



UKS2 Year A Spring 1 Alchemy Island



	GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	ART
				Materials and their Properties	White Rose	Humanism	The Impressionists Clay
ENGAGE	In Geography, we will learn about:	Year 5: Modal Verbs	We will be reading and talking about: The Lion, the Witch and the Wardrobe by CS Lewis and our Spellbinding books.	We will learn to: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Multiplication and Division	We will learn : what the 'happy human' logo tells us about the Humanist perspective.	We will learn about:
DEVELOP	PLACES We will: describe how human and physical processes can lead to similarities/differences in the environments of places and in the lives of people who live there	Brackets, dashes and commas for parenthesis		use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Measurement: Money	why Humanism is a life stance but not a religion.	Great Artists SELECTION We will: describe how the techniques and themes used by other artists and genres have been developed in their own work.
INNOVATE	USING MAPS compare and contrast areas of the UK and wider world by looking at geographical features on a range of maps including digital / computer mapping	Year 6: Revision of Y5 and 6 SPaG	We will be writing: character descriptions, classic narrative, ebets from different perspectives and a newspaper report	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Statistics	that some Humanists are agnostic.	APPRECIATING describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.
EXPRESS	FIELD WORK describe and explain geographical processes observed including taking accurate measurements and representing these in texts, graphs and spreadsheets			demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Measurement: Length and Perimeter	how Humanists celebrate marriage and how this differs from a religious ceremony.	SKETCHBOOK use a sketch book to develop and experiment with ideas.
	DIRECTION use four and six figure grid references to locate features on an OS or world map			WORKING SCIENTIFICALLY Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Number: Fractions	to explain the contribution to the world of a Humanist scientist ie Marie Curie, Albert Einstein, Helen Caldicott. To give examples of the Humanist perspective informing music, song, poetry, literature and art, e.g. Lennon's Imagine.	PAINTING use paint application techniques to create mood and atmosphere in a painting. use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).
						of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.	COLOUR Mix and use colour to reflect mood and atmosphere.



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Physical Education	PSHE	ICT	French	Music
Invasion Games – Dodgeball Gymnastics	Goals	Espresso coding	Hobbies	Charanga Unit 3 To Make You Feel My Love sung by Adele Music Genre: Pop Ballads Songs: Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett
<p>We will learn to: 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>Year 5 handle a ball & pass and shoot with control and consistency apply attacking/defending strategies as part of a mini game. use a bat/racket/or part of my body to hit ball into space. play different positional roles in game, know what to do to. know how/where to send a ball/object according to game situations.</p> <p>Year 6 perform /apply skills in additional net/wall game (e.g. badminton/tennis) perform /apply skills in additional invasion game (e.g. .tag rugby/hockey) choose & use combinations of skills confidently in several games know & play different positional roles in relation to mini games. some principles of striking/fielding/attacking/defending in games develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their best.</p>	<p>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>GOALS We will: appreciate their personal, academic and non- academic strengths and show perseverance and resilience in working towards their goals</p> <p>INTERNET SAFETY WEEK RELATIONSHIPS AND RESPECT Explore how information is represented differently in the media and online and media portrayal is not always an accurate reflection of reality.</p>	<p>We will: revise our previous work on coding explore more complex variables explore more properties consolidate our learning</p>	<p>We will learnt to: express likes and dislikes using visual prompts, and understand that "tu" is often used to form a question. read the unit's story aloud and recognise some French words and phrases in the written text when prompted. talk about what they do and like doing, giving simple opinions with help. recognise the difference between "le"/"la" and "un"/"une" in the context of the unit. that some nouns have irregular plurals in French.</p>	<p>We will: Listen and Appraise 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>Sing 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>Play Instruments 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>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose 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>Perform Choosing what to perform and creating a programme. Communicating the meaning of the words and clearly articulate them.</p>

				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...?”
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