UKS2 Half Termly Overview Term Spring 1 cycle 2

|  | Week 1  ⅘ Jan | Week 2  8/1/24 | Week 3  15/1/24 | Week 4  22/1/24 | Week 5  29/1/24 | Week 6  5/2/24 |
| --- | --- | --- | --- | --- | --- | --- |
| **Science**  Animals including Humans the circulatory system (all term) | **n/a** | **Introduction: Draw title page with all you already know about animals including humans**  **Plymouth Science Week 1**  **I can identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood.**  **I can use scientific diagrams, models and labels to explain processes.**  I can measure length in appropriate units.  I can spot causal patterns | **Plymouth Science Week 2**  **I can identify the main parts of the human circulatory system and describe the function of the heart.**  **Draw simple diagram of circulatory system in books and be able to describe what it shows.**  **I can use scientific diagrams, models and labels to explain processes.**  I can identify and classify parts of the body and the heart.  I can conduct an investigation including measuring and record results | **Plymouth Science Week 3**  **I am learning to identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood.**  **Introduce different types of blood vessels Artery/vein/capillary**  **I am learning about William Harvey**  **I can use scientific diagrams, models and labels to explain processes.**  I can identify and classify parts of the body and the heart. | **Plymouth Science Week 4**  **I am learning to describe the ways in which nutrients and water are transported in humans and other animals.**  **I am learning about careers in science.**  **I can use scientific diagrams, models and labels to explain processes.**  I can identify and classify parts of the body and the heart. | **Plymouth Science Week 5**  **I am learning to describe the ways in which nutrients and water are transported in humans and other animals.**  **I can use scientific diagrams, models and labels to explain processes.**  I can identify and classify parts of the body and the heart. |
| **COMPUTING**  **Microbit**  **Physical devices Y5** | **n/a** | learn how to code the micro:bit for the first time by making a name badge. | start to learn about sequences and loops by making simple animations on the micro:bit’s LED display | make an emotion badge to show how they feel, using the micro:bit’s button inputs and LED display output. | develop their use of the micro:bit’s sensors by using logic to make a simple control system, a nightlight that switches on automatically when it gets dark. | turn their micro:bits into step counters (pedometers) using the micro:bit’s built-in movement sensor, the accelerometer, and variables to keep track of how far they have walked. |
| **History - Tudors** | **Initial timeline activity - recap** | Can I plot Queen Elizabeth’s place in the Tudor family tree? | How was Elizabethan society organised? | Can I talk about religious divides in England and Europe during Elizabethan times and how they shaped royal relationships? | What was the impact of trade on the success of the Elizabethan era, and on England as a global country? | Why was the Elizabethan era known as the ‘Golden Age’?  Can I name and order key dates and events of the Elizabethan era? |
| **ART - Tudor Embroidery** | **n/a** | DESIGN  Can I research the importance of symbols in Elizabethan society?  Can I design a personalised symbol to represent my values? | MAKE  Can I measure, mark and cut fabric accurately and independently?  Can I use a  template to pin  panels onto fabric?  Can I measure and cut fabric accurately, in accordance with a design? | Can I experiment with circular embroidery frames?   Can I thread needles independently?  Can I learn different decorative stitches? | MAKE  Can I use  applique to attach pieces of fabric decoration?   Can I sew a strong running stitch, making small, neat stitches and following the edge?   Can I decorate by attaching objects using thread? | EVALUATE  Can I evaluate my work continually as it is created and suggest changes and improvements?  Can I say which decorative techniques I like the most? |
| **Games** | **n/a** | 1. Understand importance of having good ABC’s in tennis  2. To be able to change direction of ball | 1. To understand the ready position  2. To be able to push ball using f/h and b/h | 1. To be able to play a forehand shot  2. To understand what shots can be used in attacking play | 1. To be able to play a backhand shot  1. To be able to play a tennis serve | 1. To be able to apply all skills learnt in a tennis match |
| **Tudor Dance** | **Introduce basic Medieval dance**  [**https://www.youtube.com/watch?v=LxBMCrrzN4s**](https://www.youtube.com/watch?v=LxBMCrrzN4s) | to create motifs based on Tudor times | to create and link motifs based on Tudor times | to put together a sequence of phases for a dance | to refine a sequence of phases | to evaluate the dances and give feedback positively |
| **RE** | **How many people do and do not believe in God?** | Is God real? What do people think? | Why do people believe or not believe in God? | What do people say about science and believing in God? | What impact does believing in God have to how people think and live? | Assessment |
| **PSHE** | **n/a** | Can I express my feelings about the environment?  Can I say how humans impact on the environment?  Can I name and explain some of the challenges facing our planet? | Can I describe some of the main causes of environmental damage are?  Can I explain the causes and consequences of pollution? | Can describe the main causes of environmental damage? | Can I think about my choices and how I can make a change to prevent environmental damage? |  |
| **SL/GM and GBu**  **Blues Songwriting and chord progressions**  **SB/BE Not This Half Term** | N/A | **Notation and performing**  Mu2/1.4  Introduction to 12 bar Blues. | **Notation, improvisation and performing.**  Mu2/1.2  The Blues scale and improvisation | **Composing**  Mu2/1.2  Writing lyrics for the Blues - phrasing and social context | **Performance, notation and improvisation.**  Mu2/1.3  To explore how lyrics and chords fit together. | **Responding to classical music**  **George Gershwin**  Mu2/1.5  Mu2/1.6 |