Sandhill Primary School
UKS2 Long Term Curriculum Map – Cycle Two

Academic Year:	Year Group:	Teacher:

	Autumn Term	Spring Term	Summer Term
Text Driver			
English Links			
Maths Links			
Other Main Subject Links			

Science	Year Five		Year Six	
Working Scientifically-Y5/6	**Living things & their habitats**	**Properties and changes of materials**	**Living things & their habitats**	**Evolution and Inheritance**
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content 1.planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 2.taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 3.recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 4.using test results to make predictions to set up further comparative and fair tests 5.reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 6.identifying scientific evidence that has been used to support or refute ideas or arguments..	Pupils should be taught to: 1.describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (birth, growth, development reproduction, death) 2.describe the life process of reproduction in some plants and animals. (growth, reproduction and death)	Pupils should be taught to: 1.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 2.know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 3.use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 4.give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 5.demonstrate that dissolving, mixing and changes of state are reversible changes 6.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.	Pupils should be taught to: 1.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. 2.give reasons for classifying plants and animals based on specific characteristics	Pupils should be taught to: 1.recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 2.recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 3.identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

PSHE	Computing	PE	History	Art & Design	Design Technology	Music	Geography
Health & Well Being Pupils should have the opportunity to learn: 1. about the changes that happen as they approach and move through puberty. 2.how commonly available substances and drugs can damage their health and safety. 3. what is meant by the term 'habit'. 4. that pressure to behave in a certain way can come from a variety of sources. 5. to deepen their understanding of risk and how to manage risks responsibly. Relationships Pupils should have the opportunity to learn: Relationships Pupils should have the opportunity to learn: 1. to recognise ways in which a relationship can be unhealthy. 2. the concept of keeping something confidential or 'secret'. 3. to recognise and challenge stereotypes. 4. to understand the nature and consequences of bullying/discrimination/ aggressive behaviours. 5. to recognise how images in the media do not always reflect reality. Living in the Wider World Pupils should have the opportunity to learn: 1. about enterprise and the skills that make someone 'enterprising'. 2. about the role that money plays in their own and others lives. 3. to develop an initial understanding of the terms interest, loan, tax and debt. 4. to appreciate the range of identities in the United Kingdom.	Pupils should be taught to: 1.design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.use sequence, selection, and repetition in programs; work with variables and various forms of input and output 3.use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 4.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 5.use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 6.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 7.use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Pupils should 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 movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 1.use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending 2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 3.perform dances using a range of movement patterns 4.take part in outdoor and adventurous activity challenges both individually and within a team 5.compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught about the ancient civilisations of Greece and Rome. In addition, pupils should be taught the essential chronology of Britain's history. This will serve as an essential frame of reference for more in-depth study. Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history. Pupils should be taught about key dates, events and significant individuals. They should also be given the opportunity to study local history. Pupils should be taught the following chronology of British history sequentially: 1.Ancient Greece - a study of Greek life and achievements and their influence on the western world 2.a non-European society that provides contrasts with British history e.g a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin West Africa c. AD 900-1300	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 1.to create sketch books to record their observations and use them to review and revisit ideas 2.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] 3.about great artists, architects and designers in history	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design 1.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 2.generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make 3.select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 4.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 Evaluate 5.investigate and analyse a range of existing products 6.evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge 7.apply their understanding of how to strengthen, stiffen and reinforce more complex structures 8.understand and use mechanical systems in their products [for example, cams and linkages] Cooking and nutrition 11.prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 12.understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6.develop an understanding of the history of music.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge 1.locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge 3.identify the position and significance of the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) 4.understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Human and physical geography describe and understand key aspects of: 5.physical geography, including: climate zones, biomes and vegetation belts, 6.human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork 7.use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 8.use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 9.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.

R.E Christianity & Buddhism

Learning About Religion	Learning from religion
Pupils should be taught to: a. Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religions today b. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life. c. Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities.	Pupils should be taught to: a. Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging. b. Respond to challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. They learn how to handle questions about their commitments and those of others. c. Discuss their own and others' views of religious truth and belief. Expressing their own ideas. They learn to handle questions about life and the

d. Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and wider world. e. Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith. f. Describe and begin to understand religious and other responses to ultimate and ethical questions. They make links between life's big questions and the varied answers people suggest. g. Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders. h. Use and understand information about religious from a range of sources. They connect up what they learn in RE with the wider world.	universe around them. d. Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behavior. e. Reflect on sources of inspiration in their own and others' lives. They make links between their own 'heroes' and key spiritual leaders.