



## Upper key stage 2 (5/6) Summer Term A

### History



This unit initially focuses on the history of flight. Children have previously learned about different modes of transport, identified how they changed over time and the cause and effect of these changes on society. Children have previously learned about the legacy left behind by aviatrix Amelia Earhart. In this unit, children will delve deeper into a wider range of remarkable women within the history of aviation, considering why their achievements were of such significance given the context at the time and the impact of their accomplishments. After this, children will learn about the history of the Space Race. This builds upon their prior learning about Neil Armstrong, the first man to land on the moon. Children will look more in depth at the build-up to this monumental event and consider how this has impacted our understanding of space today. Throughout this unit, children will be able to develop their skills using primary and secondary sources to inform their own reasoning.

### Geography



This unit of UK Counties will allow children to build on their prior knowledge of the United Kingdom. Children have already learned about the county of Essex and the surrounding counties in their previous topic of Coasts (Y5/6) and Rivers (Y3/4). Children will be allowed to delve into to the countries and counties of the UK, learning about their human and physical features. Children will then explore why many of these features attract migrants to the UK. After this, they will look at how migration has had an impact of their local area. Children will conduct a field investigation where they will visit a local area and speak to members of the public. This will be a unit that many EAL children will be able to relate to and speak about. Children will be able to focus on the HEARTS Values of Respect, Compassion and Spirituality. Many children within the Trust do not travel beyond their local area so this is an important unit to allow children to learn about the UK they are growing up in.

### Science



#### Summer 1

This unit will provide children with the opportunity to explore the solar system. Building upon their prior knowledge, from lower key stage 2, where they observed changes across seasons, children will gain a deeper understanding of the movement of the Earth, Sun and other planets relative to the sun. Children will describe the movement of the moon in relation to the sun. Making links to prior knowledge, where they observed how the lengths of days varies, children will look deeper into the rotation of the Earth and use this to explain day and night. Using correct vocabulary, children will be able to describe the Earth, Sun and Moon and approximately spherical bodies.



#### Summer 2




In this unit the children will build upon their knowledge of Relationship Sex Education from PSHE and prior science units to examine the 6 stages of the human life cycle. Building upon prior knowledge where they examined the growth of offspring into adults, children will describe the changes as adults progress to old age. They will examine the changes that occur to the male and female bodies during puberty and be able to name some of these.

### Religious Education (RE)



Previously in key stage 1, the children have learnt about the key beliefs of Christianity, Judaism and Islam, including the key teachings from sacred texts and religious practices. In lower key stage 2, the children built upon this, learning about the core beliefs and practises of Sikhism, Hinduism and Buddhism. They learned about different festivals and celebrations, including Holy Week, and the role of places of worship for significant events, such as Shabbat. In key stage 2, the children have been introduced to philosophical ways of thinking, as well as the concept of agonistic and atheist beliefs. The children have also built upon this further by comparing the similarities and differences between the beliefs, practices and experiences of religious and non-religious groups. By the end of this unit children will be able to explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others. Furthermore, they will begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. They will also begin to analyse and evaluate a range of philosophical answers to

	<p>questions about the world around them, including questions relating to meaning and existence and how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
<p><b>Computing</b></p> 	<p><b><u>Year 5 Summer 1</u></b></p> <p>Children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Children are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, children have the opportunity to reflect on and assess their progress in creating a video. This builds upon work in lower key stage 2 where children have had opportunities to edit images and edit audio files in the form of a podcast. It further develops the idea of evaluating a design throughout the process so that it is fit for purpose which provided the foundation for learning in year 6 where children will be creating web-sites.</p> <p><b><u>Year 5 Summer 2</u></b></p> <p>Children will develop their knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, and then learning how the ‘if... then... else...’ structure works. They will represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. Children will evaluate their program by identifying how it meets the requirements of the task. This builds upon work in ks1 and in lower key stage 2 where children have developed an understanding of algorithms, input and output devices and computational thinking.</p> <p><b><u>Year 6 Summer 1</u></b></p> <p>In this unit, children will be introduced to creating websites for a chosen purpose. Children will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, they will cover the online safety content area of copyright and fair use of media. They will also pay specific attention to, the aesthetics of the site, and navigation paths. This unit of work builds upon the media creation units taught in year 1 (digital writing) and in year 3 (digital publishing), where children learnt how to plan, create and edit content in the form of text and images.</p> <p><b><u>Year 6 Summer 2</u></b></p> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’). It offers children the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for children to build in and test within the new programming environment, before transferring it to their micro:bit. Children then take on three new projects in Lessons 2, 3 and 4, with each lesson adding more depth.</p>
<p><b>Art and design</b></p> 	<p>This unit will focus on the teaching about layering and different ways to create abstract effects with paint, using Peter Thorpe and a range of other artists as inspiration. This unit will build on prior knowledge as the children have previously looked at Mondrian (spring term) and Alaa Awad (lower key stage 2) who are both abstract artists. The unit also aims to overcome common misconceptions around colour mixing and build upon the children’s understanding of primary and secondary colours by introducing them to harmonious and complimentary colours. Throughout the unit, the children will learn different ways of applying paint and how to use colours to create impact. They will then use these skills and the work of other artists to plan and create their own piece of abstract art that conveys the historical achievement of the first man on the moon.</p>

<p><b>Design Technology (DT)</b></p> 	<p>Children will explore the difference between windmills, wind turbines and fans. They will then design their own windmill structure that can be used as a desk fan. They will then build on their previous knowledge from key stage 1 and lower key stage 2 about frame structures. As part of the design process, the children will learn new techniques, including constructing frame components themselves and how to link these together, using recycled materials. The children will also build on skills learnt in year 3/4 when they built a simple electrical torch circuit. This circuit will connect to a motor that will drive the sail of the windmill/ fan. Later, in key stage 3, they will be able to extend their knowledge further when they look at the work of engineers and new technologies and use more advanced systems, including computer aided design and controlled machinery to create their designs.</p>
<p><b>Physical Education (PE)</b></p> 	<p><b>Net and Wall Games</b></p> <p>This unit will focus on the teaching of techniques and practices for playing net and wall games. The unit will build on prior learning from lower key stage 2 where children perform a range of kicking and gathering skills with control – bend the other leg and put your weight onto it, kick with inside of foot. They also have previous experience of using different travelling movements. During this net and wall games unit, when applying skills, children will be able to Bounce a ball accurately and move in line to catch a ball, feed a ball accurately to their partner. They will build upon prior knowledge and hit forehand and background shots with consistency and control in wall games. Pupil will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements; play net and wall games whilst applying basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Athletics</b></p> <p>This unit will focus on the teaching of techniques and practices for learning athletics. Children will develop the use of running and throwing appropriately within a game. The unit will build on prior learning from lower key stage 2 where children have learnt how to, throw a ball and run at different speeds. They also have previous experience of moving fluently, changing direction and speed whilst avoiding collisions. During this athletics unit, when applying skills, children will be able to demonstrate accurate throwing and catching including when on the move. They will build upon prior knowledge and get into a good position to run at varying speeds and can explain why this is important. Throughout these activities the children must think about using their skills to apply height and length to varying jumps in order to land accurately.</p>
<p><b>Personal, social, health and economics (PSHE)</b></p> 	<p><b>Enterprise</b> - Children will further explore the importance of raising money and enterprise as they become responsible citizens of their community and the wider world. Children will learn about Charity, exploring what charity is and how charities can be supported, as well as, understand the principles of enterprise, including, understand profit and loss. This will build on the children's prior knowledge in lower key stage 2, where they have begun to develop their understanding of financial management and why it is important to have this knowledge and skill from a young age. Children will be becoming more confident in discussing their own spending choices and budgets. Children will learn key terms such as profit, loss and income - understanding their importance in economic society and how this impacts their life when designing and pricing their own product/ service to raise money for charity. Children will begin to show initiative and take responsibility for activities that develop enterprise capability and enable children to make connections to their own future economic well-being.</p> <p><b>SRE</b> – children will develop their understanding of the key building blocks to healthy, respectful relationships, focusing on family and friendships. Children will build on their prior knowledge of naming the key external body parts and the differences between males and females, both physically, mentally and emotionally to learn the scientific names of external and internal body parts of the male and female reproductive system. Children will learn why it is important to develop good hygiene habits and how to stay hygienic during the stage of puberty. To build on children's knowledge of a basic introduction to emotional and physical changes in puberty, children will learn about menstruation and nocturnal emissions and how these changes affect you emotionally as well as physically. Children in year 6 will also be learning about conception and pregnancy. This will build on their knowledge of the importance of judging which physical contact is acceptable and not acceptable. Children will develop a strong understanding of the</p>

	importance of permission seeking and giving in relationships with friends, peers and adults in preparation for their adolescent life.
<p><b>Music</b></p> 	<p><b><u>Year 5</u></b></p> <p>Children will continue to listen, appraise and perform music. Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children will build their appraisal skills, giving opinions about specific genres of music, whilst becoming more confident applying technical vocabulary. Building on learning from lower key stage 2, the children will now be more secure in reading and playing some conventional music symbols using note values of minim, crochet and quaver. Children will be able to create simple melodies using up to five different notes and simple rhythms. They will be able to explain the keynote or home note and the structure of the melody. Children will listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Children will learn to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Children will learn to play a musical instrument with the correct technique within the context of the song. The children will continue to develop performance skills (singing and playing instruments), including dynamic awareness, accuracy, fluency and expression. They will be able to record and compare their performance to a previous one and talk musically about it. This will ensure the children are fully prepared for their journey into key stage 3, where they will be exposed to and evaluate music in more depth, from across a range of time periods and genres, and consider how they influence music today.</p> <p><b><u>Year 6</u></b></p> <p>In this unit, children will be focusing on inspirational women working in music. They will be trying out different ways of making their own music, while exploring the work of some of the most influential women in music. Children will discover that music offers a perfect way of exploring and expressing our identity, giving us confidence, power and purpose. Children will continue to listen, appraise and perform music. They will continue to build their appraisal skills, giving opinions about specific genres of music, whilst becoming more confident applying technical vocabulary. Children will be able to choose a song and be able to talk about its main features. They will sing in unison, the solo, lead vocal, backing vocals or rapping. Children will be able to discuss the meaning of the lyrics and explain the importance of warming up your voice. Building on learning from lower key stage 2, the children will now be more secure in reading and playing some conventional music symbols using note values of minim, crochet and quaver. They will know different ways of writing music down e.g. staff notation, symbols and play an instrument with the correct technique within the context of the song. Children will be able to lead a rehearsal session and follow musical instructions from a leader. They will be able to record and compare their performance to a previous one and talk musically about it. Children will also have the opportunity to write their own music using 'Music and Me' ('Identity') as the theme. This will ensure the children are fully prepared for their journey into key stage 3, where they will be exposed to and evaluate music in more depth, from across a range of time periods and genres, and consider how they influence music today.</p>