



# UKS2 Year B Autumn 2

## Frozen Kingdom



	GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	ART /DT
	The Arctic and Antarctic	Spelling, punctuation and grammar		Living Things and their Habitat (Y6)	White Rose	Concepts in Humanism	Drawing Making cards IGLOO CHALLENGE
<b>ENGAGE</b>  <b>DEVELOP</b>  <b>INNOVATE</b>  <b>EXPRESS</b>	<p><b>We will learn about:</b></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p><b>We will:</b> explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world</p> <p><b>PROCESSES</b></p> <p>describe how climate, ecology and people are affected by cold and describe the freezing and thawing process.</p> <p><b>WEATHER AND CLIMATE</b></p> <p>describe how extreme climates affect the lives of people living there and the human and physical geography</p> <p><b>PLACES</b></p> <p>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</p> <p><b>USING MAPS</b></p> <p>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><b>Our grammar and punctuation content is:</b></p> <p><b>Year 5</b></p> <p>Modal Verbs Hyphens</p> <p><b>Year 6</b></p> <p>Revise word classes</p> <p>Simple SVO, compound and complex sentences</p> <p>We follow a spelling scheme called No Nonsense spelling.</p>	<p><b>We will be reading:</b></p> <p>Sky Hawk by Gill Lewis and What Mr Darwin Saw by Mick Manning</p> <p><b>We will be writing:</b></p> <p>recounts, diary entries and short narratives, a balanced argument, a haiku</p> <p><b>We will be learning a class poem off by heart for our Off By Heart choral performance</b></p>	<p><b>We will:</b></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><i>Revisit Living things and their Habitats (Y6) by</i></p> <p>Describing how living things are classified into broad groups and according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p><b>WORKING SCIENTIFICALLY</b></p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or argument</p>	<p><b>Year 5</b></p> <p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p><b>Year 6</b></p> <p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Multiplication and Division</p>	<p><b>We will learn:</b></p> <p>to think about our own personal values. societies.</p> <p>to recognise that Humanists do not believe that knowledge of right and wrong comes from a deity or that good or bad deeds will be judged or punished by Gods.</p> <p>that Humanists believe in humanity, in doing good and making the most of their time on earth</p> <p>that Humanism is an alternative to religion.</p> <p>that non-religious people can have codes for living.</p>	<p><b>In Art we will learn about:</b></p> <p><b>PRINTMAKING</b></p> <p><b>We will:</b> create a detailed block for printing using string, card, foam or lino.</p> <p><b>COLOUR</b></p> <p>mix and use colour to reflect mood and atmosphere.</p>



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Physical Education	PSHE	ICT	French	Music
<p><b>Invasion Games</b> –Mini-F/Ball + N/Ball Dodgeball</p> <p><b>Gymnastics</b></p>	<p><b>Anti Bullying Week</b></p>	<p><b>3D modelling: Sketch Up</b></p>	<p><b>In France</b></p>	<p><b>Charanga Unit 2</b> <b>Classroom Jazz 2</b></p> <p><b>Music Genre:</b> Bacharach and Blues <b>Songs:</b> Take The 'A' Train by Duke Ellington Speaking My Peace by H. Parlan Back 'O'Town Blues by Earl Hines One 'O' Clock Jump by Count Basie</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 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><b>Year 6</b> 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 &amp; use combinations of skills confidently in several games know &amp; 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><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>be introduced to Sketch Up tools</p> <p>Design a house</p> <p>Design an igloo</p> <p>Design a castle</p> <p>Design a village</p> <p>Design a project of our choice</p>	<p><b>We will learn to:</b></p> <p>read sentences in the perfect past tense about what they have eaten with some help.</p> <p>understand the main points from the unit's recipe with help.</p> <p>prepare and present a short presentation with some help.</p> <p>ask questions in the second person singular using the correct intonation when prompted.</p>	<p><b>We will:</b> <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>