



UKS2 Year A Summer 2

The Amazing Amazon



	GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT	ART/DT
	Rainforests	Spelling, punctuation and grammar	English	Living things and their habitats (Y5)	White Rose	Comparing Creation Stories	3D models	Amazon animal drawings

Health Week We will make informed decisions about what makes a balanced, healthy lifestyle and recognise what might influence these decisions								
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ENGAGE DEVELOP INNOVATE EXPRESS	<p>In Geography we will learn about:</p> <p>HUMAN AND PHYSICAL We will: explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world</p> <p>DATA Analyse data from first and second hand sources to draw conclusions about a place or geographical issue.</p>		<p>We will be reading:</p> <p>Holes continued</p> <p>The Great Kapok Tree. – PSHE LINK</p> <p>We will be writing:</p> <p>We will be learning a poem for our Individual Off By Heart Recital</p>	<p>We will learn to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p> <p>WORKING SCIENTIFICALLY planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p>Year 5 Converting units Prime Numbers Perimeter & Area Measures: Volume</p> <p>Year 6 Post SATs Project Work</p>	<p>We will: raise & suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</p> <p>understand God loves His creation & everything is created in harmony. Humans have a duty to care for God's creation. They are the stewards of creation.</p> <p>raise & suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God & the concept of stewardship.</p> <p>suggest answers to questions in response to this concepts & support their answers using reasons &/or information.</p>	<p>We will learn about:</p> <p>ORIGINS OF FOOD We will: identify which food comes from the UK and other countries in the world</p> <p>CARD MAKING combine materials with fixed or moving joints</p> <p>MATERIALS select and combine materials with precision</p> <p>JOINING Join materials using the most appropriate method for the material's purpose</p>	<p>We will learn about:</p> <p>USING A SKETCHBOOK Using a sketchbook that experiments with and develops ideas</p> <p>LINE AND TONE Using cross-hatching to add tonal detail.</p>
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UKS2 Year A Summer 2 Our American Adventure The Amazing Amazon



Physical Education	PSHE	ICT	French	Music
Athletics Gymnastics Swimming	RELATIONSHIPS AND FEELINGS	Scratch projects	The Environment	Charanga Unit 6 Reflect, Rewind & Replay Music Genre: Classical
<p>We will learn to:</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>compare their performances with previous ones and improve to achieve their personal best.</p> <p>Year 5 <u>Work with a partner</u> to complete a run/jump/throw event & measure</p> <p>show good running style at different speeds in various events</p> <p>work more consistently with control & fluency</p> <p>Year 6 choose & sustain pace suited to distance(e.g. sprint 7 secs. run for 5 minutes)</p> <p>understand principles of a relay take-over & use in competition</p> <p>work with consistent control, fluently & mostly accurate</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>swim competently, confidently and proficiently over a distance of at least 25 metres / use a range of strokes effectively.</p>	<p>Through whole school assemblies, Key Stage assemblies, our KidSafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>RELATIONSHIPS AND FEELINGS</p> <p>We will: learn to explain how a social and personal relationship might change over time including transition, loss, divorce, separation and bereavement.</p> <p>IN HEALTH WEEK HEALTH AND HYGIENE State basic facts about tobacco and legal/illegal drugs and how habits can affect health and lifestyle</p>	<p>We will:</p> <p>Revisit Algorithms</p> <p>Create GP race</p> <p>Create Tennis game</p> <p>Create 4 Balloon game</p> <p>Create Bat Game</p> <p>Create Maths Quiz</p> <p>Create a Mexican quiz</p> <p>Create 30 second video with music / presentation about My Core Learning at Beckstone for graduation.</p>	<p>We will learn to:</p> <p>recognise and use some articles when prompted.</p> <p>recognise that the third person singular form of the present tense is used to describe what an animal eats.</p> <p>prepare and present a short weather report, using sentences provided that differ from English sentence structures.</p> <p>write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted.</p>	<p>We will:</p> <p>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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