



# UKS2 Year A Autumn 2

## Stargazers



	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT & ART
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Galileo Galilei</p>	<p>Spelling, punctuation and grammar</p>		<p>Earth and Space</p>	<p>White Rose</p>	<p>Christmas in the Christian Calendar</p>	<p>3D Modelling</p>
<p><b>ENGAGE</b></p> <p><b>DEVELOP</b></p> <p><b>INNOVATE</b></p> <p><b>EXPRESS</b></p>	<p><b>In History will learn about:</b></p> <p><b>CHRONOLOGY</b> <b>We will:</b> independently place historical facts on a time line, recalling some facts from memory</p> <p><b>CONTINUITY AND CHANGE</b> provide reasons for outcomes of the main events and changes in historical periods</p> <p><b>In Geography will learn about:</b></p> <p><b>THE WORLD</b> We will: locate the countries of Europe including Russia, North and South America.</p> <p><b>POSITIONING</b> locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian</p>	<p><b>Year 5:</b> Use relative clauses. Identify relative pronouns</p> <p>Use commas to separate clauses.</p> <p><b>Year 6:</b> Recognise and use passive voice.</p> <p>Use colons to introduce a list and semi colons</p> <p>We follow a spelling scheme called No Nonsense spelling</p>	<p><b>We will be reading and talking about:</b> Cosmic by Frank Cottrell Boyce and non fiction books about space travel and the Solar System</p> <p><b>We will be writing:</b> descriptions of settings, a flashback story, an argument, poetry, a newspaper report</p>	<p><b>We will learn to:</b></p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><i>Revisit Forces by:</i> explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p><b>WORKING SCIENTIFICALLY</b> take measurements, use a range of scientific equipment, with increasing accuracy and precision, take repeat readings when appropriate</p>	<p><b>Year 5:</b> Multiplication and Division</p> <p>Statistics</p> <p>Review and Assess</p> <p><b>Year 6</b> Percentages of amounts</p> <p>Fractions</p>	<p><b>We will learn:</b></p> <p>the importance of Christmas for Christians.</p> <p>two different points of view about the birth of Jesus</p> <p>links between the ancient Christmas story and some modern expressions of the story.</p> <p>To give reasons why we think a work of art can be a good expression of Christian belief.</p>	<p><b>In Art we will learn about:</b></p> <p><b>DEVELOPING IDEAS</b> <b>We will:</b> explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</p> <p><b>PAINTING</b> use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).</p> <p><b>3D &amp; FORM</b> carve and sculpt materials using a range of tools and finishing techniques create cylindrical and spherical forms using a range of media and scales.</p> <p><b>In DT we will learn about:</b></p> <p><b>TEXTILES</b> <b>We will:</b> create a 3D product using different materials and stitches</p>



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Physical Education	PSHE	ICT	French	Music
<p align="center"><b>Invasion Games</b> –Mini-F/Ball + N/Ball Dodgeball</p> <p align="center"><b>Gymnastics</b></p>	<p align="center"><b>Autumn 2</b> <b>Emotional Wellbeing</b></p>	<p align="center"><b>Using spreadsheets – Excel</b></p>	<p align="center"><b>Eating Out</b></p>	<p align="center"><b>Charanga</b> <b>Unit 2</b> Classroom Jazz by Ian Gray</p> <p><b>Music Genre:</b> Bossa Nova and Swing <b>Songs:</b> Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman</p>
<p><b>We will learn to:</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Year 5</b> handle a ball &amp; pass and shoot with control and consistency</p> <p>apply attacking/defending strategies as part of a mini game.</p> <p>use a bat/racket/or part of my body to hit ball into space.</p> <p>play different positional roles in game, know what to do to.</p> <p>know how/where to send a ball/object according to game situations.</p> <p><b>Year 6</b> perform /apply skills in additional net/wall game (e.g. badminton/tennis)</p> <p>perform /apply skills in additional invasion game (e.g. tag rugby/hockey)</p> <p>choose &amp; use combinations of skills confidently in several games</p> <p>know &amp; play different positional roles in relation to mini games.</p> <p>some principles of striking/fielding/attacking/defending in games</p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their best.</p>	<p><b>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme &amp; Debbie’s Circle Time, we will discuss and understand:</b></p> <p><b>Emotional Wellbeing</b> <b>We will:</b> give quality, constructive feedback and support to benefit ourselves and others when working collaboratively.</p> <p>Consider reasons why someone may want to bully another person and suggest ways to support them</p> <p>ALSO IN ANTI BULLYING WEEK</p> <p><b>COLLABORATION</b> explain the consequences of peer pressure and bullying in difference situations and use strategies for managing persuasion and coercion.</p> <p>talk about how to resolve conflict using compromise and negotiation</p> <p><b>PERSONAL SAFETY</b> respond to and challenge negative behaviours such as bullying and aggression with increasing independence.</p> <p>show resistance to carrying out something that they feel uncomfortable about or know is wrong</p>	<p><b>We will:</b></p> <p>revisit Excel and learn to:</p> <p>input data Save as</p> <p>use formulae + - / *</p> <p>Insert charts</p> <p>research The Planets &amp; enter data</p>	<p><b>We will learn to:</b></p> <p>understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary.</p> <p>recognise subject pronouns, and begin using “il” and “elle” to form a few sentences about what someone is having to eat/drink, with help.</p> <p>take part in a simple role-play using prompts.</p> <p>know that formal language, e.g. the “vous” form, is used for talking to customers in restaurants etc.</p>	<p><b>We will:</b></p> <p><b>Listen and Appraise</b> Identifying and moving to the pulse with ease. Thinking about the message of songs and comparing two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listening carefully and respectfully to other people’s thoughts about the music. Talking about the musical dimensions working together in the Unit songs and how it makes use feel</p> <p><b>Sing</b> Singing in unison including backing vocals. Exploring singing solo and listening to the group when singing. Following a leader when singing. Rapping and solo singing. Listening to each other and be aware of how you fit into the group and singing with awareness of being ‘in tune’.</p> <p><b>Play Instruments</b> In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader.</p> <p><b>Improvise</b> Using instruments in the context of the song they are learning to perform.</p> <p><b>Compose</b> Creating at least one simple melody using one, three or five different notes. Planning and creating a section of music that can be performed within the context of the unit song. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p><b>Perform</b> Choosing what to perform and creating a programme. Communicating the meaning of the words and clearly articulate them. Recording the performance and compare it to a previous performance. Discussing and talking musically about it – “What went well?” and “It would have been even better if...?”</p>

