



Spring 2 YEAR B
Key Stage: Upper Juniors
Topic: Coasts

Spring 2 Year B		
English	Maths	
	Year 5	Year 6
<p><u>Survivors</u></p> <p>Survivors contains an assortment of gripping recounts. The children use the facts and writing style to create a 'travel log' for the story of their choice, where they try to recreate the balance of suspense and action.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • Use verb tenses consistently and correctly • using the perfect form of verbs to mark relationships of time and cause <p><u>Shipwrecked</u></p> <p>Robinson Crusoe is a heritage text in which we can explore rich language. Children study the techniques Defoe uses to create a powerful action sequence and compare techniques to Kensuke's Kingdom, so that they can write their own exciting shipwreck scene.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • Use punctuation to indicate parenthesis <p><u>Sea Fever</u></p> <p>Arguably Masfield's most famous work, Sea Fever uses a first-person poetic voice which describes longing in a way that readers can relate to. Children learn to adopt his format, writing in couplets, and use figurative language to connect with the reader.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<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 coasts and visit a local beach 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/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		Coast, erosion, management, longshore drift, sea defence, impact, weathering
Assessment	Can children program the Crumble microchip to create a simple movement		Explain how coastal erosion is managed (essay)

	Art	DT	Science
Description	Children will learn about Georgia O'Keefe and learn how to use watercolour and mixed media to create their own shell artwork.		Children learn about properties and changes of materials (continued from Spring 1)
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"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes results in the formation of new materials, and that this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To find out about the life and works of Georgia O'keefe. To find out about the Modern art movement and how her work was a combination of abstract and realism art. <p>Practical</p> <ul style="list-style-type: none"> Develop a painting from a drawing. Experiment with different media and materials for painting. Create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists Mix and match colours to create atmosphere and light effects. Identify, mix and use primary, secondary, tertiary, complimentary and contrasting colours. Build up layers of colours Show an understanding of composition and rules of simple perspective. Develop watercolour techniques Mark make with paint (dashes, blocks of colour, strokes, points) Develop fine brush strokes 		<p>Children:</p> <ul style="list-style-type: none"> Explore the properties of a range of materials Describe changes and processes e.g. dissolving and evaporating Separate materials using a choice of equipment Explain why we use different materials for different things Know the difference between reversible and irreversible changes and give examples
Disciplinary Skills	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> What is the purpose of Georgia O'Keefe's artwork? 		<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Identifying scientific evidence that has been used to support or refute ideas or arguments
Vocabulary	Line shape form colour texture value emotion composition perspective tone light effects tertiary colours complementary colours contrasting colours abstract realism sepia		Materials, properties, synthetic, conductivity, permeable, flammable, flexible, soluble, thermal
Assessment	<p>Can the children recall facts and discuss Georgia's O'Keefe life and works?</p> <p>Can the children use watercolour skills, mixed media, composition and colour to create their own shell painting?</p>		Headstart quiz on properties of materials

	PE	Music	Religious Education	
Description	Indoor - athletics Outdoor - net wall games	Children learn about the music of African including instruments and rhythmic devices	Description	Children will learn about physical and mental suffering and consider how Jesus suffered
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, using their voices and playing musical instruments with increasing accuracy Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds 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 To understand the term suffering and know that there are different types of suffering: physical and mental. To create a 'word art' based on the concept of suffering.</p> <p>Contextualise To accurately describe the suffering that Jesus endured at Easter and to identify when this was physical or mental suffering. To describe the roles that Judas and Pilate played in Jesus' crucifixion and consider how they may have suffered as a result of these roles.</p> <p>Evaluate To discern and describe the value of Good Friday to Christians. To reflect on their own thoughts about suffering and consider whether good can come from suffering</p> <p>Communicate To creatively communicate Jesus' suffering through a piece of artwork. To share what they think about Jesus' suffering</p> <p>Apply To share thoughts about what might have happened if Jesus hadn't been crucified.</p>
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 precisely used and manipulated for expressive effect Understand how a wide range of tempi can be precisely used and manipulated for expressive effect Use a range of harmonic devices with greater awareness and understanding in different musical contexts 		
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"> Extend imaginative vocal use, chant and sing in layers Demonstrate precise and confident instrumental skills and use them to perform with musical awareness Recognise which refinements need to be made and know how to make them Understand a range of notation for specific purposes including graphic and stave notation Respond to, identify, compare and contrast music with an awareness of the music's context and purpose Discuss and share informed opinions about what you hear commenting on the context / purpose / impact 		CHRISTIANITY
			Religious Traditions	Suffering, physical, mental, pain, sacrifice, betrayal
Vocabulary	Sprint, Pace, Standing Long Jump, Forehand, Backhand, Volley, Serve.	Rhythm, steady beat, bar, metre, piano, forte, crescendo, diminuendo, slow, fast, accelerando	Vocabulary	Poem explaining how Jesus suffered
Assessment	Athletics - To achieve a personal best Net wall games - Competitive game play	Perform African music using a range of instruments	Assessment	Children consider how and why Jesus' suffered during the final week of his earthly life.

	PSHE	MFL (French)	
Description	Healthy Me: children learn about the effects of drugs and alcohol and reflect on having a healthy body and mind	Children learn to greet one another, introduce themselves and say when their birthday is	
NC Objectives	<ul style="list-style-type: none"> • Understand how to make informed decisions about health • Know about the risks and effects of legal drugs common to everyday life • Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping 	<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Present ideas and information orally to a range of audiences • 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 • Describe people, places, things and actions 	
Substantive Knowledge	<ul style="list-style-type: none"> • I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health • I can recognise stress and the triggers that cause this and I know how stress can cause drug/alcohol misuse. 	<ul style="list-style-type: none"> • Recite the months of the year • Ask 'When is your birthday?' and respond • Recall the French alphabet • Spell their name 	
Disciplinary Skills	<ul style="list-style-type: none"> • I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help themselves • I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I can use different strategies to manage stress and pressure 	<ul style="list-style-type: none"> • Listen and show understanding of single words through physical response. • Repeat modelled short phrases • Recognise a familiar question and respond • Use familiar vocabulary to saw a short sentence using a language scaffold • Recognise and use the first person possessive adjectives (mon, ma) • Name the gender of nouns, name the indefinite article for both genres and use correctly • Repeat modelled short phrases • To adapt intonation to ask questions 	
Vocabulary	Responsibility choice motivation drugs illegal legal vulnerable criminal pressure	janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	
Assessment	Children explain how drugs and alcohol affect a person's health and life	Children can say when their birthday is	