



YEAR A - SPRING 2
Key Stage: Upper Juniors
Topic: Rivers

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English	Maths	
	Year 5	Year 6
<p><u>A Midsummer Night's Dream</u></p> <p>An essential for the English curriculum, this text offers a chance to study a playscript by the renowned English poet and playwright, William Shakespeare. This is a great opportunity for pupils to study a romance and fantasy story. It is the only time we do playscripts in UJ. Children become familiar with this Shakespeare play through drama, then create their own playscripts.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately • using commas to clarify meaning or avoid ambiguity in writing • use a colon to introduce speech <p><u>The Boy who Swam with Piranhas (complaints)</u></p> <p>Children pose as a grumpy neighbour and write letters of complaint about the noise coming from the 'fish factory' next door.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • use a wide range of devices to build cohesion within and across paragraphs <p><u>The Boy who Swam with Piranhas (diary)</u></p> <p>Children write a diary based on a stunt they are about to perform, e.g. jumping into the piranha tank!</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere • use a range of devices to build cohesion • use speech punctuation accurately • use a range of sentence openers 	<p>Time</p> <ul style="list-style-type: none"> • solve problems involving converting between units of time <p>Shape</p> <ul style="list-style-type: none"> • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • use the properties of rectangles to deduce related facts • distinguish between regular and irregular polygons based on reasoning <p>BIDMAS</p> <ul style="list-style-type: none"> • use their knowledge of the order of operations to carry out calculations 	<p>Ratio</p> <ul style="list-style-type: none"> • solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples <p>Algebra</p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns • enumerate possibilities of combinations of 2 variables <p>Shape</p> <ul style="list-style-type: none"> • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons <p>BIDMAS</p> <ul style="list-style-type: none"> • use their knowledge of the order of operations to carry out calculations

	Computing	History	Geography
Description	Children will learn to code and debug on Crumble		Children study the features of rivers and visit a local river to conduct fieldwork
NC Objectives	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		<ul style="list-style-type: none"> Understand the location and characteristics of a range of the world's most significant human and physical features. Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn to debug their algorithm Children will learn to program the Crumble microchip to create a simple movement 		<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: the distribution of natural resources including energy, food, minerals and water
Disciplinary Skills	<ul style="list-style-type: none"> Children understand how to use a range of sequences, selections and repetition commands combined with variables as required Children understand how to write generic codes Children critically evaluate their work and suggest improvements Children understand how to use conditions in repetition commands Children understand how to create programs that control physical systems 		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Input, process, output, flashing, USB, selection, condition, if... then... else, variable, random, navigation, design, task, step counter, plan, create, code, test, debug		river source mouth erosion sediment deposition tributary
Assessment	Can children program the Crumble microchip to create a simple movement		Explain the impact rivers have on people's lives (essay)

	Art	DT	Science
Description	To create their own mixed media artwork of trees and the countryside using their local area and David Hockney paintings for inspiration.		Children learn about animals and their habitats, and explore the life cycles of different species
NC Objectives	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 		<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some animals Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms and animals Give reasons for classifying animals based on specific characteristics
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To learn about the pop art movement in the 1960s. To find out about the life and art works of David Hockney. <p>Practical</p> <ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing/painting/oil pastels, developing line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes and, understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion. 		<p>Children:</p> <ul style="list-style-type: none"> Draw the life cycle of a mammal, an amphibian, an insect and/or a bird Understand the process of reproduction in some animals Group animals according to common observable characteristics and based on similarities and differences, and are introduced to the Latin system of naming Understand the reasons for classifying animals based on specific characteristics
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>What can you learn about the culture in the 1960's from the pop art movement?</p>		<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, for example, do larger mammals live longer than smaller ones Identify scientific evidence that has been used to support or refute ideas or arguments, for example, compare gestation times for mammals and look for patterns, for example, size of animal
Vocabulary	tertiary colours, complimentary colours, perspective, composition, scale, proportion, mixed media line tone pattern texture shading hatching cross hatching stippling		Life cycle classification habitat vertebrate invertebrate
Assessment	Can the children create their own forest artwork using perspective, various mixed media techniques and consideration to the colours chosen?		Headstart assessment on living things and their habitats

	PE	Music	Religious Education	
Description	Indoor - athletics Outdoor - net wall games	Children study A Short Rise in a Fast Machine (John Adams) and create their own minimalist pieces	Description	RESURRECTION: Children will learn about Christian beliefs at Easter
NC Objectives	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination 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 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	Living Difference Concept Cycle	<p>Inquire</p> <ul style="list-style-type: none"> To understand the meaning of the word Resurrection and that this is often linked to the Christian belief that Jesus rose from the dead on Easter Sunday <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe the events that happened when the woman found the empty Tomb after Jesus' resurrection and consider what the characters may have thought and said at this time To accurately explain the account of the disciples' encounter with Jesus on the Emmaus road. <p>Evaluate</p> <ul style="list-style-type: none"> To discern the importance of the belief in Jesus' resurrection for Christians and understand that not all Christians may feel exactly the same way <p>Communicate</p> <ul style="list-style-type: none"> To consider and begin to explain their own beliefs about the resurrection of Jesus <p>Apply</p> <ul style="list-style-type: none"> To apply existing RE knowledge and understanding of the Christian belief in the Resurrection to write a diary entry account of the disciples' encounter with Jesus on the Emmaus road
Substantive Knowledge	<p>Athletics</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination Develop flexibility, strength, technique, control and balance <p>Net wall games</p> <ul style="list-style-type: none"> use running, jumping, sending an object and receiving an object in combination play competitive games, modify where appropriate and apply basic principles 	<ul style="list-style-type: none"> Understand how a wide range of dynamics can be used and manipulated for expressive effect Understand how a wide range of tempi can be used and manipulated for expressive effect Explore and use a wider range of developmental structures and expressive structures 	Religious Traditions	CHRISTIANITY
Disciplinary Skills	<ul style="list-style-type: none"> Choose the best pace for a running event, so that they can sustain their running and improve on a personal target Show control at take-off in jumping Show accuracy when throwing to a target Use forehand, backhand and overhead shots Use the skills they prefer with competence and consistency Understand the need for tactics Apply rules consistently and fairly 	<ul style="list-style-type: none"> Demonstrate accurate and fluent instrumental skills and use them to perform Recognise which refinements need to be made and explore a range of different strategies Understand, select and use a range of notation for specific purposes Respond to, identify, compare and contrast music with an awareness of context and purpose. Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. 	Vocabulary	Resurrection, forgiveness, atonement, sin, new life, life after death, eternal life
Vocabulary	Sprint, Pace, Standing Long Jump, Forehand, Backhand, Volley, Serve.	Beat, rhythm, metre, layers, harmony, crotchet, quaver, minim, semi breve	Assessment	Diary entry account of the disciples' encounter with Jesus on the Emmaus road
Assessment	Athletics - To achieve a personal best Net wall games - Competitive game play	Perform whole class and small group minimalist rhythmic creations		

	PSHE	MFL (French)	
Description	Healthy Me: children learn how to stay healthy by exploring issues such as alcohol, smoking and image	Children learn how to describe the weather	
NC Objectives	<p>PSHE Association</p> <ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour 	<ul style="list-style-type: none"> • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • understand basic grammar appropriate to the language being studied 	
Substantive Knowledge	<ul style="list-style-type: none"> • I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy 	<ul style="list-style-type: none"> • Describe the weather in the present tense • Recite the months of the year • Say today's date • Look at a simple weather map and describe the weather in different French cities 	
Disciplinary Skills	<ul style="list-style-type: none"> • I can make an informed decision about whether or not I choose to smoke and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am • I respect and value my body 	<ul style="list-style-type: none"> • To listen and show understanding of words and phrases through physical response • Repeat modelled phrases • Recognise a familiar question and respond with a simple rehearsed response. • Listen and identify specific words in songs and rhymes and demonstrate understanding • Join in with words of a song • To adapt intonation to ask questions 	
Vocabulary	Choice pressure media influence emergency recovery position body image respect	beau chaud vent pleut soleil froid brouillard	
Assessment	Children debate whether the media and social media help motivate people to live healthy and safe lifestyles	Children orally rehearse and present a simple weather report	