

Upper Juniors		Autumn Term Topic: Journeys		
Subject	Previous Milestone	Key Learning 'Sticky Knowledge'	Skills	Possible Evidence
Science Earth and Space Evolution and Inheritance	<p>ELG – Understanding THE World - Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>To know the movement of the Earth and other planets relative to the sun To describe the movement of the Moon relative to the Earth To describe the Sun, Earth and Moon as approximately spherical bodies To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>To make predictions with reasons To present a report of their findings through writing, display and presentation To explain, in simple terms, a scientific idea and what evidence supports this To draw diagrams to describe and explain</p>	<p>Annotated diagrams Explanations Reports</p>
History Stone Age to Iron Age	<p>Milestone 3 To place events, artefacts and historical figures on a timeline using dates</p>	<p>To know and describe the main changes in Britain from the Stone Age to the Iron Age inc. Skara Brea and Stone Henge,, Iron Age Hill forts and</p>	<p>To use vocabulary such as continuity, century, decade, legacy Place features of historical events and people from past societies and periods in a chronological framework.</p>	<p>Timeline Non-chronological report</p>

	<p>To understand the concept of change over time, representing this, along with evidence, on a timeline</p> <p>To use dates and terms to describe events</p> <p>To use appropriate historical vocabulary including dates, time period, era, change, chronology</p>	<p>culture</p> <p>To have an understanding of an overview of life from ancient to medieval times</p>	<p>Describe changes within and across periods of history.</p> <p>Describe how and why events occurred and the results of these on Britain (and the wider world).</p> <p>Use documents, printed sources, databases, the internet, photographs, buildings to collect information about the past.</p> <p>Give reasons why events, people or developments are significant (including in comparison to others).</p>	
<p>Geography</p> <p>Human Geography</p>	<p>Milestone 3</p> <p>To describe and understand key aspects of Human Geography: types of settlement and land use</p> <p>To use maps, atlases, globes, digital mapping to locate countries studied</p> <p>To use 8 points of a compass and 4 figure grid references</p>	<p>To list goods imported and exported from the UK</p> <p>To name countries the UK exports/imports to and from</p> <p>To know how to use an atlas, globe, map, digital mapping to locate countries</p> <p>To know that goods can be a product of more than one country.</p> <p>To use 8 compass points and 6 figure grid references</p>	<p>To 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.</p> <p>To 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.</p>	<p>Table to show goods imported/exported</p> <p>Map to show UK's main import/export links</p> <p>Explanation to show how trade has changed over time</p>
<p>Art – Peter Thorpe</p> <p>Space Art and Andy Warhol</p>	<p>Milestone 3</p> <p>To begin to use sketch books as a place to record and express ideas, experiences and imagination as well as their reactions to the artwork of others</p> <p>To begin to show greater control and competence when using a wide range of techniques, including painting, drawing and modelling materials.</p>	<p>To know who Peter Thorpe is and be able to describe his style.</p> <p>To recognise examples of his work and techniques.</p> <p>To know who Andy Warhol is and be able to recognise his style.</p> <p>To recognise examples of his work and techniques.</p>	<p>Explore the roles and purposes of artists working in different times.</p> <p>Compare methods and approaches.</p> <p>Work from a variety of sources including observation and digital images.</p>	<p>Sketch book and final piece of art work.</p>

	Select from and use a wider range of tools and materials and consider which tool would be best for the practical tasks they are completing.		Experiment with wet media to make different marks, patterns and shapes. Use different techniques for different purposes. Develop an awareness of composition: foreground and back. Show an awareness of how paintings are created. Develop a painting from a drawing. Mix and match colours to create atmosphere and light effects.	
PE Invasion games	Milestone 3 Understand the skills needed to create space Think tactically and discuss strategies	Know about good sending and receiving techniques Know how to respond positively when something is challenging. Know what to consider when chasing and stopping a ball. Know which sports involve ball chasing combined with sending and receiving. Know in which other circumstance you can apply what you've learnt about the importance of coping with challenge and persevering. See new challenges as opportunities to develop. Know how to improve and set goals	Travelling <ul style="list-style-type: none"> Change speed and direction easily i.e. dodging and swerving. Travelling with an object i.e. running or dribbling a ball with/without equipment. Sending and Receiving – Invasion Games <ul style="list-style-type: none"> Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. Scoring Skills <ul style="list-style-type: none"> Shoot and score accurately in a range of ways. Shoot from a distance and from close range. Net Wall Games	Observations Discussions Photographs

			<ul style="list-style-type: none"> ▪ Throw a ball underarm, overarm. ▪ Intercept a ball. ▪ Hold and swing the racket well and play shots on both sides of the body and above their heads. ▪ Play shots with reasonable accuracy. ▪ Keep a rally going that is not cooperative. 	
Computing				
MFL	<p>Understand a range of familiar spoken phrases.</p> <p>Ask and answer simple questions.</p> <p>Understand simple written phrases.</p> <p>Write simple, familiar phrases accurately using a writing frame.</p>	<p>Understand language structure – use of negative.</p> <p>Use negative when answering simple questions.</p> <p>Take part in a pre prepared task – a short interview about school and interests.</p> <p>Understand the main points from a short written passage.</p> <p>Write two or three short sentences accurately using reference material.</p> <p>Understanding some verb patterns in frequently used verbs.</p>	As key learning.	<p>Written evidence in French books.</p> <p>Completed worksheets.</p> <p>Photos.</p> <p>Notes / assessment from teacher – spoken tasks.</p>
Music				