



UKS2 Year A Spring 2 Alchemy Island / Flow



GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT	ART
Rivers Fairtrade Week	Spelling, punctuation and grammar		Electricity	White Rose	Humanism	Cooking & Torches	Clay

Fairtrade Week Why is Fair Trade Fair?



ENGAGE DEVELOP INNOVATE EXPRESS	<p>We will learn about: PLACES We will: describe how human and physical processes can lead to similarities/differences in the environments of places</p> <p>CHANGES OVER TIME explain how things change by referring to the physical and human feature of the landscape</p> <p>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</p> <p>UNITED KINGDOM name and locate rivers of the UK and describe the impact of human and physical geography of the places they are found.</p> <p>THE WORLD locate the countries of Europe including Russia, North and South America.</p>	<p>Our grammar and punctuation content is:</p> <p>Year 5 Revise Parenthesis Rhetorical Questions Technical Language Colon – Items in a list</p> <p>Year 6 Secure non-fiction genres - Informal / formal speech - Formal / informal vocabulary</p> <p>Hyphens</p> <p>Commas for ambiguity</p>	<p>We will be reading and talking about: Floodland by Marcus Sedgwick</p> <p>We will be writing: Non chronological; reports, a persuasive text, a newspaper report</p>	<p>We will:</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p> <p><i>Revisit Materials and their properties by:</i> using our knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>WORKING SCIENTIFICALLY use test results to make predictions to set up further comparative and fair tests</p>	<p>Year 5</p> <p>Decimals</p> <p>Percentages</p> <p>Assessments</p> <p>Year 6</p> <p>Algebra</p> <p>Ratio</p> <p>Geometry and measurements</p> <p>Assessment</p>	<p>We will:</p> <p>explain the contribution to the world of a Humanist scientist ie Marie Curie, Albert Einsten, Helen Caldicott.</p> <p>examples of the Humanist perspective informing music, song, poetry, literature and art, e.g. Lennon's Imagine.</p> <p>Show our awareness of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.</p>	<p>We will learn about: PREPARING AND COOKING FOOD We will: use appropriate tools and equipment to weigh and measure</p> <p>ORIGINS OF FOOD identify which food comes from the UK and other countries in the world</p> <p>WORKING FROM PLANS work from own detailed plans, modifying them where appropriate</p> <p>EXISTING PRODUCT INFORMATION investigate the design features of a familiar existing product and explain its function and form</p> <p>MATERIALS select and combine materials with precision</p>	<p>We will learn about: 3D & FORM We will: carve and sculpt materials using a range of tools and finishing techniques</p>
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UKS2 Year A Spring 2 Flow



Physical Education	PSHE	ICT	French	Music
Invasion Games – Dodgeball Gymnastics	Financial Understanding	Scratch projects	A School Trip	Charanga Unit 4 <small>Fresh Prince of Bel-Air rapped by Will Smith</small> Music Genre: Old-School Hip-Hop Songs: Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M.C Hammer
<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>CITIZENSHIP We will: explain how they might make a positive contribution to a world issue, such as global warming, poverty or Fairtrade.</p> <p>FINANCIAL UNDERSTANDING explain what it means to be an ethical consumers and give examples of this in actions e.g. Fairtrade</p> <p>Begin to understand the terms "savings", "interest", "tax" and "debt"</p>	<p>We will: revisit Scratch tools</p> <p>create: a Scratch sequence :Tom & Jerry chase</p> <p>Scratch project: Bats in the woods</p> <p>Scratch project: Maths quiz</p> <p>Scratch project: Alchemy Island Journey</p>	<p>We will learn to: to express likes and dislikes using visual prompts, and understand that "tu" is often used to form a question.</p> <p>read the unit's story aloud and recognise some French words and phrases in the written text when prompted.</p> <p>talk about what they do and like doing, giving simple opinions with help.</p> <p>recognise the difference between "le"/"la" and "un"/"une" in the context of the unit.</p> <p>understand 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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