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| **CYCLE 1 LKS2**  |
|  | **Autumn 1****Let’s Fly Away** | **Autumn 2****Stone Age to Iron Age** | **Spring 1****Rainforests** | **Spring 2****Ancient Egypt**  | **Summer 1****Chocolate** **(Maya Civilisation)** | **Summer 2****Pots and Canals** |
| **English** | Genre Descriptive writingPersuasive writing (advertising a new plane)Technical writing (aircraft)Letter writingGPS Nouns and Capital letter use Fronted adverbialsComma useConjunctionsPOR books:* Tales of Wisdom and Wonder by Hugh Lupton (15-20 sessions)
* Gregory Cool by Caroline Binch (10-15 sessions)
 | Genre * Newspapers.
* Information texts
* Stories – fiction.

POR books:* Ug: Boy Genius of the Stone Age by Raymond Briggs (20 sessions)
 | Genre Explanation textDiary entryStoryGPS AdjectivesAdverbsSimilesMetaphorsPOR books:* The Great Kapok Tree by Lynne Cherry (15 sessions)
* Into the forest by Anthnoy Browne (15 sessions)
 | Genre * Persuasive text
* Fiction
* Explanation text.
* Setting description – assessed write

POR books:* African Tales by Gcina Mhlophe (21 sessions)
 | Genre Descriptive writingRecountLetter writingGPS Nouns and Capital letter use Fronted adverbialsComma useConjunctionsPOR books:Charlie and chocolate factory? Create our own sequence if confident by then?   | Genre Sentence structureDiary entryFigurative languageGPS PrepositionsTenseAdjectives! SentencesPOR books:Belonging by Jeannie Baker (15 sessions)  |
| **Maths** | Number – place valueNumber – addition and subtraction | Measurement – length and perimeter, areaNumber – Multiplication and division Consolidation (1 week) | Number -FractionsNumber - Decimals | Number – Multiplication and division Consolidation (1 week)Measurement – Money  | Measurement – TimeStatistics – line graphs, bar charts and pictograms | Geometry – Properties of ShapeGeometry – Position and DirectionConsolidation |
| **Science** | Topic Theme**States of Matter**SkillsSolids, liquids and gasesWater cycleDrying investigation | Topic Theme**Digestion**SkillsThe digestive systemTeethHealthy dietRotting teeth investigation. | Topic Theme**Habitats**SkillsDifferent habitatsEcosystemsFood websFoods chainsPollution | Topic Theme**Electricity**SkillsElectrical circuitsPlugsFusesElectricity generation  | Topic Theme**Electricity****Science week**SkillsPractical circuit buildingIsaac NewtonOther scientists | Topic Theme**Sound**SkillsHow does sound travel?How do we hear sound?The ear |
| **History**  | Skills* Place events, artefacts and historical figures on a time line using dates.

Activities* Create a timeline of the history of flight, dating from the first aeroplane invented by the Wright Brothers to modern day commercial aviation.

Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | Skills* Chronological time line.
* using secondary sources.

Activities* Timeline of events.
* Tools used through the ages
* Hunter-gatherers to farmers
* Understanding the Bronze Age religion – technology and travel

Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period |  | Skills* Develop knowledge of Ancient Egyptians using secondary sources.

Activities* Hieroglyphs – create name.
* Understand the process of Mummification.
* Understanding of believes and after life.
* Egyptian number system.
* Discovery of Tutankhamun.
* Egyptian Gods.

Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | Skills* Describe the characteristic features of the past
* Understand the concept of change over time, representing this, along with evidence, on a time line.
* Describe the social, ethnic, cultural or religious diversity of past society.
* Compare some of the times studied with those of other areas of interest around the world.

Activities* Who were the Maya civilization?
* Mayan culture and beliefs.
* Compare the Maya to modern day Britain.
* Timeline of chocolate.

Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | Skills* Describe changes that have happened in the locality of the school throughout history.

Activities* History of the canals of Stoke-on-Trent
* History of the mines of Stoke-on-Trent
* History of key Pot Banks

Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period |
| **Geography**  | SkillsTo investigate places. To communicate geographicallyLocate specific countries around the world and find information about their **key physical/human** characteristics.Name and locate continents.ActivitiesIdentify countries on a map and find out about famous landmarks there.To use secondary sources inc maps, atlases and the internet to find key human/physical features of a specified country and create a Fact Sheet about that country.To identify countries, places and airports on world maps. | Skills* Map work

Activities* Find out where the best places to build Iron Age settlements were and why
* Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages
* Find out about the settlement of Skara Brae
* Make a visitor's guide to Stonehenge
 | SkillsGeographical enquiry & skills Knowledge/understanding of places. Ask geographical questions. Use appropriate geographical vocabulary. Use atlases, globes & maps at a range of scales. Identify & describe what places are like. Know the location of places & environments (rainforests).ActivitiesDiscover the equator and tropics of Cancer & Capricorn on a world map and that tropical rainforests are situated between the tropics.To name countries which contain tropical rainforests and find out some facts about them.Layers of the Rainforest. To understand what life would be like in a Rainforest/ animals suited to live there..To create a proposal (or design a poster) to suggest how deforestation could be minimised.Global warming Sustainable developmentDeforestation | Skills* Map Work – locating countries and key locations

Activities* Locating Egypt on a World Map and landmarks.
 | Skills• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.ActivitiesWhere does Chocolate come from?From bean to bar. | SkillsDescribe how the locality of the school has changed over time. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.ActivitiesLocal walkAerial view compare/contrast – give opinions of which they prefer. Victorian housing vs modern housing James Brindley – Canals and Locks. |
| **DT** | Skills**Design and Evaluate**Design with purpose by identifying opportunities to design.Refine work and techniques as work progresses, continually evaluating the product design.ActivitiesDesign the interior of a luxury passenger plane. | Skills* Select from and choose appropriate tools and ingredients.

Activities* Design and make a Stone age stew/ dish.

**DT strand: Electrical systems -Simple circuits and switches (including programming and control)** **- Topic – Link to Christmas** **Design Brief:** Design, make and evaluate a light up picture / ornament / card for a Christmas gift | Skills**Design and Make**Cut and measure materials accurately and safely by selecting appropriate tools.Apply appropriate cutting and shaping techniquesChoose suitable techniques to construct products or to repair items.Make products by working efficiently (such as by carefully selecting materials).Refine work and techniques as work progresses, continually evaluating the product design.ActivitiesDesign and build a wild life habitat. | **DT strand: Mechanical systems -Levers and linkages** **Topic: Topic: Ancient Egypt** **Design Brief:** Design, make and evaluate a shaduf for Egyptian farmers to irrigate the land | Skills**Design and Evaluate**Design with purpose by identifying opportunities to design.Refine work and techniques as work progresses, continually evaluating the product design.ActivitiesEvaluate chocolate wrapper designs. Design own wrapper for a new kind of chocolate bar.Skills**Cooking and nutrition**Prepare and measure ingredients to the nearest gram. Follow a recipe.ActivitiesMake chocolate crispy cakes. | **DT strand: Food -Healthy and varied diet****Topic: Pots and canals****Design Brief:** Design, make and evaluate oatcakes for locals and touristsOATCAKE BARGE Skills**Design, and evaluate (including mechanics)**Design with purpose by identifying opportunities to design.Make products by working efficiently (such as by carefully selecting materials).Understand how key events and individuals in design and technology have helped shape the world.Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product.ActivitiesExamine how locks and canals were designed and built. Make models. |
| **Art** | Skills - Sculpture • Create and combine shapes to createrecognisable forms (e.g. shapes made fromnets or solid materials).• Include texture that conveys feelings,expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail.ActivitiesClay planes.Nets of planes | Skills* Experimentation
* Improve mastery
* Awareness of different art
* How art was used?

Activities* Cave paintings

(historical links)* Making paints using natural dies / pigments
 | Skills - Print• Use layers of two or more colours.• Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns.ActivitiesRepeating pattern Leaf printingBlock jungle printing**Artist – Henri Rousseau** | Skills* Using pastels& paint to create an image.

Activities* Create crowns.
* Detailed drawings of the eye of Horus.
 | Skills – **Textiles**• Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric.ActivitiesTextile weaving This came from Y6 – appropriate? | Skills - Sculpture • Create and combine shapes to createrecognisable forms (e.g. shapes made fromnets or solid materials).• Include texture that conveys feelings,expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail.ActivitiesMake pottery in the style of Clarice cliff**Artist – Clarice Cliff** |
| **Music** | SkillsDescribing musicActivitiesListening to and evaluating music from different parts of the world. | Skills* Performance (Vocal)

Activities* Performing related songs.
 | SkillsComposing and transcribing musicActivitiesCreating music using voices, untuned and tuned instruments to represent rainforest. Transcribing using graphic scores / simple notation. | Skills* Performance and composition.

Activities* Performing Egyptian songs.
* Composing Egyptian songs.
 | SkillsDescribing musicActivitiesListening to and describing film music (links to dance in PE) | SkillsPerforming music (instrumental) and compositionActivitiesLearning about different instruments and performing on them (Music Express). Using instruments to create particular sounds related to local industry. |
| **ICT** | SkillsProgramming a gameActivitiesDeveloping and creating a simple game | SkillsFinding and correcting bugs in programsActivitiesIdentifying bugs in various Scratch programs and debugging | SkillsCollecting and analysing weather dataActivitiesPresenting the weather using collected data to produce a video weather forecast | SkillsMaking and sharing a short screencast presentation in the form of a class comicActivitiesCreate a powerpoint / video slidecast | SkillsCommunicating safely on the internet.ActivitiesDesign internet pages that teach children how to stay safe on line.  | SkillsMusical performanceActivitiesTo produce digital music and perform a composition. |
| **PE** | Skills – **Games**Activities-Throw and catch with control and accuracy.• Strike a ball and field with control.• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team member.Swimming – two week block of daily swimming sessions. | Skills – **Gymnastics**Activities-• Plan, perform and repeat sequences.• Move in a clear, fluent and expressive manner.• Refine movements into sequences.• Show changes of direction, speed and level during a performance.• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).• Swing and hang from equipment safely (using hands). | Skills – **Games**Activities-Throw and catch with control and accuracy.• Strike a ball and field with control.• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team member. | Skills – **Gymnastics**Activities-• Plan, perform and repeat sequences.• Move in a clear, fluent and expressive manner.• Refine movements into sequences.• Show changes of direction, speed and level during a performance.• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).• Swing and hang from equipment safely (using hands). | Skills – **Athletics**Activities-• Sprint over a short distance up to 60 metres.• Run over a longer distance, conserving energy in order to sustain performance.• Use a range of throwing techniques (such as under arm, over arm).• Throw with accuracy to hit a target or cover a distance.• Jump in a number of ways, using a run up where appropriate.• Compete with others and aim to improve personal best performances.  | Skills –**Dance**Activities-• Plan, perform and repeat sequences.• Move in a clear, fluent and expressive manner.• Refine movements into sequences.• Create dances and movements that convey a definite idea.• Change speed and levels within a performance.  |
| **RE** | BelievingWhy is Jesus inspiring to people? |  | ExpressingWhy are festivals important to religious communities? | ExpressingWhy do some people think that life is a journey? What significant experiences mark this? | LivingWhat does it mean to be a Christian in Britain today? | LivingWhat can we learn from religions about deciding what is right and wrong. |
| **Enrichment activities.**  | Cosford RAF MuseumHarvest FestivalChange for Life | Remembrance ServiceChildren in NeedRoad Safety WeekAnti-bullying WeekTheatre VisitChristmas Fayre | Animal ShowYoung VoicesInternet Safety DayChange for life day | Museum visit??Change for lifeDance FestivalWorld Book Day | Cadbury WorldChange for LifeScience Week | Middle Port Pottery Visit |
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