



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Topic Title	What makes a global citizen?		Who would win a race; Usain Bolt or a cheater?		Moon Locket	
SCIENCE	<p>Properties and changes to materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>		<p>Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Animals including humans Describe the changes as humans develop to old age.</p>	<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Earth And Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
COMPUTING	<p>E – safety ThinkUKnow Cyber Café</p>	<p>Multimedia; Create a presentation using an online tool and share with others.</p>	<p>Handling data Introducing Excel; using spreadsheets</p>	<p>Programming Espresso coding Design, write and debug programs that accomplish</p>	<p>Programming Espresso coding Use sequence, selection, and repetition in programs; work</p>	<p>Multimedia Developing projects presentation</p>



	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
HISTORY	<p>A local study: how has Pontefract changed since 1950</p> <p>Influential Citizens A local history study</p> <p>A depth study linked to one of the British areas.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Local study; changes in an aspect of local history.</p> <p>Leisure and entertainment in the 20th century</p> <p>Ancient Olympics and timelines A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>History of the moon landing, Space Race</p> <p>Famous historical figures 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</p>			
GEOGRAPHY	<p>Locate the world countries using maps focussing on Europe.</p> <p>Fieldwork; maps, atlases, globed, digital maps to locate Pontefract. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Human and physical geography</p> <p>Use maps to locate world countries and identify key features; rivers, mountains, cities (capitals) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the</p>	<p>Identify the position and significance of latitude, longitude, Equator, Hemispheres, Tropics etc.</p> <p>Prime/Greenwich Meridian and time zones Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</p>			



	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>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</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time</p>		<p>United Kingdom, a region in a European country, and a region within North or South America</p>		<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
ART	<p>3D textiles Sewing Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Collage Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Sketching Create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Drawing Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Painting Artist research Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Know about great artists, architects and designers in history.</p>	<p>Printing Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
D & T	<p>Textiles Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own</p>	<p>Electrical systems Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Mouldable materials Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Mechanical systems Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Cooking and nutrition Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Structures Wood work Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Investigate and analyse a range of existing products</p>



	design criteria and consider the views of others to improve their work				Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
MUSIC	<p>Cyclic patterns – exploring rhythm and pulse. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Roundabout – exploring rounds. Use and understand staff and other musical notations.</p>	<p>Journey into space – exploring sound sources. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Songwriter – exploring lyrics and melody. Develop an understanding of the history of music.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Stars, hide your fires – performing together. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Who knows? – exploring music processes. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>



PE	<p>Y6 Gymnastics - floor Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Y6 Gymnastics - apparatus Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Y6 Dodgeball/bench ball 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.</p>	<p>Y6 Dance Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Y6 Aerobics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Y6 Fitness Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
			<p>Y5 Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Y5 Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Y5 Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Y5 Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>
	<p>Games - invasion – Rugby 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.</p>	<p>Badminton 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.</p>	<p>Hockey 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.</p>	<p>Games - invasion – netball 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.</p>	<p>Games - striking and fielding – cricket 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.</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>



De Lacy Primary School

UKS2 National Curriculum Links Cycle B (2018/19)



RE	Introduction to Islam; Special Books	Worship and community – role of the Mosque	Sacred Journeys Mecca	Special People	Introduction to Islam; Special Books	Worship and community – role of the Mosque
SEAL	New Beginnings Setting class rules Understanding school rules Learning to Learn	Getting on and falling out Sensitive Issues 3 (Pg 168 Real Health for Real Lives Ages 10-11)	Going for goals Aspirations Week	Good to be me Me My Family and Friends – Health and Lifestyle 2 (Pg. 48 Real Health for Real Lives Ages 10-11)	Relationships - Sex Education	Changes Getting ready for next year