Ravens’ Class (UKS2) 2 year Rolling Programme

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| Year A | Autumn | | | Spring | | | Summer | | | |
| Christian Value | Friendship | | Compassion | Perseverance | | Truthfulness | Respect | | Love | |
| British value | Tolerance of those of different faiths and beliefs | | | Democracy | | The rule of law | Mutual respect | | Individual liberty | |
| RRS | Article 15:The right to choose your own friends | | Articles 14 & 30: The right to choose your own religion & practice your culture | Article 23: The right to special education & care | | Article 12: The right to give your opinion | Articles 28 & 29: The right to a good quality education that helps you use and develop your talents & abilities | | Article 31: The right to play and rest | |
| Values/Rights Days | International Literacy Day | | Remembrance Day | Shrove Tuesday | | World Book Day | Maths Week | | Surya Arts | |
| Topic | **Footprints** | | | **To Infinity and Beyond!** | | | **Ahoy There!** | | | |
| LOTC | Viking Day  (Hrafnslith Viking Re-enactment Group) | | | Space  (ExplorerDome) | | | Fossil Festival at Lyme Regis  Sailing Trip  (Weymouth & Portland Sailing Academy) | | | |
| Maths | Place Value  Addition & Subtraction  Multiplication & Division  Statistics  Perimeter, Area & Volume  Reasoning & Problem Solving Activities  *Half Termly Class Investigation* | | | Fractions  Decimals & Percentages  Algebra & Ratio  Reasoning & Problem Solving Activities  *Half Termly Class Investigation* | | | Converting units  Position & Direction  Properties of shapes  Revision (Y6) Consolidation (Y5)  Reasoning & Problem Solving Activities  *Half Termly Class Investigation* | | | |
| English | Shakespeare (3 wks)  Stories set in imaginary worlds (3 wks)  Classical Narrative Poetry (2 wks)  Journalistic writing (2 wks)  Persuasive Writing (2 wks)  Letters - formal & informal (2 wks) | | | Explanation text (2 wks)  Recounts (2 wks)  Sci-Fi Stories (3 wks)  Mystery Stories (3 wks)  Creating Images  (Free-Verse)  (1 wk) | | | Information texts (2 wks)  Instructions (2 wks)  Non-chronological reports (2 wks)  Adventure stories (3 wks)  Diaries (2 wks)  Sea shanties (narrative poetry)  (1 wk) | | | |
|  | **Cross Curricular Writing Opportunities**  Newspaper Reports – Topic  Persuasive Writing – Topic  Information Booklet – Science  Information Poster - Science  Explanation – Science  Letter - Science  Narrative (Invitations) - R.E.  Narrative (Parable of the Sower) – R.E. | | | **Cross Curricular Writing Opportunities**  Persuasive Writing – Topic  Information Text - Science  Acrostic Poetry – Science  Information Text - Science  Narrative (Easter Story) - R.E. | | | **Cross Curricular Writing Opportunities**  Recounts – Topic  Postcards – Topic  Poetry – Topic  Newspaper Reports - Topic  Instructions – Science  Argument/Debate - R.E.  Persuasive Writing – R.E. | | | |
| Grammar Focus | nouns, verbs, modal verbs, adjectives, adverbs, pronouns, parenthesis, bracket, dash | | relative pronouns, determiners, clauses, basic & trickier relative clauses, phrases | co-ordinating & subordinating conjunctions, conjunctions for cohesion, prepositions, sentence practice, commas in lists, ambiguity | | commas to join sentences & after subordinate clauses, nouns, verbs, modal verbs, adjectives; semi-colons | adverb, pronoun, relative pronoun, determiner, clause, basic relative clause, commas | trickier relative clause, phrase, co-ordinating conjunctions, subordinating conjunctions, conjunctions for cohesion, prepositions, commas, ambiguity | | |
| RWI Spelling Y5 | words with silent **b,** ‘ough’letter string, ‘ible’ words, homophones, Y5/6 stat. spelling words | | ‘able’ words, silent letter **t**, Y5/6 stat. spelling words | ‘ibly’ and ‘ably’ words, homophones and other words easily confused, words ending in –ent, Y5/6 stat. spelling words | | words ending in  –ence, **ee** spelt **ei**, homophones and other words easily confused, Y5/6 stat. spelling words | words ending in –ant, -ance and –ancy, words ending in **shus** spelt –**cious**, Y5/6 stat. spelling words | words ending in **shus** spelt **–cial** or **–tial**, Y5/6 stat. spelling words | | |
| RWI Spelling Y6 | suffixes, ‘ough’ letter string, Y5/6 stat. spelling words | | suffixes, homophones and other words easily confused, Y5/6 stat. spelling words | suffixes, the **sh**  sound spelt **ti** or **ci**, homophones and other words easily confused, Y5/6 stat. spelling words | | the **sh** sound spelt **si** or **ssi**, silent letters, Y5/6 stat. spelling words | spellings **ei** and **ie**, hyphens, ‘ible’ and ‘able’ words, common mistakes | plural nouns, homophones and other words easily confused, Y5/6 stat. spelling words | | |
| Science | Life Cycles (Animals including Humans - Y5) | | Changes & Reproduction  (All Living Things - Y5) | Earth & Space (Y5) | | Seeing Light (Y6) | Classifying organisms  (All Living Things - Y6) | | | |
| RE | Kingdom of God  2b.8  What kind of king is Jesus?  Harvest Festival | | Incarnation  2b.4  Was Jesus the Messiah?  Christmas Service | Gospel  2b.5  What would Jesus do? | | Salvation 2b.7  What difference does the Resurrection make for Christians?  Easter Service | Islam  Beliefs and practices and moral values | | | |
| History | The Vikings  *(The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)* | | | Myths/Legends from constellations | | | Titanic  *(A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)* | | | |
| Geography | How the landscape has changed from decade to decade within the Viking period  Types of settlement | | | Landscapes of planets | | | Investigating Coasts  *(Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.)*  *(Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.)*  *(Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.)* | | | |
| Computing | E-safety  Programming | | | Multimedia  Online | | | Data  Online | | | |
| DT | Creating Viking longboats  Viking tools  Viking helmets  Viking shields | | | Making planets  Design rockets for the  future | | | Beach art, e.g. frames,  . | | | |
| Art | Artwork to represent the ‘Vicious Vikings’  *(To create sketch books to record their observations and use them to review and revisit ideas.)* | | | Design own planets  Creating constellations  *(To create sketch books to record their observations and use them to review and revisit ideas.)*  *(To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].)* | | | Jurassic Coast pictures  Titanic pictures (labelled)  Titanic posters  *(About great artists, architects and designers in history.)*  *(To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].)* | | | |
| Music | Why we sing (Sing Up)  Daily Reflection Music | Introduction to songwriting (Sing Up)  Daily Reflection Music | | Building a groove  (Sing Up)  Daily Reflection Music | | Época  (Sing Up)  Daily Reflection Music | Baloo baleerie  (Sing Up)  Daily Reflection Music | | | |
| PSHE | It’s My Body | | Money Matters | Digital Wellbeing | One World | | Growing Up | | | Aiming High |
| French | En Classe | | | Les planetes | | | Quel temps failt-il? | | | |
| PE | Swimming/Yoga | | Gymnastics | Dance | | Orienteering/Volleyball | Athletics/Swimming | | Swimming/Rounders | |
| Games | Netball | | Football | Handball | | Quicksticks | Cricket | | Cricket | |

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| Year B | Autumn | | | | | Spring | | | | | Summer | | | |
| Christian Value | Friendship / Compassion | | | | | Perseverance / Truthfulness | | | | | Respect / Love | | | |
| British Value | Tolerance of those of different faiths and beliefs | | | | | Democracy | | The rules of law | | | Mutual respect | | Individual liberty | |
| RRS | Article 15:The right to choose your own friends | | | | Articles 14 & 30: The right to choose your own religion & practice your culture | Article 23: The right to special education & care | | Article 12: The right to give your opinion | | | Articles 28 & 29: The right to a good quality education that helps you use and develop your talents & abilities | | Article 31: The right to play and rest | |
| Values/Rights Days | International Literacy Day | | | | Remembrance Day | Shrove Tuesday | | World Book Day | | | Maths Week | |  | |
| Topic | **My Hero!** | | | | | **Extreme Earth** | | | | | **The Mighty Zulus** | | **European Adventure** | |
| LOTC | Ancient Greek Day  (Portals to the Past) | | | | | ‘Fun Science’ Workshop  Art Workshop | | | | | Zulu Workshop | | Beach Visit | |
| Maths | Place Value  Addition & Subtraction  Multiplication & Division  Statistics  Perimeter, Area & Volume  Reasoning & Problem Solving Activities  ***Half Termly Class Investigation*** | | | | | Fractions  Decimals & Percentages  Algebra & Ratio  Reasoning & Problem Solving Activities  ***Half Termly Class Investigation*** | | | | | Converting units  Position & Direction  Properties of shapes  Revision (Y6) Consolidation (Y5)  Reasoning & Problem Solving Activities  ***Half Termly Class Investigation*** | | | |
| English | Myths & Legends (3 wks)  Fantasy stories (3 wks)  Play-scripts & Drama (2 wks)  Diaries (2 wks)  Letters (1-2 wks)  Newspaper reports (2 wks) | | | | | Instructions (1 wk)  Explanations (2 wks)  Non- Chronological reports (2 wks)  Debate (1 wk)  Imagery poetry (1 wk)  Stories with flashbacks (3 wks) | | | | | Balanced Argument (2 wks)  Historical stories (3 wks)  Stories from diff. cultures (3 wks)  Biographies/Autobiographies (3 wks)  Narrative poems & raps  (1 wk) | | | |
|  | **Cross Curricular Writing Opportunities**.  Information booklets – Topic  Information booklet – Topic  Information Poster – Science  Narrative (Creation Story) – R.E.  Explanation – R.E | | | | | **Cross Curricular Writing Opportunities**  Shape Poetry – Topic  Newspaper Report - Topic  Explanation – Science  Instructions – Science  Narrative (The Story of Buddha) - R.E. | | | | | **Cross Curricular Writing Opportunities**  Postcards – Topic  Diaries – Topic  Explanations – Science  Information booklet/poster – Science  Narrative (Poetry) - R.E. | | | |
| Grammar Focus | word classes, nouns, adjectives, verbs, adverbs, formal & informal speech, basic punc, speech marks, synonyms & antonyms, active & passive | | | | linking ideas between & across paragraphs, adverbial phrases for cohesion, semi colons, colons, dash, bullet points, hyphen to avoid ambiguity, ellipsis, article use (a, an, the) | subject & object, punc. of statements to lists, clauses, phrases, conjunctions, pronouns, semi colons, colons, dash, bullet points | | | | tenses/being verbs, past tense with have, adverbial phrases for cohesion, linking ideas between paragraphs, nouns,  adjectives, verbs, adverbs | synonyms & antonyms, active & passive, subject & object, punc. of statements to list, diff. between formal & informal speech, basic punc. speech marks, etc. | | | |
| RWI Spelling Y5 | words with silent **b,** ‘ough’letter string, ‘ible’ words, homophones, Y5/6 stat. spelling words | | | | ‘able’ words, silent letter **t**, Y5/6 stat. spelling words | ‘ibly’ and ‘ably’ words, homophones and other words easily confused, words ending in –ent, Y5/6 stat. spelling words | | | | words ending in  –ence, **ee** spelt **ei**, homophones and other words easily confused, Y5/6 stat. spelling words | words ending in –ant, -ance and –ancy, words ending in **shus** spelt –**cious**, Y5/6 stat. spelling words | words ending in **shus** spelt **–cial** or **–tial**, Y5/6 stat. spelling words | | |
| RWI Spelling Y6 | suffixes, ‘ough’ letter string, Y5/6 stat. spelling words | | | | suffixes, homophones and other words easily confused, Y5/6 stat. spelling words | suffixes, the **sh**  sound spelt **ti** or **ci**, homophones and other words easily confused, Y5/6 stat. spelling words | | | | the **sh** sound spelt **si** or **ssi**, silent letters, Y5/6 stat. spelling words | spellings **ei** and **ie**, hyphens, ‘ible’ and ‘able’ words, common mistakes | plural nouns, homophones and other words easily confused, Y5/6 stat. spelling words | | |
| Science | Evolution and Inheritance (Y6) | | | | Healthy Bodies (Animals including humans - Y6) | Properties and changes of materials (Y5) | | | | | Forces in action (Y5) | | Changing Circuits (Electricity - Y6) | |
| RE | Creation/fall  2b.2  Creation and science: Conflicting or complementary? | | | | Christmas Journeys  Christmas Service | Buddhism | | Salvation  2b.6  What did Jesus do to save human beings?  Easter Service | | | God  2b.1  What does it mean if God is holy and loving? | | People of God  2b.3  How can following God bring Freedom and liberty? | |
| History | Ancient Greece  *(A study of Greek life and achievements and their influence on the western world)* | | | | | Study of Historical Inventors | | | | | The Zulu Kingdom  *(A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)*  *(A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300)* | | | |
| Geography | Using maps/globes  Water Cycle | | | | | Extreme Earth: Physical Geography – Earthquakes, Tsunamis, Volcanoes, etc.  *(Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).)*  *(Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.)*  *(Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.)* | | | | | Exploring Scandinavia  (and other European countries)  *(Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.)*  *(Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).)*  *(Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.)*  *(Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.)*  *(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.)* | | | |
| Computing | Sharing Information  Vector Drawing | | | | | Video Editing  Flat-file databases | | | | | Selection in Physical Computing  Selection in quizzes | | | |
| DT | Creating own replicas of Greek pottery  Creating Greek jewellery designs  Creating The Trojan Horse | | | | | Creating own Volcanoes | | | | | Scandinavian food | | | |
| Art | Design Greek pottery  *(To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].)* | | | | | Extreme weather pictures  *(To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].)* | | | | | European art & sculpture  *(About great artists, architects and designers in history.)* | | | |
| Music | Shadows  (Sing Up)  Daily Reflection Music | Composing for protest!  (Sing Up)  Daily Reflection Music | | | | Ain’t gonna let nobody  (Sing Up)  Daily Reflection Music | | | | | Ames au vala tara bal  (Sing Up)  Daily Reflection Music | | | |
| PSHE | VIP’s | | Think Positive | | | Diverse Britain | | | Be Yourself | | Safety First | | | TEAM |
| French | Quel est la date? | | | | | Les vetements | | | | | Au cafe | | | |
| PE | Swimming/Yoga | | | Gymnastics | | Dance | Orienteering/Volleyball | | | | Athletics/Swimming | Swimming/Rounders | | | |
| Games | Netball | | | Football | | Handball | Quicksticks | | | | Cricket | Cricket | | | |