



Upper KS2 Cycle B		
<b>Writing</b>	Speak to small and larger audiences at frequent intervals	Develop and share ideas in a sketchbook and in finished products.
<b>Narrative</b>	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English	Improve mastery of techniques.
Write stories set in places pupils have been.	Listen to and tell stories often so as to internalise the structure	Learn about the great artists, architects and designers in history.
Write stories that contain mythical, legendary or historical characters or events.	Debate issues and formulate well-constructed points.	
Write stories of adventure.		
Write plays.		
Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.		
<b>Non-fiction</b>	<b>Science</b>	<b>Computing</b>
Write instructions.	<b>Biology</b>	Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.
Write recounts.	<b>Animals and humans</b>	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.
Write persuasively.	Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Write non-chronological reports.	Look at teeth.	
Write biographies.	<b>All living things</b>	
Write in a journalistic style.	Look at classification of plants, animals and micro organisms.	
Write formally.	Look at reproduction in plants and animals, and human growth and changes.	
<b>Poetry</b>	Look at the effect of diet, exercise and drugs.	<b>Design &amp; Technology</b>
Learn by heart and perform a significant poem.	<b>Chemistry</b>	<b>Design</b>
Write cinquain.	<b>Materials</b>	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.
Write poems that convey an image (simile, word play, rhyme and metaphor).	Examine the properties of materials using various tests.	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
<b>Reading</b>	Look at solubility and recovering dissolved substances.	<b>Make</b>
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.	Separate mixtures.	select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.	Examine changes to materials that create new materials that are usually not reversible.	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.
Take part in conversations about books.	<b>Physics</b>	<b>Evaluate</b>
Learn a wide range of poetry by heart.	<b>Forces and magnets</b>	investigate and analyse a range of existing products.
Use the school and community libraries.	Look at poles, attraction and repulsion.	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Look at classification systems.	Look at the effect of gravity and drag forces.	
Look at books with a different alphabet to English.	Look at transference of forces in gears, pulleys, levers and springs.	
Read and listen to whole books.	<b>Earth and space</b>	
<b>Communication</b>	Look at the movement of the Earth and the Moon.	<b>Technical knowledge</b>
Engage in meaningful discussions in all areas of the curriculum	Explain day and night.	apply their understanding of computing to programme, monitor and control their products.
Listen to and learn a wide range of subject specific vocabulary	<b>Art &amp; Design</b>	<b>Cooking and nutrition</b>
Through reading identify vocabulary that enriches and enlivens stories	Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.	understand and apply the principles of a healthy and varied diet.



prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

### Geography

Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.

Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Use a wide range of geographical sources in order to investigate places and patterns.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

### History

Ancient Greece.

A non-European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin.

History of interest to pupils

### Language

In the chosen modern language:

- Speak
- Read
- Write

Look at the culture of the countries where the language is spoken.

### Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of the staff and other musical notations.

Develop an understanding of the history of music.

### Personal Development

Discuss and learn techniques to improve in the eight areas of 'success'.

Study role models who have achieved success.

Study those who have lost success and relate this to the eight areas of 'success'.

### Physical Education

Take part in gymnastics activities.

Take part in athletics activities.

Perform dances.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

### Religious Education

Study the beliefs, festivals and celebrations of Christianity.

Study other religions of interest to pupils.

### Additional Content

#### School Geography

Describe and understand physical geography: water cycle

Describe and understand physical geography: biomes and vegetation belts

#### School PE

Play competitive games, modified where appropriate: tag rugby and cricket

#### School RE

Study the beliefs, festivals and celebrations of Islam