|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Upper Key Stage 2 Autumn Term Overview** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Week** | **1** | **2** | **3** | | **4** | | **5** | | **6** | | **7** | | | **Half Term** | **8** | **9** | | | | **10** | | **11** | | **12** | | | | **13** | | | | | **14** | |
|  | 7th Sept | 14th Sept | 21st Sept | | 28th Sept | | 5th Oct | | 12th Oct | | 19th Oct | | | 2nd Nov | 9th Nov | | | | 16th Nov | | 23rd Nov | | 30th Nov | | | | 7th Dec | | | | | 14th Dec | |
| **Big Question Theme** | The Gates’ Values | Democracy | Peace | | Yom Kippur | | Mental Health | | British Values | | Aspirations | | | Bonfire Night | Remembrance | | | Diwali | | | Universal Children’s Day | | Maths | | | | Respect | | | | | Christmas story | |
| **Topic**  **Question** | **History – Stone Age**  **Topic Title – Hunter Gatherers** | | | | | | | | | | | | | **Geography – Stone Age**  **Topic Title – Iron Age to Stone Age: Hillforts** | | | | | | | | | | | | | | | | | | | |
| **(Geo/Hist)**  **Objectives** | Identify the stone age, bronze age and iron age as the very beginning of humans being on the Earth and show these on a timeline to understand just how long ago they lived.  Identify on a timeline of the stone age to iron age era how the 3 eras ( early, middle and late) of the stone age sat alongside each other and the comparison of time between them | Stone Age Research  To understand what Archaeology is and how it helps to understand the past.  Identify the 3 different periods – early, middle and late.  Within each, compare how the following can be explored: People, homes and lifestyle | | | | To compare the late stone age era to that of the Ancient Egyptian era | | Bronze Age Research  To understand when this era in Britain started and ended and find out more about homes, people and lifestyle | | To compare the people of bronze age Britain to the Ancient Greeks who lived during the bronze age in Europe as they happened at the same time in History. | | Iron Age Research  To understand when this era in Britain started and ended and find out more about homes, people and lifestyle | | Name and locate counties and cities of the United Kingdom.  To explain why hill forts where built in those locations.  To use the symbols and key of the Ordnance Survey maps. | To undertake practical map reading, understanding the remains of hill forts including their location and significance.  To read and generate four and six-figure grid references. | | To become familiar with sketch maps and plans.  To understand the significance of hill forts to settlement development in an area of the UK. | | | | To 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.  To explain why hill forts where built in those locations. | | | Explore types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | | | | | Describe and understand key aspects of: **Physical** geography, including: rivers, mountains and the water cycle.  **Human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources | | | | To identify how the 3 eras compare to our lives today. | |
| **(Geo/Hist)**  **SMSC questions** | Social – If you could travel back in time, what would you change about the stone age era?  Spiritual - How did the bronze age impact the religious beliefs of others today? | | | | | | | | | | | | | Moral - Should Skara Brae be replaced by something more modern?  Cultural - Which era (stone, bronze or iron) had the biggest impact on our lives today? | | | | | | | | | | | | | | | | | | | |
| **(Art/DT)**  **Question** | **How does a picture paint a thousand words?** | | | | | | | | | | | | | **DT – Mechanical and Electrical Systems**  See the source image | | | | | | | | | | | | | | | | | | | |
| **(Art/DT)**  **Objectives** | Settling In | Investigate the life and work of Robin Brookes (link to reading) | | Identify colours & textures of different habitats | | Use a range of media to create collages. | | Experiment using collage techniques on different background media | | Use collage as a means of extending work from initial ideas | | | Outcome: to produce a collage & background of a habitat. | To evaluate existing products and develop a design brief. | To explore different methods for joining different materials. | | To develop skills using CAMS | | | | To design a moving product | | | | To make a moving product | | | | | | To add the final appearance details to a moving toy | | |
| **Literacy Genre** | Hadnwriting and sentence structure | Camp Fire – Ghost Stories | | | | Non-Chronological Report | | Non-Chronological Report | |  | | |  | Letters | Letters | | Nature Documentary | | | | Nature Documentary | | | Nature Documentary | | | | Christmas Advert | | | | Christmas Advert | |
| **Class Novel/Texts** | The Boy with the Bronze Axe by Kathleen Fidler  Stone Age Tablet by Andrew Langley | | | | | | | | | | | | | The Boy with the Bronze Axe by Kathleen Fidler  Stone Age Tablet by Andrew Langley | | | | | | | | | | | | | | | | | | | |
| **Numeracy**  **Objectives** | Calculation Policy objectives from Y5 | Calculation Policy objectives from Y5 | | Formal methods - + & x | | Formal Methods - & ÷ | | Place Value  Recognising values of digits.  Applying | | Place Value  X & / by 10, 100, 1000 (inc decimals) | | | Place value  Rounding | 4 operations | | | Fractions, decimals & percentages | | | | | | | | | | | | Geometry: Position and direction | | | | |
| **Science**  **Question** | **How are some living things different to others?** | | | | | | | | | | | | | **Why do Living Things look and act the way they do?** | | | | | | | | | | | | | | | | | | | |
| **Science Objectives** | Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. | Give reasons for classifying plants and animals based on specific characteristics. | | Using classification systems and keys. | | Identifying some animals and plants in the immediate environment. | | Researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. | | Researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. | | | Create their own animal and design a habitat based on it’s features | To identify inherited characteristics in living things | To describe physical regions and their wildlife | | To understand the implications of key physical aspects of an environment | | | | To learn more about the work of Anning, Darwin and Wallace | | | | | | | To research and present evolutionary information on a specific animal | | | | | |
| **Science**  **SMSC questions** | Moral – Is it right to test human medicines/cosmetics on animals?  Spiritual – Knowing that chimpanzees are our closest animal relatives, how do you feel when you watch them? | | | | | | | | | | | | | Moral – Is it right to clone animals? Would it be right to clone humans?  Social - Are some people born evil or made evil? (inherited/envornmental) | | | | | | | | | | | | | | | | | | | |
| **RE**  **Question** | **Why do Christians believe God is holy and loving?** | | | | | | | | | | | | | **What does it mean to be a Muslim in Britain today?** | | | | | | | | | | | | | | | | | | | |
| **RE Objectives** | Settling In | To investigate God using technical terms accurately. | | To identify different types of biblical texts. | | To explain connections between biblical texts and Christian ideas of God. | | To make connections between bible texts and what Christians believe through Church architecture. | | To show how Christians put their beliefs into practise in worship. | | | To weigh up how biblical ideas might make a difference in the world today. | Who are the Muslims in your region? | What helps Muslims through the journey of life? | | Why is Zakah (charity) important to Muslims? How is charity important to you? | | | | Why do Muslims want to go on a pilgrimage? | | | Where do Muslims get guidance for living? | | | | What does it mean to be a Muslim in Britain today? | | | |  | |
| **Computing**  **Objectives** | **Digital Citizenship** | | | | | | | | | | | | | **Digital Literacy** | | | | | | | | | | | | | | | | | | | |
| I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.  I know and can give examples of how I might get help, both on and offline | I can identify messages about gender roles and make judgements based on them | | I can demonstrate how I would support others (including those who are having difficulties) online. | | I can demonstrate ways of reporting problems online for both my friends and myself avoiding accidents) | | I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming) | | I can use technology safely and respectfully and responsibly | | | I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, I can describe some simple ways that help build a positive online reputation | To know what a word processing tool is for. | To add and edit images to a word document. | | To know what a spreadsheet looks like.  • To be able to navigate around a spreadsheet and enter data | | | | To use a spreadsheet to model a real-life problem  To use formulae to calculate area and perimeter of shapes. | | | To use formulae within a spreadsheet to convert measurements of length and distance. | | | | Plan and separate powerpoint | | | | Implement all past skills to improve the powerpoint. | |
| **Music**  **Objectives** | **Living on a prayer (Charanga)** | | | | | | | | | | | | | **Living on a Prayer – Bon Jovi** | | | | | | | | | | | | | | | | | | | |
| -Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.  -Develop an understanding of the history of music. | -Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.  -Develop an understanding of the history of music. | | -Use and understand staff and other musical notations.  -Maintain a strong sense of pulse and recognise when going out of time. | | -Make improvements to my own work, giving reasons using appropriate musical vocabulary.  -Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. | | -Make improvements to my own work, giving reasons using appropriate musical vocabulary.  -Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. | | -Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.  -Practise, rehearse and present performances with an awareness of the audience. | | | -Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. | To clap 4, 2 and 1 beat notation  To introduce musical vocabulary  To develop a sense of rhythm  To follow a pattern  To discuss the features of a piece of music | | | To clap 4, 2 and 1 beat notation  To introduce musical vocabulary  To develop a sense of rhythm  To learn the notation for the 1 beat rest and revise 1, 2 and 4 beat notes  To sing with accuracy of rhythm and pitch | | | | | | | To clap 4, 2 and 1 beat notation  To introduce musical vocabulary  To develop a sense of rhythm  To learn the notation for the 1 beat rest  To sing with an accuracy of rhythm and pitch | | | | | | | | | |
| **PE**  **Objectives** | **Attack & Defend – Football.** | | | | | | | | | | | | | **Gymnastics** | | | | | | | | | | | | | | | | | | | |
| To dribble in different directions using different feet. | To perform a wider range of turns. | | To understand the importance of first touch.  To understand where to place a first touch. | | Understand effective space and why this is important in small-sided games | | To introduce some defensive skills | | To understand the importance of shape and formations. | | | To suggest, plan and lead simple drills for given skills | Perform actions, shapes and balances consistently and fluently to a high standard, in specific activities. | | Combine and perform gymnastic actions, shape and balances more fluently and effectively, ensuring actions are clear, accurate and consistent. | | | | Combine sequences together with partners or small groups.  Choose and apply basic compositional ideas to the sequences they create and adapt them to new situations | | Develop their own gymnastic sequence by understanding, choosing and applying a range of compositional principles. | | | | Develop their own gymnastic sequence by understanding, choosing and applying a range of compositional principles. | | | | Choose and use information and basic criteria to evaluate their own and other’s work. Adapt their sequences to suit specific audiences. | | | |
| **PSHCE Objectives** | **Health and Wellbeing – Physical Health and Wellbeing** | | | | | | | | | | | | | **Health and Wellbeing – Keeping Safe** | | | | | | | | | | | | | | | | | | | |
|  | To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn | | To understand that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it | | To understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed | | To recognise that sleep habits; sun safety; medicines, vaccinations, immunisations and allergies all need to be addressed to maintain good health. | | To understand that bacteria and viruses can affect health and that they can prevent the spread of bacteria and viruses with everyday hygiene routines, including maintaining a clean environment. | | | To understand the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer | To understand reasons for following and complying with regulations and restrictions. | To learn how to predict, assess and manage risk in different situations | | To understand about the importance of keeping personal information private. | | | | To understand what is meant by first aid; basic techniques for dealing with common injuries.  To understand how to respond and react in an emergency situation. | | | To understand about the risks and effects of legal drugs common to everyday life and their impact on health. | | | | To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal.  To understand why people choose to use or not use drugs. | | | | To understand the mixed messages in the media about drugs, including alcohol, smoking/vaping. | |
| **Enrichment** | Stone age workshop at [www.stoneageworkshop.co.uk](http://www.stoneageworkshop.co.uk) | | | | | | | | | | | | | Walk up to Rivington – Links to Geography – Sketch Maps | | | | | | | | | | | | | | | | | | | |
| **Outdoor learning** |  | | | | | | | | | | | | | R.E – Understanding what is means to be a Muslim in Britain Today.  Maths – Using data to create tables.  Writing – Understanding what soldiers felt like in the trenches to support with letter writing. | | | | | | | | | | | | | | | | | | | |
| **The Gates Great Expectations** | To vote in an election – SMSC – School Council (Democracy).  Take part in the 100 Book challenge | | | | | | | | | | | | | * Walk to the top Rivington Pike * To send a letter (to a school in China) * Sponsor a child in a developing country * Win a head teacher award as a class * Send a Christmas present to someone in need * To take part in a mindful activity | | | | | | | | | | | | | | | | | | | |
| **Multi-cultural Link** |  | | | | | | | | | | | | | * To send a letter (to a school in China) * Sponsor a child in a developing country | | | | | | | | | | | | | | | | | | | |