

*Believe Care Persevere Succeed*



**Burnham Copse Upper Key Stage 2 Curriculum Overview**

| Year 5 and 6 Long Term Plan Cycle A  |  |                                 |   |  |   |   |
|--------------------------------------|--|---------------------------------|---|--|---|---|
|                                      | Autumn 1   | Autumn 2                        | Spring 1 & Spring 2   |  | Summer 1  | Summer 2  |
|                                      | Ancient Greece   | South America                   | Extreme Earth   |  | Vicious Vikings   | Biomes and Climate Zones  |
| <b>English</b><br><b>(Core text)</b> | Who let the Gods out, Maz Evans  | The Explorer, Katherine Rundell | Everest: The remarkable story of Edmund Hillary and Tenzing Norgay  | Harry Potter and the Philosopher's Stone, JK Rowling | Viking Boy, Tony Bradman  | The ways of the wolf, Smriti Prasadam-Halls and Jonathan Woodward |
| <b>Maths Y5</b>                      | Number: Place Value<br>Addition and subtraction (Length)<br>Multiplication and division<br>Measurement (area and arrays)<br>Fractions<br>Fractions and geometry<br>Number: Place value with measurement (Mass, capacity) for all four operations |                                 | Fractions (%) and Geometry<br>Subtraction and addition (whole numbers and fractions)<br>Statistics<br>Fractions with measurement (volume, capacity, metric, imperial)<br>Subtraction and addition (mental images)<br>Multiplication and division (tables and related facts) |  | Multiplication and division<br>Geometry<br>All four operations (mixed problem solving)<br>Addition and subtraction (secure formal)<br>Fractions (%) with geometry<br>Multiplication and division (Secure formal)<br>All four operations with decimals and measure |   |

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|                 | Measurement: Utilise everyday opportunities to convert units using place value understanding and knowledge of tables facts   |   | Measurement: Utilise everyday opportunities to convert units using place value understanding and knowledge of times tables facts. Practise mental strategies using facts, related derived facts and place value knowledge such as adding 99, adding 0.99, near doubles etc.   |   |  |                        |
| <b>Maths Y6</b> | <p>Number: Place Value Addition and Subtraction (length and equations)<br/>         Multiplication and Division (with equations)<br/>         Fractions<br/>         Percentages and Geometry (angle and circles) with measurement (time)<br/>         Number: Place Value with Measurement (Mass, Capacity) and all four operations</p> <p>Utilise everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Revise and consolidate key facts for measurement and conversion of units of measure.</p> |   | <p>Fractions with Ratio and Geometry<br/>         Subtraction and addition (whole numbers and fractions) with linear sequences<br/>         Statistics<br/>         Algebra and formulae with Measurement (volume, capacity, metric and imperial)<br/>         All four operations with statistics (formal and informal methods)<br/>         Geometry with fractions</p> <p>Utilise everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Revise and consolidate key facts for measurement and conversion of units of measure.</p> |   | <p>Multiplication and division with squares, cubes and primes<br/>         Fractions and equivalence<br/>         All four operations (whole numbers and fractions)<br/>         Geometry with fractions, ratio and proportion<br/>         Multiplication and division (secure formal)<br/>         All four operations with decimals and measure</p> |                        |
| <b>Science</b>  | <p>Circulation</p> <p>How do nutrients get to where they are needed in the body?</p>   | <p>Space and gravity</p> <p>What is Earth's address in space?</p> | <p>Forces that oppose motion</p> <p>How and why do things move?</p>   | <p>How light behaves</p> <p>Why does my shadow change length?</p> | <p>Rocks and soils</p> <p>What is the Earth made from?</p>   | <p>Puberty and RSE</p> |
| <b>History</b>  | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>  |   |   |   | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>  |                        |

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| <b>Geography</b> |  | South American place study<br>Copacabana is a world away from our local area.                     | Nepal<br>Mountains and earthquakes<br>Mountains don't move  | Indonesia<br>Volcanoes<br>All volcanoes are the same                                   |   | Peru<br>Biomes and climate zones<br>Which biome is the easiest to live in?                    |
| <b>Art</b>       | Stimulus: Poppiloops<br><br>Artist: Beatrix Milhazes<br><br>Drawing, Painting, Collage, Printing, Sculpture. |   | Stimulus: Inlet<br><br>Artist: Barbara Rae<br><br>Drawing, Painting, Collage, Sculpture, Photography. |  | Stimulus: Mrs Noah's Pockets<br><br>Artists: Jacqueline Mair and James Mayhew<br><br>Drawing, Painting, Collage |   |
| <b>DT</b>        | Food – celebrating culture and seasonality – Harvest lunch   |   | Structures – Frame structures   |  | Mechanical systems – Pulleys or gears   |   |
| <b>RE</b>        | Concept: Belonging<br>What it means to live life as a Muslim   | Concept: Interpretation<br>KS2 Christmas – the two birth narratives                               | Concept: Stewardship<br>Creation  | Concept: Justice<br>Stories of justice/KS2 religious stories                           | Concept: Sacred place<br>Places of worship  | Concept: Umma (community)<br>KS2 Community in Islam<br>What it means to live life as a Muslim |
| <b>PE</b>        | <b>Personal skills</b><br>Coordination: footwork<br>Static balance: one leg                                  | <b>Social skills</b><br>Dynamic Balance to Agility: Jumping and Landing<br>Static Balance: Seated | <b>Cognitive skills</b><br>Dynamic balance: On a Line<br>Static balance: Stance                       | <b>Creative skills</b><br>Coordination: Ball Skills<br>Counter balance: With a partner | <b>Applying Physical skills</b><br>Coordination: Sending and Receiving<br>Agility: Reaction/Response            | <b>Health and fitness</b><br>Agility: Ball Chasing<br>Static Balance: Floor work              |
| <b>PSHE /RSE</b> | What makes up a person's identity?   | What decisions can people make with money?  | How can we help in an accident or emergency?  | How can friends communicate safely?  | How can drugs common to everyday life affect health?  | What jobs would we like?  |
| <b>Computing</b> | Computing systems and networks   | Creating media<br><br>Video production  | Programming   | Data and information<br><br>Flat file data bases                                       | Creating media<br><br>Vector drawing  | Programming<br><br>Selection in quizzes   |

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|               | Sharing information   |  | Selection in physical computing   |  |   |  |
| <b>Music</b>  | Greek Tragedy<br><br>Dimension Focus:<br>dynamics, tempo &<br>structure   | Space<br><br>Dimensions Focus:<br>texture & timbre                 | Map Rappers<br><br>Dimensions Focus:<br>duration &<br>structure   | Volcanoes<br><br>Dimensions Focus:<br>pitch & structure  | Vikings<br><br>Dimensions Focus:<br>Pitch, Timbre,<br>Dynamics      | Frozen Lands<br><br>Dimensions Focus:<br>pitch & structure   |
| <b>French</b> | Il y a<br>High street directions<br>Pause words<br>Days of the week<br>Times of the day<br>Hobbies<br>Future tense<br>Months of the year<br>Sports<br>Numbers 0-50<br>Comparisons | Food<br>Connectives<br>Rhymes<br>Sentence Writing<br>Conversations | French Customs –<br>Breakfast, Dessert,<br>Days,<br>Months<br>Weather<br>Seasons<br>Where I live<br>Similarities, differences<br>in French lifestyles | Classroom routines<br>As-tu?<br>Clothes<br>Opinions<br>Family members<br>Quantifiers<br>Adjectives | Verbs<br>Occupations<br>Games phrases<br>Home phrases<br>Adjectives | Prepositions<br>Verbs<br>Stalling strategies<br>Planning a holiday –<br>reservations, travel<br>options, programme of<br>activities, cultural<br>information |

| Year 5 and 6 Long Term Plan Cycle B  |  |                               |  |                                 |   |  |
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|                                      | Autumn 1   | Autumn 2                      | Spring 1   | Spring 2                        | Summer 1  | Summer 2                                   |
|                                      | World War Two  | UK                            | Romans   | Viva Las Vegas                  | The Golden Age  | Natural resources –Is every country equal? |
| <b>English</b><br><b>(Core text)</b> | Letter from a lighthouse, Emma Carroll   | The Malamander, Thomas Taylor | The Thieves of Ostia, Caroline Lawrence  | The Explorer, Katherine Rundell | The boy in the back of the class, Onjali Q Rauf   | David Attenborough video clip              |
| <b>Maths Y5</b>                      | Number: Place Value<br>Addition and subtraction (Length)<br>Multiplication and division<br>Measurement (area and arrays)<br>Fractions<br>Fractions and geometry<br>Number: Place value with measurement (Mass, capacity) for all four operations<br><br>Measurement: Utilise everyday opportunities to convert units using place value understanding and knowledge of tables facts |                               | Fractions (%) and Geometry<br>Subtraction and addition (whole numbers and fractions)<br>Statistics<br>Fractions with measurement (volume, capacity, metric, imperial)<br>Subtraction and addition (mental images)<br>Multiplication and division (tables and related facts)<br><br>Measurement: Utilise everyday opportunities to convert units using place value understanding and knowledge of times tables facts. Practise mental strategies using facts, related derived facts and place value knowledge such as adding 99, adding 0.99, near doubles etc. |                                 | Multiplication and division<br>Geometry<br>All four operations (mixed problem solving)<br>Addition and subtraction (secure formal)<br>Fractions (%) with geometry<br>Multiplication and division (Secure formal)<br>All four operations with decimals and measure |  |
| <b>Maths Y6</b>                      | Number: Place Value Addition and Subtraction (length and equations)<br>Multiplication and Division (with equations)<br>Fractions<br>Percentages and Geometry (angle and circles) with measurement (time)   |                               | Fractions with Ratio and Geometry<br>Subtraction and addition (whole numbers and fractions) with linear sequences<br>Statistics<br>Algebra and formulae with Measurement (volume, capacity, metric and imperial)   |                                 | Multiplication and division with squares, cubes and primes<br>Fractions and equivalence<br>All four operations (whole numbers and fractions)<br>Geometry with fractions, ratio and proportion<br>Multiplication and division (secure formal)                      |  |

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|------------------|--|---|---|--|--|---|
|                  | <p>Number: Place Value with Measurement (Mass, Capacity) and all four operations</p> <p>Utilise everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Revise and consolidate key facts for measurement and conversion of units of measure.</p> |   | <p>All four operations with statistics (formal and informal methods)</p> <p>Geometry with fractions</p> <p>Utilise everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Revise and consolidate key facts for measurement and conversion of units of measure.</p> |  | <p>All four operations with decimals and measure</p>   |   |
| <b>Science</b>   | <p>Sound</p> <p>How is sound produced?</p>   | <p>Making new substances</p> <p>How are new substances made?</p>      | <p>Controlling electrical circuits</p> <p>How can electrical circuits be controlled?</p>  | <p>Fossils, geological time and classification</p> <p>What is evolution and how do we know it happened?</p>  | <p>Classification and evolution</p> <p>How does Evolution happen?</p>  | <p>Puberty and RSE</p>  |
| <b>History</b>   | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history – Battle of Britain</p>   |   | <p>The Roman Empire and its impact on Britain</p>   |  | <p>A non-European society that provides contrast with British history – early Islamic civilization, including a study of Baghdad c. AD 900</p> |   |
| <b>Geography</b> |  | <p>UK</p> <p>Where are the human and physical features in the UK?</p> |   | <p>Comparative place study – N. America, Las Vegas</p> <p>Las Vegas is a world away from our local area.</p> |  | <p>Australia and Russia</p> <p>Natural resources</p> <p>Are there simple solutions to big problems?</p> |
| <b>Art</b>       | <p>Stimulus: Land Army Paintings</p>   |   | <p>Stimulus: Alphabet</p>   |  | <p>Stimulus: The Arrival</p>   |   |

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|                  | Artist: Evelyn Dunbar<br>Drawing, painting                                  |   | Artist: Jasper John<br>Drawing, painting, collage, sculpture (construction), and photography.                        |  | Artist: Shaun Tan<br>Drawing, painting, collage, sculpture (malleable)                               |  |
| <b>DT</b>        | Textiles – Combining different fabric shapes                                |   | Have covered all the DT elements that need to be covered – add in another project?) Cooking as no cooking this year. |  | Electrical systems – More complex switches and circuits  |  |
| <b>RE</b>        | Concept: Sacrifice WWII   | Concept: Warning KS2 Christmas: The Magi and their gifts  | Concept: Ritual KS2 Ritual in Islam  | Concept: Resurrection The empty cross  | Concept: Ceremony Death ceremonies   | Concept: Peace KS2 Peace in Islam  |
| <b>PE</b>        | <b>Personal skills</b><br>Coordination: footwork<br>Static balance: one leg | <b>Social skills</b><br>Dynamic Balance to Agility: Jumping and Landing<br>Static Balance: Seated | <b>Cognitive skills</b><br>Dynamic balance: On a Line<br>Static balance: Stance                                      | <b>Creative skills</b><br>Coordination: Ball Skills<br>Counter balance: With a partner | <b>Applying Physical skills</b><br>Coordination: Sending and Receiving<br>Agility: Reaction/Response | <b>Health and fitness</b><br>Agility: Ball Chasing<br>Static Balance: Floor work |
| <b>PSHE /RSE</b> | How can we keep healthy as we grow?   |   | How can media influence people   |  | What will change as we become more independent?<br><br>How do friendships change as we grow?         |  |
| <b>Computing</b> | Computing systems and networks<br><br>Internet communication                | Creating media<br><br>Webpage creation  | Programming<br><br>Variables in games  | Data and information<br><br>Introduction to spreadsheets                               | Creating media<br><br>3D modelling   | Programming<br><br>Sensing   |

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| <b>Music</b>  | WW2<br><br>Dimensions Focus:<br>Pitch, dynamics,<br>purpose<br><br>WW2 Songs<br><i>Hey Mr Miller</i> as a<br>round  | God Save the Queen<br><br>Dimensions Focus:<br>pitch & duration    | Romans<br><br>Dimensions Focus:<br>Duration, structure,<br>dynamics   | Short Ride in a Fast<br>Machine (American<br>Composer)<br><br>Dimensions Focus:<br>duration &<br>structure | Baghdad – Mongol<br>Invasion<br><br>Dimensions Focus:<br>pitch, dynamics<br>& tempo | Quiet Confidence<br><br>Dimensions Focus:<br>texture &<br>dynamics   |
| <b>French</b> | Il y a<br>High street directions<br>Pause words<br>Days of the week<br>Times of the day<br>Hobbies<br>Future tense<br>Months of the year<br>Sports<br>Numbers 0-50<br>Comparisons | Food<br>Connectives<br>Rhymes<br>Sentence Writing<br>Conversations | French Customs –<br>Breakfast, Dessert,<br>Days,<br>Months<br>Weather<br>Seasons<br>Where I live<br>Similarities, differences<br>in French lifestyles | Classroom routines<br>As-tu?<br>Clothes<br>Opinions<br>Family members<br>Quantifiers<br>Adjectives         | Verbs<br>Occupations<br>Games phrases<br>Home phrases<br>Adjectives                 | Prepositions<br>Verbs<br>Stalling strategies<br>Planning a holiday –<br>reservations, travel<br>options, programme of<br>activities, cultural<br>information |