

| UKS2 Cycle A    |  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|-----------------|--|--|--|--|---|--|---|
| <b>Visits</b>   |  | Welton Waters  | Bikeability  |  | York Museum<br>Chocolate Story<br>Residential (Y6)  | Motorvation Y6<br>Imps Y6  | Motorvation Y6<br>Imps Y6<br>History Centre   |
| <b>Events</b>   |  |  | Remembrance<br>Christmas Craft   | Food Tech (food from<br>South America)   |   |  | Sports Day<br>Summer Fayre  |
| <b>Euler 50</b> |  | 1 Make a new friend<br>16 Sail on a boat<br>46 Take part in a vote   | 19 Learn to ride a<br>bike   |  |   | 27 Design and make an<br>invention<br>40 Try a new food  | 31 Fly a kite   |
| UKS2            | <b>History<br/>&amp;<br/>Geography</b> | <b>Geography</b><br><b>Area:</b> Human and<br>Physical Geography<br><b>Focus on:</b> Tourism and<br>Transport – including<br>tourism in Hull | <b>History</b><br><b>Area:</b> Local History<br>Study/an aspect of<br>British History beyond<br>1066<br><b>Focus on:</b> Hull and<br>WWI<br><b>Visits/Visitors:</b> Hull<br>History Centre- Hull<br>at War | <b>Geography</b><br><b>Area:</b> Place Knowledge<br><b>Focus on:</b> A Region in<br>South America – Brazil<br>and the Amazon<br><br><b>Or Guatemala to fit<br/>with Maya</b> | <b>History</b><br><b>Area:</b> Non-European<br>Society<br><b>Focus on:</b> The Mayan<br>Civilization<br><b>Visits/Visitors:</b> York<br>Chocolate Story | <b>Geography</b><br><b>Area:</b> Local Area Study<br><b>Focus on:</b> Hull docks,<br>including changes to<br>the area<br><b>Visits/Visitors:</b> | <b>History</b><br><b>Area:</b> The Romans’<br>impact on Britain<br><b>Focus on:</b> What have<br>the Romans done for<br>us?<br><b>Visits/Visitors:</b><br>Heritage Learning-<br>Hands on Roman<br>Evidence<br><br>OR<br><br>Film – local Arthur<br>Rankin |
|                 | <b>Science</b>                         | Evolution & inheritance  | Living things &<br>habitats  | Light  | Animals, including<br>humans<br><b>Focus on:</b> The<br>Circulatory system  | Electricity  | Animals, including<br>humans<br><b>Focus on:</b> Keeping<br>Healthy<br><b>Visits/Visitors:</b><br>Children’s University<br>Healthy Lifestyles   |

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|  | <b>Art</b>     | Style: <b>Renaissance</b><br>Artist: <b>Michelangelo and Leonardo da Vinci</b><br>Skill focus: <b>Drawing strategies – perspective, shading, cross-hatching</b><br>Outcome: <b>Observe and recreate drawings using perspective skills</b> | Style: <b>Digital Media</b><br>Artist:<br>Skill focus: <b>Layering digitally altered images over drawn and painted elements</b><br>Outcome: <b>Contrasting images representing Flanders Fields</b> | Style: <b>Retablo</b><br>Artist: <b>Frida Kahlo</b><br>Skill focus: <b>Painting Acrylic</b><br>Outcome: <b>A self-portrait in the style of Frida Kahlo</b>                                      | Style: <b>Pop Art</b><br>Artist: <b>Andy Warhol</b><br>Skill focus: <b>Painting</b><br>Outcome: <b>A self-portrait in the style of Pop Art</b> | Style: <b>Printing</b><br>Artist: <b>Chrissie Dell</b><br>Skill focus: <b>Using different media to create textured prints</b><br>Outcome: <b>A print of Hull docks using a range of media and materials</b> |  |
|  | <b>D&amp;T</b> |   |  | Skill Focus: Food technology<br>Outcome: Food of South America  | Skill Focus: Textiles<br>Outcome: Pencil case  | Skill Focus: Food technology<br>Outcome: A Very British Menu  | <b>DT Week</b><br>Focus: <b>Structures</b> |
|  | <b>RE</b>      | <b>5.1: Expression of faith</b><br>Key learning experience: <b>Observe a range of faith celebrations</b>  |  | <b>5.2: Faith in action</b><br>Holi – 18.03.2022<br>Key learning experience: <b>Interview a faith leader about their work, how commitments influence their lifestyle and their charity work</b> |  | <b>5.3 Pilgrimage</b><br>Key learning experience: <b>Visit to local sacred place which may be a place of pilgrimage for some</b>  |  |
|  | <b>Jigsaw</b>  | Being me in my world  | Celebrating difference   | Dreams and goals  | Healthy me   | Relationships   | Changing me                                |
|  | <b>Music</b>   | Livin' On a Prayer  | Classroom Jazz 1   | Make You Feel My Love   | The Fresh Prince of Bel-Air  | Dancing in the Street   | Reflect, Rewind and Replay                 |
|  | <b>PE</b>      | Rules and Concepts (Invasion – Football and Netball)  | Invasion in a Team (Hockey and Ball Skills)  | Gym (Travelling and Turning)  | Net Games (Accuracy and Rallies)   | Exploring, Striking and Fielding  | Olympic Training (Athletics)               |
|  | <b>MFL</b>     | J' Apprends Le Français (I'm Learning French)   | Les Animaux (Animals)  | Les Instruments (Musical Instruments)   | Petit Chapron Rouge (Red Riding Hood)  | Je Peux (I can...)  | Les Légumes (The Vegetables)               |

| UKS2 Cycle B    |                                | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-----------------|--------------------------------|---|--|--|--|--|---|
| <b>Visits</b>   |                                | Welton Waters   | Hull University Dome   | Wilberforce House  | Sculpture Park Residential (Y6)  | Motorvation Imps Y6  | Motorvation Imps Y6   |
| <b>Events</b>   |                                |   | Bikeability  |  |  | Greek Museum   | Sports Day Summer Fayre   |
| <b>Euler 50</b> |                                | 1 Make a new friend<br>16 Sail on a boat<br>46 Take part in a vote  | 19 Learn to ride a bike<br>36 Visit a university<br>22 Write and post a letter (MP)  |  | 6 Go on a school residential<br>21 Visit a place of worship  |  | 31 Fly a kite   |
| UKS2            | <b>History &amp; Geography</b> | <p><b>History</b><br/><b>Area:</b> Local History Study/ an aspect of British History beyond 1066<br/><b>Focus on:</b> Hull and WWII<br/><b>Visits/Visitors:</b> Heritage Learning- A Child's War Evacuation</p> | <p><b>Geography</b><br/><b>Area:</b> Local Area Study<br/><b>Focus on:</b> Changes in Hull after WW2</p>                                       | <p><b>History</b><br/><b>Area:</b> Local History Study<br/><b>Focus on:</b> Why is William Wilberforce important to Hull?<br/><b>Visits/Visitors:</b> Heritage Learning- Local Heroes William Wilberforce/ Wilberforce House</p> | <p><b>Geography</b><br/><b>Area:</b> Human and Physical Geography<br/><b>Focus on:</b> North America</p> | <p><b>History</b><br/><b>Area:</b> Ancient Greece<br/><b>Focus on:</b> What have the Ancient Greeks done for us?<br/><b>Visits/Visitors:</b> Children's University ERYC Mock Elections</p> | <p><b>Geography</b><br/><b>Area:</b> Human and Physical Geography<br/><b>Focus on:</b> Climate Change<br/><b>Visits/Visitors:</b></p> |
|                 | <b>Science</b>                 | <b>Plant Life Cycles &amp; Reproduction: 1-2 hours to be completed across each term/ half term</b>  |  |  |  |  |   |
|                 |                                | Properties of materials   | <p><b>Earth &amp; space</b><br/><b>Visits/Visitors:</b> Space Centre Keighley/ National Space Centre, Leicester/ Eureka- Destination Space</p> | <p><b>Living things &amp; habitats</b><br/>Life cycles and Reproduction</p>  | Changes of materials   | Forces   | Animals, including humans Puberty   |

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|  | <b>Art</b>     | Style: <b>Sculpture - Expressionism</b><br>Artist: <b>Kathe Kollwitz</b><br>Skill focus: <b>Using construction and joining to create sculpture</b><br>Outcome: <b>Human for sculpture to express emotion</b> | Style: <b>Digital Media</b><br>Artist: <b>K. Eliza</b><br>Skill focus: <b>Layering digitally altered images</b><br>Outcome: <b>Digital print superimposing 1940s Hull over modern day</b> |   | Style: <b>Wire Sculpture</b><br>Artist: <b>Nelson Nannson</b><br>Skill focus: <b>Control modelling with Mod roc and wire mesh</b><br>Outcome: | Style: <b>Printing</b><br>Artist: <b>Dan Mather</b><br>Skill focus: <b>Repetition, rotation and symmetry</b><br>Outcome: <b>Make a printing block to create Greek style ceramic design</b> | Style: <b>Futurism</b><br>Artist: <b>Gino Severini, Luigi Russolo</b><br>Skill focus:<br>Outcome: |
|  | <b>D&amp;T</b> | <b>DT Week</b><br>Focus: <b>Sensing and moving</b>   |   | <b>Skill Focus:</b><br>Construction<br><b>Outcome: Bird house/hedgehog house</b>  |   | <b>Skill Focus:</b> Food technology<br><b>Outcome:</b> Greek Cuisine   | <b>Skill Focus:</b> Food technology<br><b>Outcome:</b> Summer Fayre                               |
|  | <b>RE</b>      | <b>6.1: Justice and freedom</b><br><b>Diwali – 14.11.2020</b><br>Key learning experience: <b>Debate a current issue, write to a local MP</b>   |   | <b>6.2: Living a faith</b><br><b>Chinese New Year – 12.02.2021</b><br>Key learning experience: <b>Visit a non-Christian place of worship to find out about rites of passage</b> |   | <b>6.3 Hopes and visions</b><br><b>Eid-al-Fitr – 20.07.2021</b><br>Key learning experience: <b>Visit to a Sikh place of worship to find out about the 5Ks</b>                              |   |
|  | <b>Jigsaw</b>  | <b>Being me in my world</b>  | <b>Celebrating difference</b>   | <b>Dreams and goals</b>   | <b>Healthy me</b>   | <b>Relationships</b>   | <b>Changing me</b>  |
|  | <b>Music</b>   | <b>Happy</b>   | <b>Classroom Jazz 2</b>   | <b>A New Year Carol</b>   | <b>You've Got a Friend</b>  | <b>Music and Me</b>  | <b>Reflect, Rewind and Replay</b>   |
|  | <b>PE</b>      | <b>Invasion- Competitive</b><br>(Netball and Basketball)   | <b>Invasion to score</b><br>(Hockey and Football)   | <b>Gym</b><br>(Complex Sequences)   | <b>Net Games</b><br>(Net Games for Points)  | <b>Striking and Fielding</b><br>(Teamwork)   | <b>Going for Gold</b><br>(Athletics)  |
|  | <b>MFL</b>     | <b>Je me Présente</b><br>(Presenting Myself)   | <b>En Famille</b><br>(My Family)  | <b>Au Café</b><br>(At the Café)   | <b>En Classe</b><br>(In The Classroom)  | <b>As-Tu un Animal?</b><br>(Do you have an animal?)  | <b>Chez Moi</b><br>(My House)   |