

SPELLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL



**Two Year Curriculum Plan**

**Diamond Class**

**Year 5 and Year 6**

**YEAR A**

Diamond Class 2 Year Overview

Year A	The Sun King	Raging Rivers	Battle across the Skies	Eruption!	Groovy Greeks
Hook/ Question/ Statement	<b>How much did the Ancient Egyptians achieve?</b>	<b>Why was the Nile so important to the Ancient Egyptians?</b>	<b>Why did Germany lose the Battle of Britain?</b>	<b>How does the Earth shake, rattle and roll?</b>	<b>What did the Greeks do for us?</b>
Main Topic Focus  History/ Geography	<p><b>History – Ancient Egyptians.</b></p> <p><b>Key knowledge and skills:</b> Study the achievements of the earliest civilisations. Develop a chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time. Develop the use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. Address and devise historically valid questions about similarity, difference and significance.</p> <p><b>Vocab:</b> Ancient, civilisation, fertile, shaduf, irrigation, hieroglyphs, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, achievement.</p> <p>Chn will place the Ancient Egyptian civilisation on a</p>	<p><b>Geography: Earth Matters (Water Cycle and Rivers)</b></p> <p><b>Key knowledge and skills:</b> name and locate some of the UK's and the world's most significant rivers and mountain environments. Learn about the features of a named river (the River Thames) in the UK, from source to mouth. Learn how rivers and mountains are formed. Identify some of the processes associated with rivers. Understand where rivers and mountains fit into the water cycle.</p> <p><b>Vocab:</b> River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, evaporation, condensation, clouds, transpiration, sun, heat, sea, evaporate, water vapour, droplets, (dark) clouds, rain, land, precipitation – rain, snow and hail, hydrological cycle, map, grid reference,</p>	<p><b>History (Spring 1)</b></p> <p><b>Key knowledge and skills:</b> Develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (The Battle of Britain) Understand some of the major events leading up to the Battle of Britain, including the countries involved and the role they played. Develop a familiarity with the location of the countries involved in first year of WW2 by locating them on a map of 1939 Europe. To understand more of the Luftwaffe's plans for invading Britain and the role Churchill's Few played in winning the battle of the skies. To become more familiar with the location of the Channel, South East coast of England and some Luftwaffe targets in the UK.</p> <p><b>Vocab:</b> Luftwaffe, invasion, evacuation, inspirational, quotes, significant, phoney, air raid, radar, battle, clasp, medal</p> <p>Develop an understanding of the beginning of WW2, why it started and who were its leaders. Discuss why it was initially known as the 'Phoney War'.</p> <p>Role play an evening at home, in an air raid shelter, during August 1940.</p>	<p><b>Geography (Earth matters) Volcanoes</b></p> <p><b>Key knowledge and skills:</b> Describe and understand the key aspects of volcanoes and Earthquakes Understand that the distribution of earthquakes and volcanoes follows a pattern. Be introduced to plate tectonics., learn about the 'Pacific Ring of Fire'.</p> <p><b>Vocab:</b> Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, active, dormant, extinct, hazard, risk, danger, tsunami, advantages, disadvantages, social, environmental, economic</p> <p>Chn will describe and understand key aspects of volcanoes; use maps, atlases, globes and</p>	<p><b>History – Ancient Greeks</b></p> <p><b>Key Knowledge and skills:</b> Develop the use of historical terms. Address and devise historically valid questions. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Continue to develop a chronologically secure knowledge and understanding of world history. Consistently answer and ask historically valid questions about similarity and difference.</p> <p><b>Vocab:</b> Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival,</p>

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<p>world history timeline. Describe what society was like in Britain at the start of the Ancient Egyptian civilisation. Describe the terrain and climate of Britain at the start of the Ancient Egyptian civilisation. Add significant dates &amp; events to a world history timeline. They will explain where Ancient Egypt was located, label a map of Ancient Egypt and its surroundings., describe Ancient Egypt as being part of the Fertile Crescent (Cradle of Civilisation), describe what society was like at the start of the Ancient Egyptian civilisation. Describe the terrain and climate of Egypt. Describe the end of the Ancient Egyptian civilisation; mark on a map of the region where the various invaders came from; research facts. Constructing the Past</p> <p><b>End of Year 5, expected:</b> I can understand some features associated with themes, societies, people and events, such as religion and food, but without links and grouping them into themes. I will be able to make some</p>	<p><b>key, upstream, downstream, erode/erosion, transport/transportation, deposit/deposition, percolate/percolation, infiltrate/infiltration, rain/precipitation</b></p> <p>Understand and identify the features of the water cycle. Understand and use the vocabulary associated with the water cycle. Describe and understand key aspects of physical geography, including rivers and the water cycle. Demonstrate that changes of state are reversible changes. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Produce creative work, exploring their ideas and recording their experience. Chn will explain that the Ancient Egyptians settled along the banks of the River Nile. Describe two gods associated with the river and its animals. Locate Egypt and the River Nile on maps. Describe the climate of Egypt. Work as a group to produce a large-scale map of Ancient Egypt and the River Nile. Understand that evidence of Ancient Egypt can still be seen</p>	<p>Begin a class collage of memories and research notes inside the classroom air-raid shelter.</p> <p><b>Geography: Mountains (Spring 2)</b></p> <p><b>Key knowledge and Skills:</b> Identify and name the types of mountains. Understand how mountains are formed. Explain the differences between the formations of the different types of mountains.</p> <p><b>Vocab:</b> Glacier, scree; named mountain ranges/chains, including Himalayas, Andes, Atlas, Rockies, Pyrenees, Alps, Great Dividing Range, Urals, Appalachians, North West/Scottish Highlands, Tianshan, Snowdonia, Drakensburg, Antarctic Mountains</p> <p>Describe and understand key physical geographical aspects of mountains. Use maps, atlases and globes to locate continents and countries and their mountains/mountain ranges. Create a class world map of key mountains and mountain ranges across the world, with key facts about each. Retrieve, record and present information from non-fiction sources on mountains, mountain formation and famous mountain expeditions. Explain and discuss their understanding of what they have read, to create a storyboard and freeze-frame drama of a famous mountain expedition (Sir Edmund Hilary, Bear Grylls etc.). Gain an understanding of mountain climates and how climate change and humans impact on the mountain environment. Explore how being an eco-tourist can reduce this effect.</p> <p><b>Change and Development</b> <b>End of Year 5, expected:</b> I can independently and confidently provide a</p>	<p>digital/computer mapping to locate countries and describe features studied understand how tectonic plates work; identify the layers of the earth and how volcanoes are formed; draw on knowledge of the Earth's layers to construct a cross section of the Earth; discuss what happens on the edge of a plate and where plates are located in the world; identify the Ring of Fire and discuss why it exists; Study the features of extinct, dormant and active volcanoes.</p> <p>Locational Knowledge</p> <p>I can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.</p> <p><b>Human and Physical Geography</b></p> <p><b>End of Year 5, expected:</b> I can describe how physical processes can cause hazards to people.  I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p>	<p><b>marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.</b></p> <p>Chn will: Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. Gain and deploy a historically-grounded understanding of abstract terms such as 'empire' and 'civilization'; understand Ancient Greece, Greek life, their achievements and influence on the western world; construct informed d; responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources; understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims; understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical</p>
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<p>reference to and identify links with other societies studied.</p> <p><b>End of Year 6, expected:</b></p> <p>I can provide overviews of the most significant features of different themes, individuals, societies and events covered.</p> <p>I will begin to make links and group them into themes, e.g. social, cultural.</p> <p>I will be able to make links with themes in other societies studied.</p>	<p>in Egypt today. You will appreciate that the effect of the River Nile has been changed by the construction of the Aswan High Dam and contribute to a debate about the construction of the Aswan High Dam.</p> <p>Locational Knowledge</p> <p>I can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.</p> <p>I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Human and Physical Geography</p> <p><b>End of Year 5, expected:</b></p> <p>I can describe how physical processes can cause hazards to people.</p> <p>I can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p>	<p>comprehensive list of the changes within the period studied.</p> <p>I can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2.</p> <p>I will be able to identify a range of links between the various changes.</p> <p>I can provide insightful ideas about whether some things did not change very much within a period and why this occurred.</p> <p><b>End of Year 6, expected:</b></p> <p>I can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars.</p> <p>I will be able to confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights.</p> <p>I will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.</p> <p><b>Cause and Effect</b></p> <p><b>End of Year 5, expected:</b></p> <p>I can explain the role of different causes and effects of a range of events and developments.</p> <p>I can place the causes and/or effects in an order of significance and explain why they are arranged in this order.</p>	<p>I can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p><b>End of Year 6, expected:</b></p> <p>I can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.</p> <p>I can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>I can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).</p> <p><b>Geographical skills and fieldwork</b></p> <p>I can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).</p>	<p>information.</p> <p>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography and human geography. Present the human and physical features in the local area using a range of methods. Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Gain and deploy a historically-grounded understanding of abstract terms such as 'empire' and 'civilization'; understand Ancient Greece, Greek life, their achievements and influence on the western world.</p>
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		<p><b>End of Year 6, expected:</b></p> <p>I can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</p> <p>I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>I can give reasons why physical processes can cause hazards to people.</p> <p>I can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Geographical skills and fieldwork</p> <p>I can describe maps of the local area, using appropriate</p>	<p>I can make a link between the causes or effects of events within one period with those of another.</p> <p><b>End of Year 6, expected:</b></p> <p>I can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality.</p> <p>I will be able to order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order.</p> <p>I will be able to make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar.</p> <p>I may be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.</p> <p><b>Planning and Carrying out a historical Enquiry</b></p> <p><b>End of Year 5, expected:</b></p> <p>I can confidently and independently devise significant historical enquiries based on a broad range of valid questions.</p> <p>I can answer the questions in detail using a broad range of relevant and varied sources to support points made.</p> <p>My work is clearly structured with contrasting viewpoints considered.</p> <p>I will use the evidence to reach a valid and substantiated overall conclusion.</p> <p>I will use a broad range of relevant historical</p>		
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		<p>geographical vocabulary and conventions (e.g. grid references, compass directions).</p> <p>In a group, I can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).</p> <p>.</p>	<p>terms throughout.</p> <p>I will follow a clear structure appropriate for presenting an argument.</p> <p>I will work independently and with confidence.</p> <p>I will begin to critically evaluate my enquiry and consider possible ways in which it could be improved or developed.</p> <p><b>End of Year 6, expected:</b> I can independently plan and produce quality, detailed responses to a wide range of historical enquiries.</p> <p>I will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from my own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.</p> <p>I will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence.</p> <p>I will confidently use a broad range of challenging, relevant historical terms throughout.</p> <p>I will critically evaluate my enquiry and consider ways in which it could be improved or developed.</p> <p><b>Using sources as evidence.</b> <b>End of Year 5, expected:</b> From a range of sources provided, I can accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p>I can explain why I have made that selection,</p>		
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			<p>possibly with some references to utility and reliability.</p> <p><b>End of Year 6, expected:</b> I can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. I will explain confidently why I have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.</p> <p><b>Mountains</b> <b>Locational Knowledge</b> I can describe key physical and human characteristics and environmental regions of Europe.</p> <p>I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).</p> <p><b>Human and Physical Geography</b> I can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>I can describe how a mountain region was formed.</p> <p>I can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>I can recognise different natural features such as a mountain and describe them using a range of</p>		
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			<p>key vocabulary.</p> <p><b>Geographical Skills and Fieldwork</b> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the zoom function of a digital map to locate places.</p>		
<b>English</b>	<p>Hatsheput Egypt – Non-Fiction Biography</p> <p>The Fantastic Flying Books of Mr Norris Lessmore – Narrative Fantasy</p>	<p>The Nowhere Emporium – Narrative Story</p> <p>Goldilocks – Non-Fiction Newspaper Report</p>	<p>One Small Step by Taiko Studios – Narrative Adventure</p> <p>Letters from the Lighthouse – Non-fiction Recount</p> <p>Rose Blanche – Narrative story</p> <p>Kick – persuasive letter</p>	<p>Screen use – balanced argument</p> <p>I believe in Unicorns - Narrative</p>	<p>Emperor Penguins – non chronological report</p> <p>A Monster Calls – Narrative</p>
<b>Class Read</b> <small>Depending on length of book may need to tweak)</small>	<p>Secrets of the Sun King – Emma Carroll</p>	<p>The Star Spun Web</p>	<p>Letters from the Lighthouse – Emma Carroll</p>	<p>Wonder – R J Palacio</p>	<p>Who let the God’s Out? Maz Evans</p>
<b>Maths</b>	<p><b>Year 5</b> Number and place value Number – addition and subtraction Number – multiplication and division</p> <p><b>Year 6</b> Number and place value Four number operations</p>	<p><b>Year 5</b> Statistics Number – multiplication and division Measurement</p> <p><b>Year 6</b> Fractions Geometry</p>	<p><b>Year 5</b> Fractions – including decimals and percentages Division with remainders</p> <p><b>Year 6</b> Number – fractions including decimals and percentages Algebra Measurement</p>	<p><b>Year 5</b> Number – fractions Geometry – properties of shapes</p> <p><b>Year 6</b> Measurement Ratio and Proportion</p>	<p><b>Year 5</b> Geometry – position and direction Measurement</p> <p><b>Year 6</b> Geometry Number and place value Statistics</p>
<b>Science</b>	<p><b>Animals including humans – healthy bodies</b> <b>Key knowledge and skills:</b> Children build on learning from Years 3 and 4 about</p>	<p><b>Animals including humans – evolution and inheritance.</b> <b>Key knowledge and skills:</b> Building on what they learned about fossils in Year 3, chn</p>	<p><b>Earth and Space</b> <b>Out of this world!</b> <b>Key knowledge and skills:</b> Children will learn about space. Starting with the Solar System, they</p>	<p><b>Living things and their habitats - classification</b> <b>Key knowledge and skills:</b> Children build on their</p>	<p><b>Forces</b> <b>Key knowledge and skills:</b> In this topic children learn about</p>



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<p>the main body parts and internal organs (skeletal, muscular and digestive system). It considers life processes that are internal to the body, such as the circulatory system. The impact of lifestyle on bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do change as more research is carried out.</p> <p><b>Vocab:</b> addiction, aorta, artery, atrium, blood, capillaries, carbon dioxide, circulatory system, deoxygenated, oxygenated, exercise, heart, lungs, nicotine, oxygen, pulse, respiration, vein, ventricles</p> <p>Identify and name main parts of human circulatory system; describe functions of heart, blood vessels and blood; recognise impact of diet, exercise drugs and lifestyle on the way their bodies function.</p> <p>I can identify and name the main parts of the human circulatory system. I can describe the function of the heart, blood vessels and blood. I can discuss the impact of</p>	<p>will find out more about how living things have changed over time. They are introduced to the idea that characteristics are passed from parent to their offspring, but that they are not exactly the same. They should also appreciate that variation over time can make animals more or less likely to survive in particular environments (adaptation). Children look at evolution and Charles' Darwin's theory of natural selection, as well as palaeontologist Mary Anning's work with fossils.</p> <p><b>Vocab:</b> adaptation, dinosaur, evolution, fossil, inherited, natural selection, prehistoric, variety</p> <p>Recognise how things have changed over time; fossils; recognise that living things produce offspring of the same kind but normally offspring vary; identify how animals and plants are adapted to suit their environment in different ways.</p> <p>I can describe how the earth and living things have changed over time. I can explain how fossils can be used to find out about the past. I can explain about</p>	<p>look next at how ideas about space have changed over time before they explore what causes us to experience night and day on Earth.</p> <p><b>Vocab:</b> daytime, geocentric, helio-centric, night-time, orbit, planet, solar system, star, sun, time-zone</p> <p>Describe the movement of the Earth and the moon relevant to the Earth; describe the Sun, Earth and Moon as approximately spherical bodies; use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>I can describe and explain the movement of the Earth and other planets relative to the Sun. I can describe and explain the movement of the Moon relative to the Earth. I can explain and demonstrate how night and day are created. I can describe the Sun, Earth and Moon (using the term spherical)</p> <p><b>Working scientifically</b> I can explain a conclusion from an enquiry. I can explain causal relationships in an enquiry. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. I can read, spell and pronounce scientific vocabulary accurately.</p>	<p>learning about grouping living things in Year 4 by looking at the classification system in more detail. The topic is divided into two units, Chn first revisit their knowledge of classification and creating keys, before developing their knowledge by looking at fungi and bacteria. Children also look at the work of Carl Linnaeus, the scientist who first made important the function of naming and classifying to 'identify' organisms.</p> <p><b>Vocab:</b> amphibian, bacteria, bird, fauna, fermentation, fish, fungi, genus, insect, invertebrate, mammal, microbe, mushrooms, organism, reptile, species, toadstool, vertebrate</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences; give reasons for classifying plants and animals based on specific characteristics;</p> <p>I can classify living things into broad groups according to observable characteristics and based on similarities &amp; differences. I can describe how living</p>	<p>forces and machines. They start with the force of gravity then study friction forces, including air and water resistance, before investigating how simple machines work.</p> <p><b>Vocab:</b> air resistance, force meter, friction, gravity, Newton, non-contact force, reliable, water resistance, weight</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity; identify the effects of air resistance water resistance and friction act as between moving surfaces.; recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have greater effect.</p> <p>I can explain what gravity is and its impact on our lives. I can identify and explain the effect of air resistance. I can identify and explain the effect of water resistance. I can identify and explain the effect of friction. I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p><b>Working scientifically</b></p>
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	<p>diet, exercise, drugs and life style on health. I can describe the ways in which nutrients and water are transported in animals, including humans.</p> <p><b>Working scientifically</b> I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use the outcome of test results to make predictions and set up a further comparative fair test I can report findings from enquiries in a range of ways. I can explain a conclusion from an enquiry.</p>	<p>reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). I can explain how animals and plants are adapted to suit their environment. I can link adaptation over time to evolution. I can explain evolution.</p> <p><b>Working scientifically</b> I can explain a conclusion from an enquiry. I can explain causal relationships in an enquiry. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. I can read, spell and pronounce scientific vocabulary accurately.</p>		<p>things have been classified. I can give reasons for classifying plants and animals in a specific way.</p> <p><b>Working scientifically</b> I can plan different types of scientific enquiry. I can control variables in an enquiry. I can measure accurately and precisely using a range of equipment. I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use the outcome of test results to make predictions and set up a further comparative fair test I can report findings from enquiries in a range of ways. I can explain a conclusion from an enquiry. I can read, spell and pronounce scientific vocabulary accurately</p>	<p>I can plan different types of scientific enquiry. I can control variables in an enquiry. I can measure accurately and precisely using a range of equipment. I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use the outcome of test results to make predictions and set up a further comparative fair test I can report findings from enquiries in a range of ways. I can explain a conclusion from an enquiry. I can explain causal relationships in an enquiry. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. I can read, spell and pronounce scientific vocabulary accurately</p>
	<p>Judaism introduction Symbolic ways of expressing meaning Celebrations, key events in life and pilgrimage</p> <p>Beliefs and practices; Symbols and actions;</p>	<p>Exploring the incarnation through Christmas story 2b.4 Was Jesus the Messiah?</p> <p>Exploring the incarnation through the Christmas story I can describe, make connections and reflect on some religious and worldviews studied, using</p>	<p>Communicating beyond prayer and sacred spaces Belonging to a community, individual commitment and religious leadership Exploring themes in the Easter story 2b.7 What difference does the resurrection make to Christians?</p> <p>Identity and belonging; Prayer, worship and reflection Ultimate questions;(Symbols and actions) Belonging to a community, individual</p>	<p>Sacred texts and stories, their guidance and impact Kingdom of God 2B.8 What kind of king is Jesus? Taking responsibility for living together, the world, values and respect. 2b.5 What would Jesus do?</p> <p>I can of wisdom; Human responsibility and values</p>	<p>Different ideas about God and gods, creation and ultimate questions. 2b.1 What does it mean if God is holy and loving? Reflecting on ethics, what is right and wrong, just and fair? People of God 2b.3 How can following God bring freedom and justice?</p>

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	<p>Identity and belonging  <b>Judaism Introduction</b>          Celebrations, key events in life and pilgrimage          Symbolic ways of expressing meaning          I can describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.          I can compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.          I can show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.</p>	<p>specific religious vocabulary about how celebrations and key moments in life are marked by different communities.          I can compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.          I can show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</p>	<p>commitment and religious leadership          Communicating beyond prayer and sacred spaces          Exploring themes in The Easter story.          I can show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.          I can demonstrate through enquiry and experience, worshippers' connection to prayer, faith and sacred spaces.          I can Present a range of views and answers to challenging questions about belonging, meaning and truth          I can compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.</p>	<p>Justice and fairness;          Sacred texts and stories, their guidance and impact          Taking responsibility for living together, the world, values and respect.          I can show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.          I can explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.          I can use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.          I can evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p>	<p>Reflecting on ethics, what is right and wrong, just and fair          Different ideas about God and gods, creation and ultimate questions          I can show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.          I can explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.          I can use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.          I can evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p>
<p>Art / DT</p>	<p><b>Art / D&amp;T –</b>          Drawing faces in pencil, modelling masks in paper mache, make a double crown (Pschent) of Ancient Egypt.</p>	<p><b>Art –</b> artists in history; watercolour wildlife birds. / Henri Rousseau sketching.           I can improve my mastery of art and design techniques, including drawing, painting</p>	<p><b>Art –</b> Blitz skylines, make a Battle of Britain clasp – the service medal awarded to 'The Few', to use watercolours to paint a picture of the events of the Dunkirk evacuation.           Space Art using chalks (Abstract Artist Peter Thorpe)</p>	<p><b>Art:</b> Understand adaptations of living things by studying closely and sketching.           Looking at paintings e.g. Turner and the Quechuan artists of Tigua, Ecuador;</p>	<p><b>Art –</b> Greek clay pots and tiles           I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>

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	<p><b>D&amp;T: Textiles - shopping bag</b></p> <p>Generate ideas and research a design. Develop. Model, and communicate ideas through talking, drawing, templates, mock-ups and prototypes. Design purposeful, functional, appealing products for intended user. Evaluate product design.</p>	<p>and sculpture with a range of materials.</p> <p><b>D&amp;T: Gingerbread house (Food tech)</b></p> <p><b>Evaluate</b> – a range of housing designs and how they have been constructed. <b>Develop</b> a template from a net to work out how the pieces will fit together. <b>Sketch</b> and label their designs with measurements included. <b>Make</b> their gingerbread houses and decorate them. <b>Consider</b> the functional properties of the materials they are using (eg are they strong enough, how will they be stuck together?) <b>Evaluate</b> and give constructive feedback to others.</p> <p>I can investigate and analyse a range of existing products. I can 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. I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided</p>	<p>I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b>D&amp;T:</b> Produce models of the five different types of mountain (dome, volcanic, plateau, fault-block, fold) for groups with explanations of how each are formed.</p> <p>Create their own model of a mountain/range, using the knowledge of mountains and mountain ranges they have gained so far. (Modroc)</p>	<p>creating own paintings and a (working) model of volcano.</p> <p>I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b>D&amp;T</b> – design and build a moving mechanism using levers and pulleys.</p> <p>I can investigate and analyse a range of existing products. I can 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. I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. I can select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. I can select from and use a wider range of materials and components, including</p>	<p><b>D&amp;T – Greek foods Celebrating culture (falafel and baklava)</b></p> <p>Generate ideas and research a recipe. Write a step by step recipe including ingredients, equipment and utensils. Carry out sensory evaluations and decorate and present. Evaluate final product using key vocabulary.</p> <p>I can investigate and analyse a range of existing products. I can 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. I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. I can select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. I can select from and use a wider range of materials and components, including</p>
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Diamond Class 2 Year Overview

		<p>design.</p> <p>I can select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>I can 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.</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve their work.</p>		<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve their work.</p>	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve their work.</p>
PE	<p><b>Quicksticks</b></p> <p>I can control the ball in different directions.</p> <p>I can pass with control and move into a space.</p> <p>I can tackle a player with control and time it correctly to win the ball.</p> <p>I can mark an opponent with success and organise others in my team.</p> <p>I can hit a moving ball into a goal from different angles with increasing accuracy.</p> <p>I can take on a leadership role when working with a team and can evaluate and improve performance.</p>	<p><b>Gymnastics</b></p> <p>I can perform jumps and leaps with control, body tension, fluency and pointed toes.</p> <p>I can consistently perform a T-roll and a side star with precision, control and fluency.</p> <p>I can perform a point and patch balance sequence with good body tension, precision, control and fluency.</p> <p>I can perform a cartwheel with precision, control, fluency, and straight legs and pointed toes.</p> <p>I can perform a hurdle step with a short run up on a springboard showing speed, control and fluency.</p> <p>I can perform a squat on,</p>	<p><b>Football</b></p> <p>I can stop a ball using the sole, inside and outside of the foot when moving.</p> <p>I can play a longer pass off the ground with accuracy.</p> <p>I can dribble a ball using feet and perform a turn away from a defender.</p> <p>I can kick a moving ball past a goal keeper from different angles with some success.</p> <p>I can evaluate and recognise success when to help when improving performance.</p>	<p><b>Athletics</b></p> <p>I can accelerate quickly with speed and control.</p> <p>I can throw a javelin / vortex with height and distance.</p> <p>I can perform a jump with distance and control.</p> <p>I can push a tennis ball / shot put with height and distance.</p> <p>I can pass and receive a relay baton with good control in a competitive situation.</p>	<p><b>Rounders</b></p> <p>I can work in a team and field a ball effectively.</p>

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		squat off onto a box with a run up showing good control, fluency and precision.			
<p><b>Music</b> Planned and taught by Mrs White (First Access Music Services)</p>	<p><b>Violins, cellos, double base, violas</b> Intro to instruments Pizzicato technique Simple pieces using two stringed instruments Introduction how to hold bow Song using soh – mi Songs using do – soh Listening: Stringed instruments Yr 6 Ext: Change of instruments Modelling to Year 5 Musical vocab: dynamics, pitch, rhythm, timber, instrument specific vocab</p>	<p><b>Violins, cellos, double base, violas</b> Bow hold, simple pieces using up to two strings, bow circles, songs using call and response, songs using internal voice Listening: Baroque Yr 6 Ext: More complex bowing patterns, improved tonal quality, maintaining individual part. Listening: identification of instruments from specific families.</p>	<p><b>Violins, cellos, double base, violas</b> Recap of technique Pieces using more strings and combining pizzicato and arco Intro other sounds such as col legno, tremolo and glissando. Play pieces using open strings and first finger. Songs: Combining partner songs and songs with more than one part. Listening: Classical (symphony, concerto); Romantic (orchestration/conveying stories/types of sound) Year 6 Ext: fluency with technique, improved tonal quality</p>	<p><b>Violins, cellos, double base, violas</b> Introduction of more fingers to play a wider range of pitches. Play simple pieces using D E F #G (can introduce pitch and notation at this point) Preparation for performance 2 to 4 songs and pieces Listening: dictated by class interest (previously film music, women composers, music of the late 20<sup>th</sup> and 21<sup>st</sup> century) Yr 6 Ext: Pitch notation</p>	<p><b>Violins, cellos, double base, violas</b> Introduction of more fingers to play a wider range of pitches. Play simple pieces using D E F #G (can introduce pitch and notation at this point) Preparation for performance 2 to 4 songs and pieces Listening: dictated by class interest (previously film music, women composers, music of the late 20<sup>th</sup> and 21<sup>st</sup> century) Yr 6 Ext: Pitch notation</p>
<p>Computing</p>	<p><b>Coding</b> <b>Unit 6.1</b> <b>Design more complex programme using functions and user input. Use flowcharts to test and debug</b> <b>Y5</b> I can make more complex real-life problems into algorithms I can convert algorithms that contain sequence, selection and repetition into code that works. I can use sequence, selection, repetition, and some other coding structures in my code. I can organise my code carefully for example, naming variables and using tabs I can test and debug my programs as I work.</p>	<p><b>Online Safety Unit 5.2</b> <b>Sharing digital content safely and securely</b> <b>Plus Projectevolve.co.uk – online reputation</b> <b>Y5</b> I can explain what personal information is and know strategies for keeping this safe. (5.2) I have a secure knowledge of online safety rules taught at school. (5.2 &amp; across units) I can demonstrate the safe and respectful use of different online technologies and online services. (5.2 &amp; across units) I always relate appropriate online behaviour to my right to have personal privacy. (5.2 &amp; across units) I can describe actions someone</p>	<p><b>Spreadsheets Unit 6.9</b> <b>Microsoft Excel</b> Create a spreadsheet to answer a mathematical question, create a formula. Model a real-life situation and come up with solutions that can be applied to real life. <b>Y5</b> I can work collaboratively with others creating solutions to problems I can choose apps and software for different tasks and explain my choice <b>Y6</b> I can choose apps and software for different tasks I can consider the intended audience carefully when I design and make digital content I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements. <b>Vocab: formula, spreadsheet, solutions</b></p> <p><b>Blogging</b> <b>Unit 6.4 : Programs – 2Blog</b></p>	<p><b>Text adventures Unit 6.5</b> <b>Programs – 2Code, 2Connect</b> Describe what a text adventure is – use 2Create story Adventure mode to create, test and debug using their plan. Map out an existing text adventure. Create own based upon a map. Use coding concept of functions <b>Y5</b> I can make more complex real-life problems into algorithms I can consider the intended audience carefully when I design and make digital content <b>Y6</b> I can make appropriate improvements to digital work I</p>	<p><b>Quizzing</b> <b>Unit 6.7</b> <b>Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</b> Understand different types of questions. Consider audience’s ability level. Explore grammar quizzes Make a quiz that requires the player to search a database. Are you smarter than a 10/11 year old quiz?  <b>Y5</b> I can work collaboratively with others creating solutions to problems I can choose apps and software for different tasks and explain my</p>



## Diamond Class 2 Year Overview

	<p>Y6 I can turn a complex programming task into an algorithm. (6.1) I can translate algorithms that include sequence, selection and repetition into code I can decompose aspects of a programming task in a logical way, I can test and debug my program as I work on it I can identify a specific line of code that is causing a problem and attempt a fix. I can use inputs and outputs within my coded programs such as sound, movement and buttons</p> <p><b>Vocab:</b> code, function, tab, programme, debug, flowchart</p>	<p>could take if they experience or are targeted by illegal online behaviour. I know how to not let my mental wellbeing or others be affected by use of online technologies and services. (5.2 &amp; across units) Y6 I can use critical thinking to help me stay safe online. (6.2) I know the value of protecting my privacy and others online. (6.2, 6.4) I can explain why things one person finds funny or sad online may not always be seen in the same way by others. I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can assess the potential reputational benefits and risks in the way I represent myself online, and explain strategies to manage this</p> <p><b>Vocab:</b> technology, impact, positive, negative, opposing, views</p>	<p>Design and create own online blogs. (6.4) Y5 I can understand how a blog can be used in an informative text. I can work collaboratively with others to create a blog I can comment and respond on other's blogs. Y6 I can consider the intended audience carefully I can use criteria to evaluate the quality of my own and others blogs</p> <p><b>Vocab:</b> informative, text, blog, impact, effectiveness</p>	<p>have created I can test and debug my program as I work on it <b>Vocab:</b> sequence, consequence sprites, function, concept map</p> <p><b>Networks.Unit 6.6</b> Y5 I know the importance of computer networks and how they help solve problems and enhance communication. (5.2) I recognise the main dangers that can be perpetuated via computer networks. (5.2) Y6 I can explain the difference between the internet and the World Wide Web. (6.2, 6.4,6.6) I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible. (6.2,6.6)</p> <p><b>Vocab:</b> Internet ,World Wide Web, Local area network (LAN), Wide area network (WAN) , Router</p>	<p>choice Y6 I can compare a range of digital content sources and rate them in terms of content quality and accuracy. I can consider the intended audience carefully when I design and make digital content I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p> <p><b>Vocab:</b> collaboration. audience</p>
PSHE - SCARF	<p><b>Me and My relationships</b></p> <p>1)Being assertive 2) Dan's day 3) Our emotional needs 4) It's a puzzle</p> <p><b>Year 5</b> I can give a range of examples of our emotional needs and explain why they are important.</p>	<p><b>Valuing difference</b></p> <p>1)Qualities of friendship 2) We have more in common than not. 3) Is it true? 4) Boys will be boys</p> <p><b>Year 5</b> I can give examples of different faiths and cultures</p>	<p><b>Keeping myself safe (Spring 1)</b></p> <p>1)Drugs: true or false 2) To share or not to share? 3) Alcohol: what is normal?</p> <p><b>Year 5</b> I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can</p>	<p><b>Being my best</b></p> <p><b>Year 5</b> I can give an example of when I have had increased independence and how that has also helped me to show responsibility. I can name several qualities that make people attractive that are nothing to do with</p>	<p><b>Growing and changing</b></p> <p>1)How are they feeling? 2) Pressure online 3) Growing up and changing bodies / Making babies</p> <p><b>Year 5</b> I can explain what resilience is and how it can be developed. I can list ways that I can</p>

## Diamond Class 2 Year Overview

	<p>I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p><b>Year 6</b> I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise.</p>	<p>and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p><b>Year 6</b> I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active</p>	<p>give reasons why some people think it's a lot more than this.</p> <p><b>Year 6</b> I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing.</p> <p><b>Rights &amp; Responsibilities (Spring 2)</b></p> <ol style="list-style-type: none"> <li>1) Spending wisely</li> <li>2) Jobs and taxes</li> <li>3) How laws are made</li> </ol> <ol style="list-style-type: none"> <li>1) It all adds up</li> <li>2) Independence and responsibilities</li> <li>3) Our recommendations</li> <li>4) What's the risk? (1)</li> </ol> <p><b>Year 5</b> I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p> <p><b>Year 6</b> I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. I can explain that what 'environmentally</p>	<p>how they look, but about how they behave.</p> <p><b>Year 6</b> I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.</p>	<p>prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.</p> <p><b>Year 6</b> I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p>
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Diamond Class 2 Year Overview

			sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.		
MfL (+ links with French school)	Salut! On holiday: Where are you going on holiday? (song) Where are you staying? At the zoo At the beach At the theme park	Salut! Eating out: I'm ordering a drink (song) At the ice cream shop At the market At the restaurant I'll have... A fly in the orange juice	Salut! Hobbies (spring 1) My hobbies (song) Music Musical instruments The weekend Films Etienne's new friend  Salut! (Spring 2) The wheels on the bus (song) On the way Through the window At the museum In the countryside A trip to the museum	Salut! Seasons: The Seasons (song) Spring and Summer Autumn and Winter The date Arts and crafts Make a Chinese lantern	Salut! The Environment:- The weather The pond The garden Rubbish Problems in the pond
Working towards ...	Ancient Egyptian Day (Art and D&T Exhibition for parents and school)	Art display  Parents open lesson for music	Visit to Planetarium in Greenwich  Create a 'Mountain Exhibition' to present to younger children and parents their knowledge of mountain ranges, their formation, expeditions and mountain biodiversity.	Residential	Summer concert / End of Year Production  Art showcase for parents

# Two Year Curriculum Plan

## Diamond Class

Year 5 and Year 6

**YEAR B**

Diamond Class 2 Year Overview

	How to be a World Explorer	A lost civilisation	H is for Home Front	Journeys	Our world – our future.
Hook/ Question/ Statement	Europe – Where should we go on holiday?	Why should we remember the Maya?	What impact did working outside of the home have on women’s lives?	Where does all our stuff come from?	Are we damaging our world?
Main Topic Focus  History/ Geography	<p><b>Geography –study of an Alpine Region.</b></p> <p><b>Key knowledge and skills:</b> use maps to focus on countries, cities and regions in Europe. Be taught to understand a region of another European country. Be taught to understand some of the physical and human processes that shape a region. Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world’s more significant human and physical features.</p> <p><b>Vocab:</b> continent, country, region, area, settlement, city, town, village, longitude, latitude, tropic of cancer, north, south, east and west</p> <p>The children will learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book</p>	<p><b>History – The Maya Civilisation</b></p> <p><b>Key knowledge and skills:</b> establish clear narratives within and across periods they study. Regularly address historically valid questions about similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance.</p> <p><b>Vocab:</b> Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America,</p>	<p><b>(Spring 1 &amp; 2) History The Home Front.</b> Chn will understand the impact of food rations and the rationale behind the ‘Dig for Victory’ campaign. Understand the extent to which the public spaces of Britain were used for allotments. What happened to ordinary people and children during the war? Chn will learn about the home front, the rationing, digging for victory, ‘make do and mend’, Dad’s Army, the Land girls and the role of women during the war, the Blitz and the experience of evacuee children. Understand about the use of propaganda and censorship; role-play home front scenarios.</p> <p><b>Local history (Spring 2)</b> <b>The impact of War: Did WW1 or WW2 have the biggest impact on our locality?</b> <b>Key knowledge and skills:</b> develop a chronologically secure knowledge and understanding of British, local and world history • address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms.</p> <p><b>Vocab:</b> Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty,</p>	<p><b>Geography</b></p> <p><b>Journeys – Trade</b> <b>Key knowledge and skills:</b> describe and understand key aspects of 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Vocab:</b> import, export, trade, raw materials, man-made, native, season, biome, climate, recycle, reuse, fair trade, country of origin, producer, consumer, trade, sustainability,</p> <p>The children will find out about the UK’s global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the</p>	<p><b>Protecting the Environment / Our World in the future.</b> <b>Are we damaging our world?</b></p> <p><b>Key knowledge and skills:</b> describe and understand key aspects of the distribution of natural resources including energy, minerals and water. Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world 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.</p> <p><b>Vocab:</b> Sustainability, habitat destruction, endangered, extinction, conservation, mineral, renewable, non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil,</p>

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<p>on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary.</p> <p><b>Europe- A study of the Alpine Region</b></p> <p><b>Locational Knowledge</b> I can describe key physical and human characteristics and environmental regions of Europe.</p> <p><b>Place Knowledge</b> I can give information about a region of Europe and its physical environment, climate and economic activity. I know that human activity is influenced by climate and weather and can give examples. I can describe hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p><b>Human and Physical Geography</b></p> <p><b>End of Year 5, expected:</b> I can describe and understand a range of key physical processes and the resulting landscape features. I can describe how a</p>	<p>nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.</p> <p>The children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence. While studying the unit, it is important to check the news for information about any new finds about the culture.</p>	<p>protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p> <p>The focus of the learning is on the Home Front and how the wars impacted on the community. The children will make a number of visits around the local community to gather or check evidence. Throughout the unit, the children will be required to use the skills they have developed, particularly those relating to local history. The chn will showcase their development in all areas and the children’s exhibition in the Big Finish provides a final opportunity for them to celebrate their work with parents and the broader community.</p> <p><b>Change and Development</b> <b>End of Year 5, expected:</b></p> <p>I can independently and confidently provide a comprehensive list of the changes within the period studied. I can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2. I will be able to identify a range of links between the various changes. I can provide insightful ideas about whether some things did not change very much within a period and why this occurred.</p> <p><b>End of Year 6, expected:</b></p> <p>I can compare similarities, differences and</p>	<p>journeys taken by items, and research the pros and cons of buying local or imported goods.</p>	<p>gas, coal), marine, ocean, endangered species, enquiry, biodiversity, recycle, waste</p> <p>The children will consider if we are damaging our world and how we can protect it. They will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. I know that there are threats to the health of our planet. I can explain several threats to wildlife and/or habitats. I understand that there are ways to help improve the health of our planet.</p>
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<p>mountain region was formed. I can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. I can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). I can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). I can describe key physical and human characteristics and environmental regions of Europe.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>I can use maps to locate the Alps and identify the physical features of the region. I can use base maps to create their own maps of the Alpine region. I can use fieldwork to investigate key questions and begin to answer them. I can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.</p>	<p><b>Constructing the past</b></p> <p><b>End of Year 5, expected:</b> I can understand some features associated with themes, societies, people and events, such as religion and food, but without links and grouping them into themes. I will be able to make some reference to and identify links with other societies studied.</p> <p><b>End of Year 6, expected:</b> I can provide overviews of the most significant features of different themes, individuals, societies and events covered. I will begin to make links and group them into themes, e.g. social, cultural. I will be able to make links with themes in other societies studied.</p> <p><b>Significance and Interpretations</b></p> <p><b>End of Year 5, expected:</b> I can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme. I can give a range of valid reasons why they have selected a particular aspect as being most significant in a</p>	<p>changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars.</p> <p>I will be able to confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights.</p> <p>I will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.</p> <p><b>Cause and Effect</b></p> <p><b>End of Year 5, expected:</b></p> <p>I can explain the role of different causes and effects of a range of events and developments. I can place the causes and/or effects in an order of significance and explain why they are arranged in this order. I can make a link between the causes or effects of events within one period with those of another.</p> <p><b>End of Year 6, expected:</b> I can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. I will be able to order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. I will be able to make a number of valid links between why certain events occurred in the</p>		
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		<p>historical account, related to a person's life, a key event or a theme and why others are less important. I will understand that some will have long-term significance and others only short-term significance.</p> <p><b>End of Year 6, expected:</b> I can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance. I can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance.</p>	<p>period studied and events taking place in other periods or locations, or note how effects of events could be similar.</p> <p>I may be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.</p> <p><b>Planning and Carrying out a historical Enquiry</b> End of Year 5, expected: I can confidently and independently devise significant historical enquiries based on a broad range of valid questions.</p> <p>I can answer the questions in detail using a broad range of relevant and varied sources to support points made.</p> <p>My work is clearly structured with contrasting viewpoints considered.</p> <p>I will use the evidence to reach a valid and substantiated overall conclusion.</p> <p>I will use a broad range of relevant historical terms throughout.</p> <p>I will follow a clear structure appropriate for presenting an argument.</p> <p>I will work independently and with confidence.</p> <p>I will begin to critically evaluate my enquiry and consider possible ways in which it could be improved or developed.</p> <p><b>End of Year 6, expected:</b> I can independently plan and produce quality, detailed responses to a wide range of historical enquiries.</p>		
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			<p>I will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from my own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.</p> <p>I will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence.</p> <p>I will confidently use a broad range of challenging, relevant historical terms throughout.</p> <p>I will critically evaluate my enquiry and consider ways in which it could be improved or developed.</p> <p><b>Using sources as evidence</b></p> <p><b>End of Year 5, expected:</b> From a range of sources provided, I can accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p>I can explain why I have made that selection, possibly with some references to utility and reliability.</p> <p><b>End of Year 6, expected:</b> I can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit.</p> <p>I will explain confidently why I have made that</p>		
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		<p>selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.</p> <p><b>Significance and Interpretation</b></p> <p><b>End of Year 5, expected:</b>          I can select what is most significant in a historical account, related to a person’s life, a key event or a theme.          I can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person’s life, a key event or a theme.</p> <p><b>End of Year 6, expected:</b>          I can confidently select what is most significant in a historical account, related to a person’s life, a key event or a theme, e.g. a development made by the Romans.          I can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person’s life, a key event or a theme and why others are less important.          I will begin to understand that some things will have long or short-term significance.</p> <p><b>Planning and Carrying out a historical Enquiry</b></p> <p><b>End of Year 5, expected:</b>          I can independently devise a range of historically valid questions for a series of different types of enquiry.          I will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'.          I will use a range of relevant historical terms.</p> <p><b>End of Year 6, expected:</b>          I can independently devise significant historical</p>		
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			enquiries based on a range of valid questions. I can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms.		
<b>English</b>	The Explorer by Katherine Rundell – Narrative adventure  Scott of the Antarctic – non-fiction diary	Cosmic – Frank Cotterell Boyce – Narrative Sci Fi  Letter to Mr Scrooge – non-fiction persuasive letter	Hansel and Gretel – Narrative Traditional Tale  Greta – non-fiction speech  Mars Transmission – non-fiction journal  Kensuke’s Kingdom Narrative Adventure	Paperman – Disney Narrative  Narrative Poetry -The Highwayman Alfred Noyes	The Firework Makers Daughter – Narrative Adventure  Plastic Pollution non-fiction speech
<b>Class Read</b>	Skellig – David Almond	October, October	Goodnight Mr. Tom	The Water Tower – Gary Crews and Steven Woolman	Holes- Louis Sacher
<b>Maths</b>	<b>Year 5</b> Number and place value Number – addition and subtraction Number – multiplication and division  <b>Year 6</b> Number and place value Four number operations	<b>Year 5</b> Statistics Number – multiplication and division Measurement  <b>Year 6</b> Fractions Geometry	<b>Year 5</b> Fractions – including decimals and percentages  <b>Year 6</b> Number – fractions including decimals and percentages Algebra Measurement	<b>Year 5</b> Number – fractions Geometry – properties of shapes  <b>Year 6</b> Measurement Ratio and Proportion	<b>Year 5</b> Geometry – position and direction Measurement  <b>Year 6</b> Geometry Number and place value Statistics
<b>Science</b>	<b>Properties of Materials</b>  <b>Key knowledge and skills:</b> the chn will learn about materials and how they change. First, they test properties of materials before looking at how materials dissolve, what a solution is and evaporation.	<b>Light</b>  <b>Key knowledge and skills:</b> The topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see	<b>Living things and their habitats</b>  <b>Key knowledge and skills:</b> In this topic children look at the life cycles of various species including mammals, amphibians, fish and birds. They also look at and describe the life process of reproduction in plants and animals  <b>Vocab:</b> asexual reproduction, bulb, external fertilisation, fertilisation, gestation, internal	<b>Animals inc. humans growing up &amp; growing old</b>  <b>Key knowledge and skills:</b> Children will look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans	<b>Electricity</b>  <b>Key knowledge and skills:</b> This topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit, as well as considering the effect in more detail of

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<p>Finally, children compare reversible and irreversible changes.</p> <p><b>Vocab:</b> dissolve, elastic, electrical conductor, evaporate, filter, flexible, hard, insoluble, mixture, plastic, rigid, soluble, solute, solution, solvent, strong, thermal conductor, thermal insulator, tough</p> <p>Sort and classify materials according to their properties. Investigate thermal conductors and insulators Give reasons based on evidence for comparative and fair tests. Use knowledge of solids, liquids and gases. Explain that some changes result in formation of new materials.</p> <p>I compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets). I can describe how a material dissolves to form a solution; explaining the process of dissolving. I can describe and show how to recover a substance</p>	<p>things. This understanding is then applied to the production of shadows and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions. It builds on the work carried out in Year 3 on light, shadows and reflection.</p> <p><b>Vocab:</b> cornea, iris, light ray, lens, pupil rainbow, reflection, symmetry</p> <p>Recognise that light appears to travel in straight lines; Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain why shadows have same shape as objects that cast them; explain why we see things because light travels in straight lines to our eyes from light sources.</p> <p>I can explain how light travels. I can explain and demonstrate how we see objects. I can explain why shadows have the same shape as the object that casts them. I can explain how simple</p>	<p>fertilisation, larva, metamorphosis, pollination, sexual reproduction, sperm</p> <p>Describe the life processes of reproduction in plants. Chn will observe life-cycle changes, for example, in the vegetable garden. They will find out about naturalists such as David Attenborough. Chn will find out about sexual reproduction in plants, including sexual and asexual reproduction.</p> <p>I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. I can describe the differences between different life cycles. I can describe the process of reproduction in plants. I can describe the process of reproduction in animals</p> <p><b>Working scientifically</b> I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can report findings from enquiries in a range of ways. I can explain causal relationships in an enquiry. I can read, spell and pronounce scientific vocabulary accurately.</p>	<p>and learn about the changes experienced in puberty.</p> <p><b>Vocab:</b> adolescence, adolescent, adult, arthritis, gestation period, life expectancy, menstruation, pregnant, puberty, teenager</p> <p>I can create a timeline to indicate stages of growth in humans.</p> <p><b>Working scientifically</b> I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can report findings from enquiries in a range of ways. I can explain causal relationships in an enquiry. I can read, spell and pronounce scientific vocabulary accurately.</p>	<p>changing components in a circuit. The children will have the opportunity to apply their learning by creating an electronic game.</p> <p><b>Vocab:</b> battery, blow, cell, complete, component, electrons, filament, fuse</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments; use recognised symbols when representing a simple circuit in a diagram; associate brightness with the number and voltage of cells in circuit; compare and give reason for variations in how components function; report and represent findings; record and present results.</p> <p>Electricity I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. I can compare and give reasons for why components work and do not work in a circuit. I can draw circuit diagrams using the correct symbols.</p> <p><b>Working scientifically</b> I can record data and results using scientific diagrams and labels, classification keys,</p>
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<p>from a solution.          I can describe how some materials can be separated.          I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).          I know and can demonstrate that some changes are reversible and some are not.          I can explain how some changes result in the formation of a new material and that this is usually irreversible.          I can discuss reversible and irreversible changes.          I can give evidenced reasons why materials should be used for specific purposes.</p> <p><b>Working scientifically</b>          I can plan different types of scientific enquiry          I can control variables in an enquiry.          I can measure accurately and precisely using a range of equipment.          I can explain a conclusion from an enquiry.          I can use the outcome of test results to make predictions and set up a further comparative fair test          I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports</p>	<p>optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p> <p><b>Working scientifically</b>          I can measure accurately and precisely using a range of equipment.          I can control variables in an enquiry.          I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.          I can explain a conclusion from an enquiry.          I can use the outcome of test results to make predictions and set up a further comparative fair test.          I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory          I can read, spell and pronounce scientific vocabulary accurately.</p>			<p>tables, scatter graphs, bar and line graphs.          I can use the outcome of test results to make predictions and set up a further comparative fair test          I can read, spell and pronounce scientific vocabulary accurately.</p>
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	<p>or refutes an argument or theory. I can read, spell and pronounce scientific vocabulary accurately.</p>				
<p>RE</p>	<p>Buddhism introduction Symbolic ways of expressing meaning Celebrations, key events in life and pilgrimage</p> <p>Beliefs and practices; Symbols and actions; Identity and belonging Buddhism Introduction Celebrations and key events in life Symbolic ways of expressing meaning.</p> <p>I can describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. I can compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities. I can show and express insights into the challenges of individual commitment,</p>	<p>Exploring the annunciation in a sacred and secular Christmas. 2b.4 Was Jesus the Messiah? (digging deeper)</p> <p>Exploring the annunciation in a sacred and secular Christmas. Beliefs and practices; Symbols and actions; Identity and belonging Buddhism Introduction Celebrations and key events in life Symbolic ways of expressing meaning.</p> <p>I can describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. I can compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.</p>	<p>Belonging to a community, individual commitment and religious leadership Communicating beyond prayer and sacred spaces</p> <p>The significance of the Salvation. 2b.6 What did Jesus do to save us human beings?</p> <p>Identity and belonging Prayer, worship and reflection; Sources of wisdom; Belonging to a community, individual commitment and religious leadership Communicating beyond prayer and sacred spaces The significance of Salvation. I can show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives. I can demonstrate through enquiry and experience, worshippers' connection to prayer, faith and sacred spaces. I can show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p>	<p>Sacred texts and stories, their guidance and impact Taking responsibility for living together, the world, values and respect.</p> <p>Sources of wisdom; Human responsibility and values Ultimate questions Justice and fairness; Sacred texts and stories, their guidance and impact Taking responsibility for living together, the world, values and respect.</p> <p>I can show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. I can explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. I can use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief. I can evaluate and ask challenging questions</p>	<p>Different ideas God and gods, creation and ultimate questions. 2b.2 Creation and Science contradictory or complementary? Reflecting on ethics, what is right and wrong, just and fair?</p> <p>Different ideas about God and gods, creation and ultimate questions Reflecting on ethics, what is right and wrong, just and fair.</p> <p>I can show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. I can explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. I can use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief. I can evaluate and ask challenging questions</p>

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	<p>belonging and faith. Raise questions on guidance and leadership in their own and others' lives.</p>	<p>I can show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.</p>		<p>applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p>	<p>applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p>
Art / DT	<p><b>Art:</b> Water colour skills – map of the world to then be annotated with facts and info from research and chn’s countries they have visited.</p> <p><b>D&amp;T: Design and build a shelter</b> (frame structures). Carry out research into user needs and existing products. Develop a simple design spec to guide development of ideas and products. Generate, develop and model innovative ideas, through discussions, prototypes and annotated sketches. Formulate a clear plan and list or resources. Select and use appropriate tools in accurate measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorating techniques. Evaluate product. I can investigate and analyse a range of existing products. I can use research and develop design criteria to inform the design of innovative, functional,</p>	<p><b>Art - Painting</b> – silk painting, Islamic patterns, illuminated manuscripts Ink – Chinese blossom pictures/ bamboo Batik?</p> <p>Design and make a board game based on the silk road to illustrate the flow of goods and knowledge, the hazards of trade and life on the road in a caravan.</p>	<p><b>Art:</b> Design war posters and make gas masks, identity papers and ration books</p> <p>To use watercolours to paint a picture of the events of the Dunkirk evacuation</p> <p>To make wartime-style posters encouraging modern issues, e.g. recycling</p> <p><b>D&amp;T – Food</b> (Rationing Recipes link to WW2 Home Front topic) Generate ideas from research in topic. Explore initial ideas, design and decide on final product. Write a step by step recipe including a list of ingredients, equipment and utensils. Use annotated sketches and info to communicate ideas. Use appropriate vocabulary. Make, decorate and present food product appropriately. Carry out sensory evaluations and record results. Evaluate final product. I can investigate and analyse a range of existing products. I can 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. I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</p>	<p><b>Art:</b> Local landscape sketches.</p>	<p><b>D&amp;T: Electrical Systems</b> (monitoring and control) Chn will: Develop a design spec for a functional product (<b>electronic toy moneybox</b>) that respond automatically to changes in the environment. Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. Formulate a step by step plan to guide making, listing tools, equipment and components. Select and assemble materials and securely connect electrical components to produce a reliable, functional product. Continually evaluate and modify product. Test the system and demonstrate its effectiveness. I can investigate and analyse a range of existing products. I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at</p>

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	<p>appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>I can select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>I can 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.</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve their work.</p>		<p>and computer-aided design.</p> <p>I can select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>I can 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.</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve their work.</p>		<p>particular individuals or groups.</p> <p>I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>I can select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>I can 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.</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve their work.</p>
PE	<p><b>Quicksticks (SC)</b> – competition at Birchwood Controlling the ball in different directions. Pass with control and move into a space. Tackle a player with control and time it correctly to win</p>	<p><b>Tag Rugby (SC)</b> Tag a player using either hand when moving at full speed. Choose a pathway to move with the ball with control past defenders. Pass a ball over varying</p>	<p><b>Fencing (external coach)</b> <b>Netball (SC)</b> Pass a ball with precision and control. Perform a stop and pivot when receiving a ball. Dodge into a space and receive a ball. Mark a player stop them from getting a ball and attempt to intercept a pass. Shoot a ball into the net with some success.</p>	<p><b>Dance (SC)</b> Co-operate and collaborate to create a warm up displaying movement patterns moving in time to the music. Translate ideas form a stimulus to movement. Copy and repeat a variety of</p>	<p><b>Rounders (SC)</b> Work as a team. Bowl and field with increasing accuracy.</p> <p><b>Kwik Cricket (DW)</b> Roll and throw a ball over varying distances.</p>

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	<p>the ball. Mark an opponent with success and organise others in my team. Hit a moving ball into a goal from different angles with increasing accuracy. Take on a leadership role when working with a team and can evaluate and improve performance.</p> <p><b>Leventhorpe PE (AP)</b></p> <p>Swimming Year 5</p>	<p>distances with control and accuracy (both sides of body). Pass a ball backwards or sideways with control and accuracy when moving at speed (both sides of body). Attack with conviction, choose the right time to pass, and offer support to team mates. Listen to others, express my own ideas and work well with others tactically.</p> <p><b>Rapid Fire Cricket (DW)</b></p> <p><b>Swimming Year 6</b></p>	<p>React quickly to receive a ball for a centre pass.</p> <p>Gymnastics / Zumba and badminton and table tennis (DW)</p>	<p>steps with musicality. Dance in unison and perform a cannon with a group showing good energy and timing. Perform at a variety of levels and use all the space. Perform a variety of travelling movements showing musicality and fluency.</p> <p><b>Athletics (DW)</b> Accelerate quickly with speed and control. Throw a javelin / vortex with height and distance. Perform a jump with distance and control. Push a tennis ball / shot put with height and distance. Pass and receive a relay baton with good control in a competitive situation.</p>	<p>Bowl underarm against a batter with control and accuracy, hitting the wicket with some success. Bowl overarm with a batter with control and accuracy hitting the wicket with some success. Use a variety of batting and fielding skills, work as part of a team and take on a leadership role.</p> <p><b>Swimming (Year 6)</b> (External provider).</p>
<p>Music</p>	<p><b>Violins, cellos, double base, violas</b> Intro to instruments Pizzicato technique Simple pieces using two stringed instruments Introduction how to hold bow Song using soh – mi Songs using do – soh Listening: Stringed instruments Yr 6 Ext: Change of instruments Modelling to Year 5 Musical vocab: dynamics, pitch, rhythm, timber, instrument specific vocab</p>	<p><b>Violins, cellos, double base, violas</b> Bow hold, simple pieces using up to two strings, bow circles, songs using call and response, songs using internal voice Listening: Baroque Yr 6 Ext: More complex bowing patterns, improved tonal quality, maintaining individual part. Listening: identification of instruments from specific families.</p>	<p><b>Violins, cellos, double base, violas</b> Recap of technique Pieces using more strings and combining pizzicato and arco Intro other sounds such as col legno, tremolo and glissando. Play pieces using open strings and first finger. Songs: Combining partner songs and songs with more than one part. Listening: Classical (symphony, concerto); Romantic (orchestration/conveying stories/types of sound) Year 6 Ext: fluency with technique, improved tonal quality</p>	<p><b>Violins, cellos, double base, violas</b> Introduction of more fingers to play a wider range of pitches. Play simple pieces using D E F #G (can introduce pitch and notation at this point) Preparation for performance 2 to 4 songs and pieces Listening: dictated by class interest (previously film music, women composers, music of the late 20<sup>th</sup> and 21<sup>st</sup> century) Yr 6 Ext: Pitch notation</p>	<p><b>Violins, cellos, double base, violas</b> Introduction of more fingers to play a wider range of pitches. Play simple pieces using D E F #G (can introduce pitch and notation at this point) Preparation for performance 2 to 4 songs and pieces Listening: dictated by class interest (previously film music, women composers, music of the late 20<sup>th</sup> and 21<sup>st</sup> century) Yr 6 Ext: Pitch notation</p>



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<p>Computing</p>	<p><b>Coding (Purple Mash) Unit 5.1</b></p> <p>Use sketching to design a programme. Explain how programme simulates a physical system. Include buttons and objects that launch windows to websites and programmes.</p> <p>To code a programme that informs others.</p> <p>Y5</p> <p>I can make more complex real-life problems into algorithms</p> <p>I can convert algorithms that contain sequence, selection and repetition into code that works.</p> <p>I can use sequence, selection, repetition, and some other coding structures in my code.</p> <p>I can organise my code carefully for example, naming variables and using tabs</p> <p>I can test and debug my programs as I work.</p> <p>Y6</p> <p>I can turn a complex programming task into an algorithm. (6.1)</p> <p>I can translate algorithms that include sequence, selection and repetition into code</p> <p>I can decompose aspects of a programming task in a logical way,</p> <p>I can identify a specific line of code that is causing a problem and attempt a fix.</p> <p>I can use inputs and outputs within my coded programs such as sound, movement and buttons</p>	<p><b>Online Safety Unit 6.2</b></p> <p>Digital footprint</p> <p>Plus <a href="http://Projectevolve.co.uk">Projectevolve.co.uk</a>: <a href="#">Online bullying and Health, wellbeing and lifestyle</a></p> <p>Y5</p> <p>I can explain what personal information is and know strategies for keeping this safe. (5.2)</p> <p>I have a secure knowledge of online safety rules taught at school. (5.2 &amp; across units)</p> <p>I can demonstrate the safe and respectful use of different online technologies and online services. (5.2 &amp; across units)</p> <p>I always relate appropriate online behaviour to my right to have personal privacy. (5.2 &amp; across units)</p> <p>I can describe actions someone could take if they experience or are targeted by illegal online behaviour.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent</p> <p>.Y6</p> <p>I can use critical thinking to help me stay safe online. (6.2)</p> <p>I can demonstrate safe and respectful use of a range of different technologies and online services. (6.2, 6.4)</p> <p>I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. (6.2)</p> <p>I know the value of protecting my privacy and others online. (6.2, 6.4)</p> <p>I can explain why people need</p>	<p><b>Spreadsheets Unit 5.3</b></p> <p>2Calculate</p> <p>Use a spreadsheet to model a real-life situation and come up with solutions that can be practically adapted.</p> <p>Y5</p> <p>I can work collaboratively with others creating solutions to problems</p> <p>I can choose apps and software for different tasks and explain my choice</p> <p>I can comment on how successful a digital solution is that I have created</p> <p>Y6</p> <p>I can choose apps and software for different tasks</p> <p>I can consider the intended audience carefully when I design and make digital content</p> <p>I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p> <p><b>Vocab: Spreadsheet, column, row, cell, average, random, formula</b></p> <p><b>Databases Unit 5.4</b></p> <p>2Question, 2Investigate</p> <p>Create databases about a chosen topic. Add records to a database; Know what a database field is and find information; understand how to word questions so that they can be effectively answered using a search in their database.</p> <p>Y5</p> <p>I can present data and information using a range of applications</p> <p>Y6</p> <p>I can accomplish tasks with increasing independence</p> <p><b>Vocab: avatar, statistics, binary tree (branching database)</b></p>	<p><b>Game Creator/ 3D modelling</b></p> <p><b>Unit 5.5</b></p> <p><b>Game Creator 2DIY 3D</b></p> <p>Review and analyse a computer game; upload images or use drawing tools to create walls, floors and roof.</p> <p>Select appropriate options to maximise playability.</p> <p>Know what 2D design and Make Tool is for.</p> <p>Explore how to edit the polygon 3D models to design a 3D model for purpose.</p> <p>Y5</p> <p>I can work collaboratively with others creating solutions to problems using appropriate software</p> <p>I can comment on how successful a digital solution is that I have created</p> <p>Y6 I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work.</p> <p>I can make appropriate improvements to digital work I have created</p> <p>I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements</p> <p><b>Vocab: Animation, illusion, customise, interactive, screenshot, texture, perspective, playability</b></p>	<p><b>Concept Maps Unit 5.7</b></p> <p><b>Programs – 2Connect</b></p> <p>Make connections between thoughts and ideas, understand what is meant by concept maps, stage, nodes and connections.</p> <p>Create an informative text.</p> <p>Y5</p> <p>I can present data and information using a range of applications</p> <p>I can work collaboratively with others creating solutions to problems and share content.</p> <p>I can comment on how successful a digital solution is that I have created</p> <p>Y6</p> <p>I can make appropriate improvements to digital work I have created</p> <p>I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements</p> <p><b>Vocab: Audience, concept, connection, node, visual</b></p>
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	<p><b>Vocab:</b> code, function, tab, programme, debug</p>	<p>to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p><b>Vocab:</b> technology, impact, positive, negative, opposing, views, online reputation, influence, discrete</p>			
PSHE – SCARF	<ol style="list-style-type: none"> <li>1) Collaboration challenge (yr 5)</li> <li>2) Let’s negotiate (yr 6)</li> <li>3) How good a friend are you? (yr 5)</li> <li>4) Behave yourself (yr 6)</li> </ol>	<ol style="list-style-type: none"> <li>1)Ok to be different(Yr 6)</li> <li>2) Kind conversations (Yr 5)</li> <li>3) Respecting differences (Yr 6)</li> <li>4) Happy being me (Yr 5)</li> </ol>	<ol style="list-style-type: none"> <li>1)Would you? (yr 5)</li> <li>2) What sort of drug is...? (yr 6)</li> <li>3) Smoking: what is normal?</li> </ol>	<ol style="list-style-type: none"> <li>1)Rights, responsibilities and duties (Yr 5)</li> <li>2) Local councils (yr 5)</li> <li>3) Democracy in Britain- Elections (Yr 6)</li> </ol>	<p><b>Summer 1</b></p> <ol style="list-style-type: none"> <li>1)Getting fit (Yr 5)</li> <li>2) This will be your life! (Yr 6)</li> <li>3) My school community (yr 5)</li> <li>4) Basic first aid (yr 5/6)</li> </ol> <p><b>Summer 2</b></p> <ol style="list-style-type: none"> <li>1)How are they feeling? (Yr 5)</li> <li>2) Changing bodies and feelings (yr 5)</li> <li>3) Pressure online (Yr 6)</li> <li>4) Growing up and changing bodies (Yr 5)/ Making babies (Yr 6 only)</li> </ol>
MfL - FRENCH	<p>Salut!</p> <p>Actions:- I’m looking for the pirate (song)</p> <p>Actions In the cupboard Treasure Hunt</p>	<p>Salut!</p> <p>In France (Spring 1) On the bridge of Avignon (song) Where in France? In Paris They speak French French Food Croque Monsieur</p> <p>(Spring 2) Family: My family Describe your family Household tasks A family weekend My birthday party Cinderella</p>	<p>Salut!</p> <p>A weekend with friends: What would you like to do? Would you like...? (song) Sleepover The midnight feast Are you going to the cinema?</p>	<p>Salut!</p> <p>The Future: I’m going... (song) This weekend Tomorrow Comparisons I am... The Three Billy Goats Gruff</p>	<p>Salut!</p> <p>Jobs: I want to be an astronaut Jobs Workplaces The Space Station At the fire station Pauls ‘quiet’ day</p>

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Working towards...	Writing a class all-terrain manual.	Recreation of a market place in Baghdad in AD900  Open music lesson for parents	WW2 Dress up Day  Growing own vegetables for rationing.  The Big Finish celebration for parents and local community.	Performing Ancient Greek Myths.	Designing and building a car powered by an electrical circuit.  Summer Concert  Visit to Bell Street in Sawbridgeworth to question locals.
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