



**YEAR A - SPRING 1**  
**Key Stage: Upper Juniors**  
**Topic: Fun at the Fair**

YEAR A - SPRING 1		
English	Maths	
	Year 5	Year 6
<p><b><u>Injustice Poetry</u></b></p> <p>Children read 'Injustice' by Shakur Grant and look at the poet's inspirations and motive, moving on to write their own poetry on a current topic they feel passionately about.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>• select vocabulary and grammatical structures that reflect what the writing requires</li> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b><u>Theme Parks</u></b></p> <p>Children create a persuasive leaflet for a theme park they have designed with a clear purpose, structure and audience.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>• select vocabulary and grammatical structures that reflect what the writing requires</li> <li>• use a range of devices to build cohesion</li> <li>• using passive verbs</li> <li>• using expanded noun phrases</li> <li>• using semi-colons, colons or dashes</li> <li>• using hyphens to avoid ambiguity</li> </ul> <p><b><u>The Boy in the Tower</u></b></p> <p>Children become familiarised with this sci-fi novel and write letters as one of the characters, using a range of tenses.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>• In narratives, describe characters</li> <li>• Integrate dialogue in narratives to convey character</li> <li>• Use verb tenses consistently and correctly</li> <li>• using relative clauses</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> </ul>	<p><b><u>Area and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes</li> <li>• estimate volume and capacity</li> </ul> <p><b><u>Angles</u></b></p> <ul style="list-style-type: none"> <li>• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>• draw given angles, and measure them in degrees (°)</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• angles at a point and 1 whole turn (total 360°)</li> <li>• angles at a point on a straight line and half a turn (total 180°)</li> <li>• other multiples of 90°</li> <li>• use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• distinguish between regular and irregular polygons based on reasoning</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• solve comparison, sum and difference problems using information presented in a line graph</li> <li>• complete, read and interpret information in tables, including timetables</li> </ul> <p><b><u>Conversions</u></b></p> <ul style="list-style-type: none"> <li>• convert between different units of metric measure</li> <li>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul>	<p><b><u>Area and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> </ul> <p><b><u>Angles</u></b></p> <ul style="list-style-type: none"> <li>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> <li>• find unknown angles in any triangles, quadrilaterals, and regular polygons</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• calculate and interpret the mean as an average</li> </ul> <p><b><u>Conversions</u></b></p> <ul style="list-style-type: none"> <li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</li> <li>• convert between miles and kilometres</li> </ul>

	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"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>		<ul style="list-style-type: none"> <li>Understand the location and characteristics of a range of the world's most significant human and physical features.</li> <li>Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn to create a moving product that meets the design specification</li> <li>Children will be able to program the Crumble microchip to create a simple movement</li> </ul>		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>Human and physical geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>human geography, including: the distribution of natural resources including energy, food, minerals and water</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Children understand how to use a range of sequences, selections and repetition commands combined with variables as required</li> <li>Children understand how to write generic codes</li> <li>Children critically evaluate their work and suggest improvements</li> <li>Children understand how to use conditions in repetition commands</li> <li>Children understand how to create programs that control physical systems</li> </ul>		<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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.</li> </ul>
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		Children design and create a prototype for a fairground ride	Children learn about different types of forces and use their knowledge to follow their own line of enquiry
NC Objectives		<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative products</li> <li>• select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products</li> <li>• understand and use electrical systems in their products</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and falling objects</li> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller forces to have a greater effect</li> </ul>
Substantive Knowledge		<ul style="list-style-type: none"> <li>• Design - indicate design features of their products that will appeal to users; develop design specifications to guide thinking; use annotated sketches; measure, mark out and saw accurately; apply finishing techniques</li> <li>• Make - select suitable tools and equipment; follow safety procedures;</li> <li>• Evaluate - identify strengths and weaknesses; understand the functional and aesthetic qualities of materials; critically evaluate the quality of the product</li> <li>• Technical knowledge - recognise that materials can be combined; programme a computer to control the product</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• Learn about Isaac Newton and describe why objects fall towards Earth (gravity)</li> <li>• Describe the effects of air resistance, water resistance and friction that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller forces to have a greater effect</li> </ul>
Disciplinary Skills		<ul style="list-style-type: none"> <li>• To apply the substantive knowledge of the existing products and materials to create their own ride that is fit for purpose, functional and aesthetically pleasing</li> <li>• Make thoughtful improvements based on critical evaluation</li> <li>• Apply learning from other subjects (maths, science and art) to help design, make and evaluate quality products that work</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary by comparing friction, water resistance, leavers and pulleys)</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate by recording</li> <li>• Use test results to make predictions to set up further comparative and fair tests, for example, how a surface or height of a ramp affects the travel of car</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>
Vocabulary		movement aesthetics pulley wheel tension circuit measure saw	Force motion friction resistance buoyancy newtons streamline
Assessment		Children create their own working prototype of a fairground ride	Headstart assessment on forces

	PE	Music	Religious Education	
Description	Indoor - creative Outdoor - hand and foot invasion	Children create machine compositions using complex rhythm patterns	Description	JUSTICE: children will consider situations in their one lives and from history that show injustice
NC Objectives	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>	Living Difference Concept Cycle	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To communicate about a time that they have witnessed unfairness and talk about how this made them feel.</li> <li>To communicate what they'd like to say to the people involved in the situation</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To identify examples of injustice in the lives of Historical figures and to share their thoughts about what would make the situations fairer</li> </ul> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To understand the meaning of the word Justice and to recognise that Justice is not the same as everyone having the same thing at the same time but about treating people fairly and reasonably according to the situation</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To consider what stories from different religious traditions (Christianity, Judaism and Islam) teach us about Justice</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To explain which of the stories from different religious traditions they like best and why</li> <li>To discern what the story has taught them about Justice and how this could be important in their own lives</li> </ul>
Substantive Knowledge	<p><b>Creative</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance, whilst incorporating apparatus.</li> </ul> <p><b>Hand and foot invasion</b></p> <ul style="list-style-type: none"> <li>use running, jumping, sending an object and receiving an object in combination</li> <li>play competitive games, modify where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li> <li>Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</li> </ul>	Religious Traditions	CHRISTIANITY Islam Judaism
Disciplinary Skills	<ul style="list-style-type: none"> <li>Sequences, including changes of direction, level and speed incorporating apparatus</li> <li>combine and perform gymnastic actions, shapes and balances show clarity, fluency, accuracy and consistency in their movements</li> <li>in small groups, prepare a sequence to be performed to an audience</li> <li>Use different techniques for passing, controlling and shooting the ball in games</li> <li>Apply basic principles of team play: possession, marking, interception.</li> <li>Know what position they are playing and how to attack and defend</li> <li>Working as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate accurate and fluent instrumental skills and use them to perform</li> <li>Recognise which refinements need to be made and explore a range of different strategies</li> <li>Understand, select and use a range of notation for specific purposes</li> <li>Respond to, identify, compare and contrast music with an awareness of context and purpose.</li> <li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</li> </ul>		
Vocabulary	Strength, technique, balance, coordination, flexibility, control, attack, defence, bounce pass, chest pass, footwork.	Beat, rhythm, ostinato, metre, major scale	Vocabulary	Justice, fair, reasonable, equal, imbalance,
Assessment	Creative - create sequence of balances using apparatus Hand and foot invasion - competitive game play	Children create machine compositions by developing, reviewing and improving	Assessment	Explanation of which of the faith stories they liked best and what they learned about Justice from the story they chose

	PSHE	MFL (French)	
Description	Dreams and Goals: children talk about their aspirations and learn about different jobs	Children explore French traditions (Roule Galette) and learn simple phrases to purchase items in a shop	
NC Objectives	<p>PSHE Association</p> <ul style="list-style-type: none"> <li>Know about some of the skills that will help them in their future careers</li> <li>Identify the kind of job that they might like to do</li> <li>Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice</li> <li>Know that there is a broad range of different jobs/careers that people can have</li> <li>Learn about the different ways to pay for things</li> <li>Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally</li> </ul>	
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understand that I will need money to help me achieve some of my dreams</li> <li>Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</li> <li>Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</li> <li>Describe the dreams and goals of young people in a culture different to mine</li> <li>Understand that communicating with someone in a different culture means we can learn from each other</li> <li>Encourage my peers to support young people here and abroad to meet their aspirations, e.g. through charity</li> </ul>	<ul style="list-style-type: none"> <li>Describe the events of l'épiphanie</li> <li>Describe traditions in France including 'la fête des rois'</li> <li>Recite numbers 1-100</li> <li>Understand the French currency system (euros)</li> <li>Ask the price of items and respond</li> </ul>	
Disciplinary Skills	<ul style="list-style-type: none"> <li>Identify what I would like my life to be like when I am grown up</li> <li>Appreciate the contributions made by people in different jobs</li> <li>Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</li> <li>Appreciate the similarities and differences in aspirations between myself and young people in a different culture</li> <li>Understand why I am motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>Listen and show understanding of short phrases through physical response</li> <li>Recognise a familiar question and respond</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold</li> <li>Repeat modelled phrases</li> <li>Listen and identify specific words in songs and rhymes and demonstrate understanding</li> <li>Join in with words of a song</li> <li>To adapt intonation to ask questions</li> </ul>	
Vocabulary	Dream hope goal aspiration achievement career profession salary	l'épiphanie centimes euros numbers 1-100	
Assessment	Children consider their own aspirations and reflect upon routes into their own career path	Children roleplay buying items in a shop	