

**CAMBLESFORTH PRIMARY**

**UPKS2 Long Term Plan**

**2 Year Rolling Programme**

Science	Design & Technology	History	Geography	Computing	RE	Art & Design	Musi C	Citizenship	PE	French
<p>*Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.</p> <p>* Make predictions based on scientific knowledge and understanding.</p> <p>*Suggest methods of testing including a fair test and how to collect evidence, ensuring it is sufficient and appropriate.</p> <p>*Carry out a fair test identifying key factors to be considered.</p> <p>*Make a variety of relevant observations and measurements using simple apparatus correctly.</p> <p>*Decide when observations and measurements need to be checked, by repeating, to give more reliable data.</p> <p>*Select information from a range of sources.</p> <p>*Communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT. Identify trends and patterns and results that do not appear to fit the pattern.</p> <p>*Provide explanations for differences in observations and measurements.</p> <p>*Draw conclusions and communicate them in appropriate scientific language.</p> <p>*Make practical suggestions for improving methods in their work giving suggestions</p>	<p>*Clarify and justify plans, designs and ideas by drawing upon and using a range of relevant sources of information. Produce detailed designs and plans drawn to scale from a range of viewpoints, using pattern pieces and computer-aided design packages effectively.</p> <p>Discuss ways in which ideas, plans and designs are formed and modify to ensure that the design criteria are met effectively.</p> <p>*Select a range of appropriate tools to cut, shape and join materials and components with accuracy and precision. Use an increasing range of tools and equipment to measure, mark out and shape materials and components accurately. Use a drill to make an off-centre hole. *Join and combine a range of materials and components using the most effective permanent and temporary way. Make and adapt where necessary complex mock-ups and templates. Identify and apply an appropriate finishing technique to ensure a high quality end product which meeting the design criteria. Follow procedures for safety and hygiene.</p> <p>*Use analysis of existing products supported by accurate factual information to inform own work.</p> <p>*Test and evaluate products to identify the variants which may affect the function of a product. Give reasons, supported by factual evidence for the success of aspects of a product and provide considered solutions to resolve those</p>	<p>*Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>*Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>*Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>*Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>*Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America.</p> <p>*Understand the location and characteristics of a range of the world most significant human and physical features.</p> <p>*Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<ul style="list-style-type: none"> <li>Use technology safely</li> <li>Recognise common uses of information technology beyond school</li> </ul>	<p>*suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions.</p> <p>*describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p> <p>*give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.</p> <p>*ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</p> <p>*ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</p>	<p>*Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>*Sketch collection of observational drawings and ideas variety of techniques including reflections, shadow, direction of sunlight, movement and perspective.</p> <p>*Use drawing confidently in a variety of styles as appropriate to task.</p> <p>*Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape.</p> <p>*Draw from imagination and memory to design and illustrate.</p> <p>*Developing accuracy and expression in their drawings including the human figure.</p>	<p>See separate long term plan</p>	<p>*Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness</p> <p>*Demonstrate a broad knowledge and understanding of the topics and issues they have explored</p> <p>*Identify questions, consider and discuss different issues, drawing simple conclusions and justifying personal views and opinions</p> <p>*Listen to and consider the views and experiences of others and can express views that are not necessarily their own.</p> <p>*Understand the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways.</p>	<ul style="list-style-type: none"> <li>See separate long term plan</li> </ul>	<p>*Speak in complete sentences using basic language structures.</p> <p>*Read aloud using increasingly accurate pronunciation and intonation.</p> <p>*Describe events and actions using a range of sentences.</p> <p>* Recognise and use past and present, tense.</p> <p>*Sustain conversations for increasing periods of time using a range of sentences.</p> <p>* Identify and spell an increasing range of words accurately.</p> <p>* Engage in conversation using increasingly complex sentences.</p>

	2019-2020			2020-2021		
	Cycle 1	Cycle 2	Cycle 3	Cycle 1	Cycle 2	Cycle 3
EBOR Values	<b>Excellence</b>					
	<b>Belonging</b>	<b>Respect</b>	<b>Opportunities</b>	<b>Belonging</b>	<b>Respect</b>	<b>Opportunities</b>
First Hand experiences						
Theme	<b>Key Driver - Geography Near and Far.</b>	<b>Key Driver - Science Up, up and away!</b>	<b>Key Foundation - I've got the power!</b>			
Science	Animals, including humans Evolution and inheritance	Earth and Space Light	Forces Electricity	Properties and changes of materials	All living things	Plants
History	Early civilizations <ul style="list-style-type: none"> <li>Early Islamic civilisations                             <ul style="list-style-type: none"> <li>Mayans</li> <li>Egyptians</li> </ul> </li> <li>Bronze age - Indus valley                             <ul style="list-style-type: none"> <li>China - shang dynasty                                     <ul style="list-style-type: none"> <li>Skara brae</li> <li>French link</li> </ul> </li> </ul> </li> </ul>	Local history study  Vikings (York pre 1066)	Ancient Greece <ul style="list-style-type: none"> <li>Trogen war</li> <li>Greek myhtology</li> <li>Democracy (athens)                             <ul style="list-style-type: none"> <li>Money</li> <li>Pythagoras</li> <li>Plato</li> </ul> </li> <li>Alexander the great</li> <li>Olympic games</li> <li>Rule of law</li> </ul>	Local history study <ul style="list-style-type: none"> <li>Anglo saxons (check how if possible)</li> </ul>	Study of aspect or theme in British history since 1066 <ul style="list-style-type: none"> <li>Middle ages (black death)                             <ul style="list-style-type: none"> <li>Tudors</li> </ul> </li> <li>Great fire of London</li> <li>Georgians/Empire and sea power</li> <li>Victorians (industrial revolution)                             <ul style="list-style-type: none"> <li>Edwardians</li> <li>WW1 WW2</li> </ul> </li> </ul>	Romans
Geog	Place knowledge	Human and physical geography	Location knowledge – Europe, North and South America	Location knowledge – counties and cities UK	Location knowledge – latitude, longitude, equator, hemispheres etc.	Geographical skills and fieldwork

Computing	Using technology safely	E Safety (Cyber bullying)	Design, write & debug programs. (Programming)	Logical reasoning for algorithms.	E Safety (Content on the internet - What we put on)	Use sequence, selection, repetition in programmes and variable.
D & T	Pulleys and gears	Sliders and levers	Wheels and axles	Textiles	Food	Structures
Art & Design	Drawing Painting	Textiles	Sculptures	Drawing Painting	Sculptures	Textiles
RE	Peace (incl Buddhism) The true meaning fo Christmas	Forgiveness Jesus the Healer	Commitment Worship	Creation Stories The Christmas Story	Justice and Freedom Crucifixion	Eternity
French						
British Values	Week focus - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Democracy, rule of law, individual liberty	Week focus - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Democracy, rule of law, individual liberty
PSHE						
Music	<i>Cycle 1a</i> Joining in Moving to the Beat Sea Shanties Echo + Call & Response songs	<i>Cycle 2a</i> High voice Moving to the Beat / Folk dances Rhythm syllables (ta titi, too, rest)	<i>Cycle 3a</i> Hand drums / untuned percussion Playing on the Beat Singing Rascals songs	<i>Cycle 1a</i> Voice confidence Sea Shanties Echo + Call & Response songs	<i>Cycle 2a</i> High voice '2 time' - Metre / Time Signature Rhythm syllables (syncopa / tikati) Folk dances	<i>Cycle 3a</i> Tuned percussion Singing Rascals songs Playing in time
	<i>Cycle 1b</i> Voice confidence Loud and Quiet Solfa + Chroma colours (do re mi so) Christmas songs	<i>Cycle 2b</i> Singing independently Folk dances Pre-notation (drawing rhythm) High and Low sounds	<i>Cycle 3b</i> Instruments 1 - String family Singing Rascals songs	<i>Cycle 1b</i> Singing like a leader Solfa + Chroma colours (do re mi so la high-do) Christmas songs	<i>Cycle 2b</i> Singing independently Rounds and Canons Tempo - Fast and Slow Folk dances	<i>Cycle 3b</i> Tuned percussion Singing Rascals songs Sing and play Instruments 2 - Percussion Family
PE	Football Tag Rugby Sportshall Athletics	Dance/Gymnastics Handball	Kwik Cricket Athletics/Quadkids Tennis	Football Tag Rugby Sportshall Athletics	Dance/Gymnastics Handball	Kwick Cricket Athletics/Quadkids Tennis
<b>Learning Through Weeks</b>	BRITISH VALUES	SCIENCE & ENGINEERING WEEK	LEARNING THROUGH SPORT	BRITISH VALUES	SCIENCE & ENGINEERING WEEK	LEARNING THROUGH SPORT

**Literacy**

<b>KS2</b> amuse, complain, create feelings, persuade, explain, inform, instruct, entertain, create images, describe narrative explanation description comparisons summaries evaluations	<ul style="list-style-type: none"> <li>● Key Skills coverage- Week 1-4</li> <li>● Narrative- character description, adventure story</li> <li>● Non narrative (diaries)</li> <li>● Description (Non Chronological report)</li> </ul>	<ul style="list-style-type: none"> <li>● Key Skills week 10-13</li> <li>● Non- narrative (newspapers)</li> <li>● Narrative (Stories from historical)</li> </ul>	<ul style="list-style-type: none"> <li>● Nonsense poetry, slam poetry</li> <li>● balanced arguement</li> <li>● Holiday brochure</li> <li>● Instructions</li> <li>● Explanations of experiments</li> <li>● Compare results to predictions</li> <li>● Compare different places for bird feeder- pros and cons</li> </ul>	<ul style="list-style-type: none"> <li>● Key Skills coverage- Week 1-4</li> <li>● Narrative- character description, adventure story</li> <li>● Non narrative (diaries)</li> <li>● Description (Non Chronological report)</li> </ul>	<ul style="list-style-type: none"> <li>● Key Skills week 10-13</li> <li>● Non- narrative (newspapers)</li> <li>● Narrative (Stories from historical)</li> </ul>	<ul style="list-style-type: none"> <li>● Nonsense poetry, slam poetry</li> <li>● balanced arguement</li> <li>● Holiday brochure</li> <li>● Instructions</li> <li>● Explanations of experiments</li> <li>● Compare results to predictions</li> <li>● Compare different places for bird feeder- pros and cons</li> </ul>
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**Mathematics**

**Year 5**

Number: Place value  
Number: Addition and subtraction  
Number: Multiplication and division  
Statistics

**Year 6**

Number: Place value  
Number: Addition, subtractions, multiplication and division  
Fractions

**Year 5**

Number: Fractions,  
Number: Decimals  
Number: Percentages

**Year 6**

Number: Decimals  
Number: Percentages  
Measurement  
Number: Algebra  
Number: Ratio  
Geometry and statistics

**Year 5**

Geometry: Angles  
Geometry: Shapes  
Geometry: Position and direction  
Measurement: Converting units  
Number: Prime numbers  
Perimeter and area  
Measures and volume

**Year 6**

Geometry: Properties of shape  
Geometry: Position and direction

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