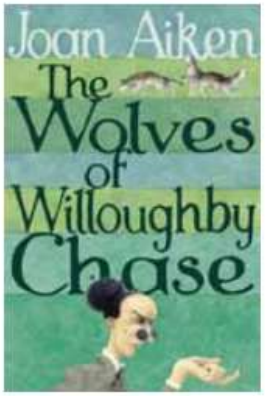
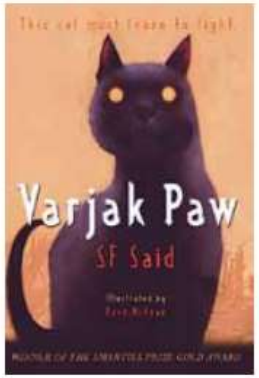
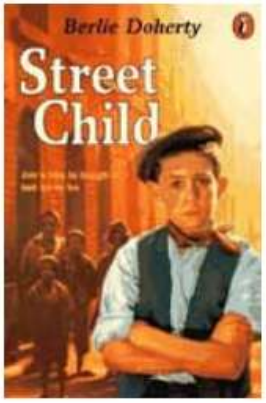
Royal School for the Deaf Derby

Upper Key Stage 2 Curriculum Overview

2024-2025

Upper Key Stage 2 Curriculum Overview 2024-2025						
Year 5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Engage Activity	Anglo-Saxon Day *or* Derby Museums Viking and Anglo-Saxon workshop	National Space Centre Visit	Jorvik Viking Centre Visit *or* Derby Museums Viking and Anglo-Saxon workshop	Arctic Expedition Day ▪ 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	**Forest School Safety; to co-construct safety rules for Forest School area.** ▪ Explore the area with reference to safe risk taking. **Structures**: ▪ Identifying natural materials. ▪ Identifying 3D shapes in natural objects. ▪ Constructing structures of different shapes and sizes. ▪ Constructing 3D shapes make structures.	**Knots:** ▪ Learning to tie knots. ▪ Tying knots for different purposes. ▪ Using knots to strengthen structures. **Shelter:** ▪ Identify different animals/insects that use forest school. ▪ Identify how they shelter from dangers. ▪ Explore waterproof materials. ▪ Construct a shelter for yourself and for animals.	**Fire lighting:** ▪ 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.	**Plants:** ▪ Prepare vegetable beds. ▪ Sow seeds. ▪ Maintain veg beds. ▪ Pollination. ▪ What plants need to grow.	**Materials:** ▪ Identify different materials ▪ Different materials. **Tools:** ▪ Main outcomes of learning sequence: ▪ Safety rules for tool use. ▪ Identify uses for each tool. ▪ Using different tools safely. ▪ Construct a carved model/tool.	**Food:** ▪ Identify sources of food. ▪ Harvest and identify foods from veg beds. ▪ Observational drawing of foods. ▪ Cook and eat foods harvested. ▪ Sell some foods.

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	**Sounds are introduced sequentially in a structured and systematic way.** ▪ 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 Get Writing activities: 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 Name Letters of the alphabet
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

Reading	**Father** Grahame Baker-Smith 	**The Midnight Fox** Betsy Byars 	**The Wolves of Willoughby** Joan Aiken 	**Tom's Midnight Garden** Philippa Pearce 	**Varjack Paw** SF Said 	**Street Child** Berlie Doherty 
BSL	▪ Describing people		▪ Daily Routine ▪ Numbers and timeline ▪ Hobbies and Interests ▪ Sports		▪ BSL in conversation ▪ Deaf Careers in the community	▪ Deaf Inspirations: ▪ Project topic TBC

SaLT	**Social Thinking** **Principles:** ▪ Coloured zones ▪ Green strategies ▪ Mood and attitude **Language skills:** ▪ Blanks 2/3 ▪ Descriptions ▪ Emotions vocabulary **Communication skills:** ▪ People reading ▪ Group discussion ▪ Impact and consequence	**Narrative: Zog** **Watch clip/recap** **Sequence** **Play script** **Activity** **Principles:** ▪ Retelling a story using characters ▪ Understanding a narrative **Language skills:** ▪ Expressive language using direct speech/ BSL ▪ Understanding story sequence **Communication skills:** ▪ Shared peer interaction ▪ Negotiating parts and turns ▪ Social confidence	**Blanks: Lego films** **Watch clip/recap** **Activity** **Prediction or explanation** **Principles:** ▪ Use and develop language for thinking at suitable blanks level. **Language Skills:** ▪ Level 1: Naming ▪ Level 2: Describing ▪ Level 3: Retelling ▪ Level 4: Predicting, Justifying **Communication skills:** ▪ Giving opinions, creating ideas, inferring, predicting.	**Memory Games** **Recall task** **Memory game** **Circle time** **Principles:** ▪ Learn and practice memory strategies **Language Skills:** ▪ Memorise, retrieve and recall ▪ Social interaction **Communication skills:** ▪ Working with others ▪ Sharing strategies	**Lego Therapy** **Principles:** ▪ Using Lego Therapy principles. Groups of 2-4 undertaking roles of: Engineer, Builder, Supplier **Language Skills:** ▪ Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain **Communication Skills:** ▪ Team working ▪ Problem Solving ▪ Perspective Taking ▪ Flexibility	**Vocabulary Boosters** **Weekly topic vocabulary** **Story** **Flashcards** **Creative activity** **Principles:** ▪ Naming and associating words ▪ Vocabulary **Language Skills:** ▪ Ask/respond 'what is it?' **Communication Skills:** ▪ Applying new vocabulary in context
Maths	**<u>Stage 4</u>** ▪ Length and Perimeter ▪ Fractions ▪ Decimals		**<u>Stage 4</u>** ▪ Decimals ▪ Money ▪ Time ▪ Statistics ▪ Properties of Shape ▪ Position and Direction		**<u>Stage 5</u>** ▪ Place Value ▪ Addition and Subtraction ▪ Statistics ▪ Multiplication and Division ▪ Perimeter and area	

Science	**Animals, including humans** ▪ Know that young babies grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. ▪ At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce	**Properties and Changes of Materials** ▪ Materials have different uses depending on their properties and state (liquid, solid, gas). ▪ Properties include hardness, transparency, electrical, thermal conductivity and attraction to magnets. ▪ Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. ▪ Mixtures can be separated by filtering, sieving, evaporation. ▪ Some changes to materials e.g. dissolving, mixing, changes of state are reversible, but some changes e.g. burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials, these are not reversible.	**Earth and Space** ▪ Know that the Sun is a star. It is at the centre of our solar system. There are 8 planets (can choose to name them, but not essential). These travel around the Sun in fixed orbits. Earth takes 365¼ days to complete its orbit around the Sun. The Earth rotates (spins) on its axis every 24 hours. ▪ As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). As the Earth rotates, the Sun appears to move across the sky. The Moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical.	**Forces** ▪ A force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance and that it pulls everything to Earth This causes unsupported objects to fall. ▪ Air resistance, water resistance and friction are contact forces that act between moving surfaces. ▪ A mechanism is a device that allows a small force to be increased to a larger force. ▪ The pay back is that it requires a greater movement. The small force moves a long ▪ Demonstrate the effect of gravity acting on an unsupported object ▪ Give examples of friction, water resistance and air resistance ▪ Give examples of when it is beneficial to have high or low friction, water resistance and air resistance ▪ Demonstrate how pulleys, levers and gears work distance and the resulting large force moves a small distance, e.g. a crowbar or	**Living Things and Habitats** ▪ As part of their life cycle, plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. ▪ Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis. ▪ Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.

				bottle top remover. Pulleys, levers and gears are all mechanisms, also known as simple machines.		

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	Longitude Latitude Atlas skills Time Zones Climate/ Seasons		Biomes – Polar regions, Hot deserts, Forests, Grasslands, Seas and Oceans. Vegetation Belts Map skills		Brazil/ ( ) Comparing the UK with Brazil Weather and Climate Human and Physical features- landmarks.	
Art & Design	▪ To design, make and evaluate an Anglo-Saxon pendant using card and different relief textures.	▪ To Infinity & Beyond! ▪ Space art with oil pastels	▪ Vicious Vikings Sketching Viking patterns and portraits.	▪ 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	▪ Life Explorers ▪ Batik fabric art	▪ 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.
Design Technology	**Shields** ▪ Understand the shapes and design styles used on Anglo Saxon	**Fairground ride/windmill** ▪ Independently mark out what they intend to cut from modelling materials	**Viking ships** ▪ Successfully cut strip wood to two different lengths using a junior hacksaw. ▪ Manufacture boat sides and drill oar holes with a cordless	**Ball maze** ▪ Independently draw their own design ideas ▪ Explain in detail about what they have designed ▪ Independently mark out	**River bridge** ▪ Use research to inform design work ▪ Design products for	**Tudor house** ▪ Use research to explore relevant concepts ▪ Design product for themselves

	shields. ▪ Produce a pair of shield design using coloured paper. ▪ Cover shields with a background colour or colours ▪ Add coloured shape details to the shields and highlight these using copper tape. ▪ Complete the shield including handle and boss.	▪ Use a range of basic tools to cut and shape modelling materials ▪ Use a range of basic joining methods including glue, tape and pins ▪ Use a wider range of manufacturing processes with support ▪ Use a wider range of materials to produce a prototype of their design ▪ Build more complex structures and explore how to make them stronger and more stable ▪ Explore and use mechanical systems in their products (levers, linkages, cams, pulleys, gears)	drill. ▪ Manufacture the boat bow and stern using cutting and sanding equipment. ▪ Assemble the sides, base and mast parts to manufacture the Viking boat hull. ▪ Manufacture the boat oars and assemble the linkage driven oar mechanism. ▪ Design and produce a Viking style main sail for the boat.	what they intend to cut from modelling materials ▪ Use a range of tools to cut and shape materials ▪ Use a range of joining methods with minimal support ▪ Use a wider range of manufacturing processes with support ▪ Make use of basic machinery with support ▪ Use a wider range of materials to produce a prototype of their design ▪ Say how they would change their design if they made it again ▪ Can gather and consider the views of others in relation to their products ▪ Build more complex structures and explore how to make them stronger and more stable	themselves based on KS1 design criteria ▪ Independently draw their own design ideas ▪ Explain in detail about what they have designed ▪ Independently mark out what they intend to cut from modelling materials ▪ Use a range of tools to cut and shape materials ▪ Use a range of joining methods with minimal support ▪ Use a wider range of manufacturing processes with support ▪ Use a range of	based on KS1 design criteria ▪ Independently draw their own design ideas ▪ Independently mark out what they intend to cut from modelling materials ▪ Use a range of tools to cut and shape materials ▪ Use a range of basic joining methods including glue, tape and pins ▪ Use a wider range of manufacturing processes with support ▪ Use a range of materials and components to produce a prototype of their design ▪ Find images of similar products and say what they do and don't like about them

					materials and components to produce a prototype of their design ▪ Consider material and component properties when manufacturing a prototype ▪ Find images of similar products and say what they do and don't like about them ▪ Evaluate own products against KS1 design criteria ▪ Say how they would change their design if they made it again ▪ Can gather and consider the views of others in relation to	▪ Evaluate own products against KS1 design criteria ▪ Say how they would change their design if they made it again ▪ Build more complex structures and explore how to make them stronger and more stable

					their products ▪ Build more complex structures and explore how to make them stronger and more stable	
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: ▪ Pumkin 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	**Exploring the string family** ▪ What counts as a string instrument? ▪ What are the Pitch ranges of different string instruments? ▪ Learn our first Ukulele chords. ▪ Explore different music textures. ▪	**Deaf role models (listen/understand)** ▪ Compare key information about 2 deaf role models in music. ▪ Compare and contrast the music referring to key vocabulary: ▪ Instrumentation ▪ Tempo ▪ Pitch ▪ Dynamics ▪ Texture ▪ Learn the Beethoven melody to Fur Elise as accurately as possible. Use this as a springboard to explore black (sharp notes) keys of the keyboard. ▪ Evaluate practical work ▪ explore black (sharp notes) keys of the keyboard. ▪ Evaluate practical work	**Deaf Role Models (perform)** ▪ Evelyn Glennie's feet and listening with the body. ▪ Exploring Tuned and un-tuned percussion through the Music of Evelyn Glennie. ▪ Evelyn Glennie performance and practice.	**World Music: Gamelan** ▪ Gamelan as tuned and untuned percussion. ▪ The who, what, where, when and why of Gamelan. ▪ Gamelan and polyphonic texture ▪ Gamelan and 'Pent-a-tonic' melody.	**World music: African Music** ▪ Cultural elements of African music and the Djembe ▪ Exploring Call and response ▪ Improvisation and composition with dynamics, technique and polyphonic rhythms.	**Music and Ceremonies** ▪ Analysing Birthday and Wedding music: Why? When? Who? What? ▪ Exploring emotional and musical differences using music vocabulary: tempo, dynamics and texture ▪ Practice/Perform/Evaluate on accuracy and flow.

	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					
Computing	**Communication and Networks** ▪ How search engines are used. **Information Technology** **Data** ▪ Use computer units (Byte to Petabyte) ▪ Data types, e.g. real numbers and Boolean **Programming and Development** ▪ Carries out SELECT, UPDATE, DELETE using SQL	**Communication and Networks** ▪ The different network topologies **Information Technology** **Data** ▪ Bit patterns ▪ Binary ▪ Binary and file size ▪ ASCII code and Unicode	**Hardware and Processing** ▪ 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** ▪ Construct static web pages using HTML and CSS **Communication and Networks** **Data** ▪ Data transmission and networks ▪ Cache ▪ URLs ▪ Internet Protocols ▪ DNS servers	**Communication and Networks** **Information Technology** ▪ Computer threats ▪ Computer attacks **Algorithms** ▪ Algorithms and iteration ▪ Structured notation ▪ Trace tables	**Programming and Development** ▪ High-level textual language ▪ Standard libraries ▪ A range of expressions ▪ A range of operators **Programming and Development** **Data** ▪ 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?	
Physical Education	**Striking and Fielding** **Throw and catch** ▪ With a partner ▪ To self ▪ At different heights and distances **Intercept the ball**	**Net/Wall games** ▪ Racket and ball coordination **Returning and controlling the ball** ▪ Over low, medium or	**Trampolining and Gymnastics** **Performance of a range of gymnastics skills e.g.** ▪ Shapes – tuck, pike,	**Invasion Games and Skills** **Control and coordination** ▪ Dribbling, ▪ Passing ▪ Receiving	**Dance** **Control and coordination.** ▪ Move with confidence and imagination ▪ Make more complex	**Athletics** **Track events** **Running** ▪ 25m ▪ 50m ▪ 75m ▪ 100m

	▪ At different heights and angles **Batting** **Strike the ball** ▪ Different directions and different height. **Bowling** ▪ With accuracy and consistency ▪ 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	high net. ▪ Varying the height and angle **Throw and catch** ▪ Different heights and different angles ▪ Move confidently within the court area **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	straddle ▪ Rolls – forward, backward, log roll ▪ Twists – half and full ▪ Seated landing – seat, front **Sequence**s ▪ 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	**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	shapes with the body ▪ Change of speed, direction and level **Travel** ▪ On feet in a variety of ways hands ▪ other body parts **Perform** ▪ Demonstrate mood and feeling ▪ Create dance routine incorporating different elements. A range of dance themes **Cycling** ▪ Gain the confidence and skills to work towards riding a pedal bike independently	▪ Relay **Field events** ▪ Discus ▪ Shot putt ▪ Javelin ▪ Long jump **Explore travelling** ▪ Change body shape depending on the type of running event. ▪ Controlled take-offs and landings **Cycling** ▪ Gain the confidence and skills to work towards riding a pedal bike independently
		Swimming ▪ Build water confidence ▪ Breathing ▪ Develop stroke technique ▪ Push and glides			**Swimming** ▪ Introduce water safety skills ▪ Safe entries ▪ Sculling ▪ Treading water	**Swimming** ▪ Basic skills needed to build swimming ability ▪ Streamlining strokes ▪ Swimming for distance

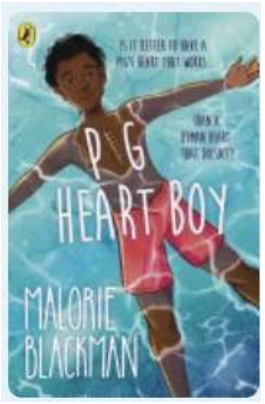
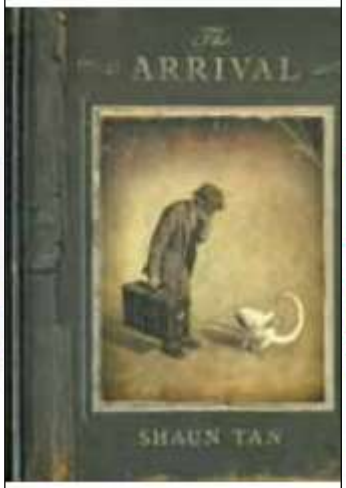
PSHE/Wellbeing	**Relationships – How can friends communicate safely?** ▪ The different types of relationships people have in their lives ▪ How friends and family communicate together; how the internet and social media can be used positively ▪ How knowing someone online differs from knowing someone face-to-face ▪ 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 **Health and Wellbeing – How can drugs/medicines common to everyday life affect health?** ▪ 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).	**Health and Wellbeing – How can we help in an accident or emergency?** ▪ 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 **Health and wellbeing – Trust** ▪ 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	**Health and wellbeing – Keeping safe online** ▪ Simple ways of keeping safe online, such as using passwords or having adult help to access the internet ▪ 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 **Relationships – kind and unkind behaviour?** ▪ 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

	▪ Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). ▪ Describe how smoking and drinking alcohol can affect people's health, including age restrictions ▪ Identify whom we can to talk to if we are worried about health.		
Citizenship/ Careers	**Health and Wellbeing – What makes up our identity?** ▪ 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 **Health and Wellbeing – What makes up our identity?** ▪ 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	**Living in the wider world – What decisions can people make with money?** ▪ 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 **Living in the wider world – What jobs would we like?** ▪ 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)	**Living in the wider world – Looking after our environment** ▪ 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 **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

		▪ The skills, attributes, qualifications and training needed for different jobs ▪ 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	

Upper Key Stage 2 Curriculum Overview 2024-2025						
Year 6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Engage Activity	Globetrotting around North America	Shugborough Hall Visit	Heart dissection activity with Becky	School survey: ▪ 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	**Forest School Safety;** ▪ To co-construct safety rules for Forest School area. ▪ To explore the area with reference to safe risk taking. **Structures:** ▪ Identifying natural materials. ▪ Identifying 3D shapes in natural objects. ▪ Construct structures of different shapes/ sizes. ▪ Constructing 3D	**Knots:** ▪ Learning how to tie knots. ▪ Tying knots for different purposes. ▪ Using knots to strengthen structures. **Shelter:** ▪ Identify different animals and insects that use forest school. ▪ Identify how they shelter from dangers. ▪ Explore waterproof materials. ▪ Construct a shelter for yourself and for animals.	**Fire lighting:** ▪ 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.	**Plants:** ▪ Prepare vegetable beds. ▪ Sow seeds. ▪ Maintain veg beds. ▪ Pollination. ▪ What plants need to grow.	**Materials:** ▪ Identify different materials around forest school. ▪ Explore uses for different materials. **Tools:** ▪ Main outcomes of learning sequence: ▪ Draw up safety rules for tool use. ▪ Identify uses for each tool. ▪ Explore using different tools safely. ▪ Construct a carved model/tool.	**Food:** ▪ Identify sources of food. ▪ Harvest and identify foods from veg beds. ▪ Observational drawing of foods. ▪ Cook and eat foods harvested. ▪ Sell some foods.

	shapes from the maths curriculum to combine to make structures.					
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	Sounds are introduced sequentially in a structured and systematic way. • 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 Get Writing activities: 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 Name Letters of the alphabet					
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					
Reading	**Holes** Louis Sachar Writing outcome: Writing to inform A newspaper article. 	**Fireweed** Jill Paton Walsh Writing outcome: Writing to describe- Diary entries 	**Pig Heart Boy** M Blackman Writing outcome: Discuss –Is it better to have a pig's heart that works or a human's heart that doesn't? 	**The Final Year** Matt Goodfellow Writing outcome: The produce a BSL poem. (written) 	**The Arrival** Shaun Tan Writing outcome: Writing to inform- A letter from the father to his family. 	**The Hobbit** JRR Tolkein Writing outcome: Writing to entertain- A story about a magical ring 
BSL	• Fingerspelling for names and places		• People		• Directions	• Deaf

	• Personal information: Q&As • Personal information: Family		• Time and dates • Money • Weather • Transport		• BSL 101 assessment exam	Inspirations: Project topic TBC (Subject to completion of BSL assessment exam
SaLT	**Telling and Retelling Principles** ▪ Retelling a story using individual characters **Language Skills:** ▪ Construct direct speech/Exp BSL ▪ Understand story sequence **Communication Skills** ▪ Shared peer interaction ▪ Negotiating parts and turns Social Confidence	**Principles** • Coloured zones • Response in zone **Language Skills** Blanks 2 & 3 Descriptions Feelings vocab **Communication Skills** People reading Group discussion Impact and consequence	**Principles** ▪ Using Lego Therapy principles. Groups of 2-4 undertaking roles of: Engineer, Builder, Supplier **Language Skills:** ▪ Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain **Communication Skills** ▪ Team working ▪ Problem Solving ▪ Perspective Taking	**Principles** ▪ Pupils will use and develop their language for thinking at their current and the next Blanks level. **Language Skills** ▪ Level 1: Naming ▪ Level 2: Describing ▪ Level 3: Retelling and Explaining ▪ Level 4: Predicting, Justifying **Communication Skills** Giving opinions, Creating ideas, Inferring, Predicting	**Principles** About me. Myself **Language Skills** Blanks 2 and 3 Questioning others **Communication Skills** Discussing in a group Learning about peers Talking about self	**Principles** Functional Use of Language Communicating with others who both do and don't know BSL **Language Skills** ▪ Spoken English ▪ Written English ▪ Pictures ▪ Pointing ▪ Gesture **Communication Skills** Request, Record, Clarify, Plan and liaise with staff Lead peer group games

Maths	**Stage 1** ▪ Place Value (within 10) ▪ Addition and Subtraction (within 10) ▪ Shape ▪ Place Value (Within 20)	**Stage 1** ▪ Addition and Subtraction (Within 20) ▪ Place Value (Within 50) ▪ Multiples of 2, 5 and 10 ▪ Length and Height ▪ Weight and Volume	**Stage 1** ▪ Multiplication and Division ▪ Fractions ▪ Position and Direction ▪ Place Value (Within 100) ▪ Money ▪ Time
	Stage 2 ▪ Place Value ▪ Addition and Subtraction ▪ Money ▪ Multiplication and Division	**Stage 2** ▪ Multiplication and Division ▪ Statistics ▪ Properties of Shape ▪ Fractions ▪ Length and Height	**Stage 2** ▪ Position and Direction ▪ Problem Solving and efficient methods ▪ Time ▪ Mass, Capacity and temperature ▪ Investigations
	Stage 3 ▪ Length and Perimeter ▪ Fractions ▪ Time ▪ Properties of shape ▪ Mass and capacity	**Stage 4** ▪ Place Value ▪ Addition and Subtraction ▪ Length Perimeter ▪ Multiplication and Division	**Stage 4** ▪ Multiplication and Division ▪ Area ▪ Fractions ▪ Decimals
	Stage 4 ▪ Length and Perimeter ▪ Fractions ▪ Decimals	**Stage 4** ▪ Decimals ▪ Money ▪ Time ▪ Statistics ▪ Properties of Shape ▪ Position and Direction	**Stage 5** ▪ Place Value ▪ Addition and Subtraction ▪ Statistics ▪ Multiplication and Division ▪ Perimeter and area

Science	**Animals including Humans** ▪ Identify and name the main parts of the human circulatory	**Light** ▪ Recognise that light appears to travel in straight lines. ▪ Use the idea that	**Evolution and Inheritance** ▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of	**Electricity** ▪ Recognise that living things have changed over time and that fossils provide	**Living Things and Habitats** ▪ Describe how living things are classified into broad

	system, and describe the functions of the heart, blood vessels and blood. ▪ Describe the ways in which nutrients and water are transported within animals, including humans. ▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. ▪ Some conditions are caused by deficiencies in our diet e.g. lack of vitamins.	light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. ▪ 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.	years ago. ▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	information about living things that inhabited the Earth millions of years ago. ▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. ▪ Give reasons for classifying plants and animals based on specific characteristics .
History	**Inquiry Question: What is 'Empire' and how is it relevant to British history?** ▪ What does 'Empire' mean? ▪ When was the British Empire created?	**Inquiry Question: What were the significant changes to people's lives during the Victorian era?** ▪ Who was the monarch during this time? ▪ How did education change at this time?	**Inquiry Question: How did the Victorian scientists Charles Darwin, Mary Anning and Alfred Wallace contribute to developments in society?** ▪ What	**Inquiry Question: What is there still to learn about the Indus Valley people?** ▪ How does the Indus Valley civilisation fit into our knowledge of the history	**Inquiry Question: What was life in the trenches like?**	**Inquiry Question: What was life like for children during World War Two?** ▪ What is an 'evacuee'? ▪ Who was evacuated during WWII

	▪ Who was significant in creating the British Empire? ▪ 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?	Formal education was introduced ▪ How did working conditions change at this time? Factory work ▪ How did home lives change at this time? move from country to city	developments in science took place during the Victoria era? ▪ 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?	timeline? ▪ How does the geographical location of the Indus Valley fit into our knowledge of the world and British Empire? ▪ What was life like for the Indus Valley people?		and where did they go? ▪ What was life like for evacuees and how was it different from the lives they were used to?
Geography	Map Skills- Different types of map OS map- Derby Grid References		Resources and Trade		USA / Canada rotation Comparing the UK USA/ Canada Weather and Climate Human and Physical features- landmarks.	

Art & Design	Pop Art screen print inspired by 'Globetrotting USA' activity	William Morris printing Sketching pattern Using colour to explore pattern	Healthy Humans & Bodies Frida Kahlo self portrait	Lenticular art work inspired by climate change	Barbara Hepworth Sculpt wire animals inspired by Barbara Hepworth	Henry Moore Pencil drawings of WWII shelters Shading
Design Technology	Dancing creature	Ball maze	Spinning top	Badge Magnet	Jitterbug	Catapult
	▪ Use research to explore relevant concepts ▪ Design products for themselves based on KS1 design criteria ▪ Draw their own design ideas with some support ▪ Briefly tell someone about what they have designed ▪ Make a template with some support ▪ Mark out what they intend to cut with some support ▪ Use a range of basic tools to cut	▪ Independently draw their own design ideas ▪ Explain in detail about what they have designed ▪ Independently mark out what they intend to cut from modelling materials ▪ Use a range of tools to cut and shape materials ▪ Use a range of joining methods with minimal support ▪ Use a wider range of manufacturing processes with support ▪ Make use of basic machinery with support	▪ Use research to inform design work ▪ Use inspiration to generate creative ideas and avoid stereotypical responses ▪ Design functional products aimed at individuals or groups based on KS2 design criteria ▪ Independently draw their own design ideas ▪ Explain in detail about what they have designed ▪ Independently make a template ▪ Independently	▪ Use research to inform design work ▪ Use inspiration to generate creative ideas and avoid stereotypical responses ▪ Design functional products aimed at individuals or groups based on KS2 design criteria ▪ Independently draw their own design ideas ▪ Explain in detail about what they have designed ▪ Independently make a template ▪ Mark out timbers, metals and	▪ Use research to explore relevant concepts ▪ Independently draw their own design ideas ▪ Make a template with some support ▪ Generate designs using a 2D CAD package ▪ Use a range of joining methods with minimal support ▪ Use a wider range of manufacturing processes with support ▪ Use a wider range of materials to produce a prototype of their design ▪ Find images of similar products and say what they do and	▪ Use research to explore relevant concepts ▪ Mark out timbers, metals and plastics to the nearest cm ▪ Use a wider range of tools to cut and shape materials accurately and independently ▪ Independently use a wider range of joining methods ▪ Independently use a wider range of

	and shape modelling materials ▪ Use a range of basic joining methods including glue, tape and pins ▪ Use a range of basic manufacturing processes (folding, rolling, making holes) ▪ Use a range of materials and components to produce a prototype of their design ▪ Consider material and component properties when manufacturing a prototype ▪ Find images of similar products and say what they do and don't like about them ▪ Evaluate own	▪ Use a wider range of materials to produce a prototype of their design ▪ Say how they would change their design if they made it again ▪ Can gather and consider the views of others in relation to their products ▪ Build more complex structures and explore how to make them stronger and more stable	mark out what they intend to cut from modelling materials ▪ Use a wider range of tools to cut and shape materials accurately and independently ▪ Independently use a wider range of manufacturing processes ▪ Make use of basic machinery with support ▪ Use a range of materials and components to produce a prototype of their design ▪ Consider a wider range of material and component properties when manufacturing a product ▪ Evaluate own products against	plastics to the nearest cm ▪ Use a wider range of tools to cut and shape materials accurately and independently ▪ Use a wider range of manufacturing processes with support ▪ Use a range of materials and components to produce a prototype of their design ▪ Consider a wider range of material and component properties when manufacturing a product ▪ Investigate and analyse a range of existing products to support their design work ▪ Evaluate own products against KS2 design	don't like about them ▪ Say how easy/hard a task was with simple justification ▪ Explore and use mechanical systems in their products (levers, linkages, cams, pulleys, gears) ▪ Understand and use basic electronic components in their products (switches, bulbs, motors)	manufacturing processes ▪ Manufacture simple traditional joints with minimal support ▪ Make use of basic machinery with support ▪ Use a wider range of materials to produce a prototype of their design ▪ Consider a wider range of material and component properties when manufacturing a product ▪ Apply their understanding of how to strengthen and reinforce complex structures

	products against KS1 design criteria ▪ Say how easy/hard a task was with simple justification ▪ Build more complex structures and explore how to make them stronger and more stable ▪ Explore and use mechanical systems in their products (levers, linkages, cams, pulleys, gears)		KS2 design criteria ▪ Say how they would change their design if they made it again ▪ Can gather and consider the views of others in relation to their products ▪ Explore and use mechanical systems in their products (levers, linkages, cams, pulleys, gears)	criteria ▪ Say how they would change their design if they made it again ▪ Can gather and consider the views of others in relation to their products		
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: ▪ Pumkin soup		▪ 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		▪ 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	

	▪ Sticky giner buns ▪ Chilli and Rice ▪ Festive traditions		▪ Lassi ▪ Beef and Black bean stir fry			
Music	**Exploring the string family**	**Deaf role modes in music part 1**	**Deaf role models in music part 2**	**World Music Part 1- Gamelan Music**	**World Music Part 2- African Percussion and rhythms**	**Music and Ceremony**
	▪ Encourage pupils to perform their own short Ukulele compositions to be performed and film for evidence. ▪ Introduce pupils to a new set of Ukulele chords including Am,D, E and Em. Help pupils to concentrate on learning and understanding chord charts in addition to chord images. ▪ Return pupils to the term texture, observing	▪ Compare the two Deaf role models of Beethoven and Evelyn Glennie in terms of how they are different and similar. ▪ Through a series of music listening tasks, contrast and compare the music of Beethoven with Evelyn Gennie in terms of: ▪ Instruments used (introduce the term instrumentation) ▪ Tempo (revisit) ▪ Pitch ▪ Dynamics (revisit) ▪ Texture	▪ Return to Evelyn Glennie completing a piece of work offering context about her life and how she feels music through her feet. ▪ Introduce the tuned percussion instruments of choice of Evelynn Glennie and explore the concepts of tuned and un-tuned instruments: What is the difference? ▪ .Practice and perform a short	▪ Use the tuned/un-tuned understanding of percussive instruments to introduce Gamelan music. ▪ Look at the texture of Gamelan music, guide pupils to the conclusion that Gamelan is polyphonic. ▪ Practice and create a Gamelan melody whilst introducing the concept of the Pentatonic scale as a basis scale for a lot of	▪ Expose pupils to cultural elements of African music and some different tuned and un-tuned instruments. ▪ Focus in on the Djembe and rhythms. Explore why and how Djembes are made and played focusing on important contextual/cultural information and specific Djembe techniques and use of call and response though a series of music games. ▪ Encourage pupils	▪ Base the Topic around Music at Birthdays and Weddings. ▪ Listen to and compare two examples of music that is used for Birthdays and funerals. ▪ Through listening activities and giving key information, allow pupils to describe the emotional and musical differences within these pieces of music and how tempo, dynamics and texture might be used to

	monophonic, polyphonic and unison textures. Encourage pupils to learn and perform a short rhythmic Ukulele sequence in Unison texture. ▪ Ensure that pupils know what different strings instrument sounds like in comparison with each-other	▪ For a number of sessions, learn the Beethoven melody to Fur Elise as accurately as possible. Use this as a springboard to explore black (sharp notes) keys of the keyboard. ▪ Evaluate this work in terms of flow and accuracy and knowledge of context.	and achievable percussive piece performed by Evelyn Glennie. Allow 2-3 sessions to allow pupils to improve their piece and film and evaluate for evidence. ▪ Review key vocabulary throughout the topic.	Gamelan music ▪ Allow pupils to create/practice/ evaluate a short repeated Gamelan composition using a range of instruments in polyphonic texture.	to create/improvise/compose their own djembe patterns and add in musical elements such as dynamics and add in the element of pitch through tuned percussive instruments such as bells. ▪ Encourage pupils to create/practice evaluate a short polyphonic rhythmic piece using both tuned and un-tuned percussion.	represent a happy or sad ceremony. ▪ Ask pupils to practice/evaluate /perform at least one of the pieces of music being looked at concentration on accuracy and flow.
	Exploring notation through tuned and un-tuned instruments ▪ Explore the terms 'pitch' and 'no pitch' and categorise percussion instruments according to these parameters	**Deaf role modes in music part 1** ▪ identify the two Deaf role models of Beethoven and Evelyn Glennie. ▪ Over several sessions (throughout the topic) and through a series of music	**Deaf role models in music part 2** ▪ Return to Evelyn Glennie completing a piece of work offering context about her life and how she feels music through her feet.	**World Music Part 1- Gamelan Music** ▪ Use the pitched/un-pitched understanding of percussive instruments to introduce Gamelan music.	**World Music Part 2- African Percussion and rhythms** ▪ Expose pupils to cultural elements of African music and some different tuned and un-tuned instruments. ▪ Focus in on the Djembe and	**Music and Ceremony** ▪ Base the Topic around Music at Birthdays and Weddings. ▪ Listen to and compare two examples of music that is used for

	▪ Explore the names of these instruments and break-down spellings and phonic content. ▪ Explore how a range of tuned percussion instruments sounds (Agogo, Glockenspiel, Bells, Piano, Steel drums). See if pupils can differentiate between sounds though listening and/or feeling. ▪ Briefly explore percussive grid scores using a tuned and un-tuned percussion; this will be revisited in a later topic. ▪	listening tasks, contrast and compare the music of Beethoven with Evelyn Gennie and engage in practical tasks based on: ▪ Instruments used ▪ Fast or slow- Introduce the word Tempo ▪ Low pitch? High Pitch? Non pitch?- ▪ Loud or quiet- Re-introduce the word dynamics ▪ Mono, Poly or Unison Texture? ▪ For a number of sessions, learn the Beethoven melody to Fur Elise as accurately as possible. Use this as a springboard to explore black (sharp notes) keys of the keyboard. ○ Evaluate this work in terms of flow and accuracy	▪ Introduce the common instruments of choice for Evelyn Glennie (Marimba/glocken spiel), is it "pitch or no pitch?" ▪ Practice and perform a short and achievable percussive piece performed by Evelyn Glennie. Allow 2-3 sessions to allow pupils to improve their piece and film and evaluate for evidence. ▪ Review key vocabulary throughout the topic.	Introduce the synonyms tuned and un-tuned for pitch. ▪ Look at the texture of Gamelan music, guide pupils to the conclusion that Gamelan is polyphonic (or poly texture). ▪ Practice and create a Gamelan melody whilst introducing the concept of the Pentatonic scale as a basis scale for a lot of Gamelan music ▪ Allow pupils to create/practice/evaluate a short repeated Gamelan composition using a range of instruments in polyphonic texture.	rhythms. Explore why and how Djembes are made and played focusing on important contextual/cultural information and specific Djembe techniques and use of call and response though a series of music games. ▪ Encourage pupils to create/improvise/compose their own djembe patterns and add in musical elements such as dynamics and add in the element of pitch through tuned percussive instruments such as bells. ▪ Encourage pupils to create/practice evaluate a short polyphonic rhythmic piece using both tuned and un-tuned percussion.	Birthdays and funerals. ▪ Through listening activities and giving key information, allow pupils to describe the emotional and musical differences within these pieces of music and how tempo, dynamics and texture might be used to represent a happy or sad ceremony. ▪ Ask pupils to practice/evaluate/perform at least one of the pieces of music being looked at concentration on accuracy and flow.

Computing	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					
	Communication and Networks ▪ How a search engine works **Programming and Development** **Data** ▪ One dimensional data structures ▪ Use of loops and arrays ▪ One-dimensional arrays ▪ String characters **Programming and Development** **Algorithms** ▪ Pseudocode **Information Technology** ▪ Digital images ▪ Vector/Bitmap graphic ▪ Digital sound	**Communication and Networks** ▪ Protocols **Programming and Development** **Algorithms** ▪ Syntactical errors ▪ Recursive solutions to a problem ▪ Logical reasoning **Data** ▪ Storage	**Communication and Networks** **Hardware and Processing** ▪ Network hardware **Programming and Development** **Algorithms** ▪ Nested selection statements ▪ Decomposition ▪ Custom functions ▪ Procedures and functions ▪ Negation **Data** **Information Technology** ▪ Colour resolution/colour depth	**Hardware and Processing** ▪ Von Neumann architecture ▪ Fetch – Decode - Execute Cycle ▪ Location Addressable Memory **Data** ▪ How data is stored in memory **Programming and Development** **Algorithms** ▪ Algorithm performance ▪ Can write, debug and explain a computer simulation of a physical system	**Communication and Networks** ▪ Can identify good and bad points of various types of network topology **Data** ▪ Bit patterns ▪ Denary and Binary conversions ▪ Binary addition and overflow	**Communication and Networks** ▪ Hacking **Hardware and Processing** ▪ RAM ▪ ROM ▪ Virtual Memory

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?**
Physical Education	**Striking and Fielding** **Throw and catch** ▪ With a partner ▪ 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 and consistency ▪ 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	**Dance** **Control and coordination.** ▪ Move with confidence and imagination ▪ Make more complex shapes with the body ▪ Change of speed, direction and level **Travel** ▪ On feet in a variety of ways hands ▪ other body parts **Perform** ▪ Demonstrate mood and feeling ▪ Create dance routine incorporating different elements. A range of dance themes	**Trampolining and Gymnastics** **Performance of a range of gymnastics skills e.g.** ▪ Shapes – tuck, pike, straddle ▪ Rolls – forward, backward, log roll ▪ Twists – half and full ▪ Seated landing – seat, front **Sequence**s ▪ 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	▪ **Athletics** **Track events** **Running** ▪ 25m ▪ 50m ▪ 75m ▪ 100m ▪ Relay **Field events** ▪ Discus ▪ Shot putt ▪ Javelin ▪ Long jump **Explore travelling** ▪ Change body shape depending on the type of running event. ▪ Controlled take-offs and landings

	▪ Understand and follow the rules			with control. **Rotation taking weight)** ▪ Different body parts ▪ Different directions		
		Swimming ▪ Build water confidence ▪ Breathing ▪ Develop stroke technique ▪ Push and glides			**Swimming** ▪ Introduce water safety skills ▪ Safe entries ▪ Sculling ▪ Treading water **Cycling** ▪ Gain the confidence and skills to work towards riding a pedal bike independently	**Swimming** ▪ Basic skills needed to build swimming ability ▪ Streamlining strokes ▪ Swimming for distance **Cycling** ▪ Gain the confidence and skills to work towards riding a pedal bike independentl y
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		**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		**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	

	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	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	• 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