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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 writing  Persuasive writing (advertising a new plane)  Technical writing (aircraft)  Letter writing  GPS  Nouns and Capital letter use  Fronted adverbials  Comma use  Conjunctions  POR 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 text  Diary entry  Story  GPS  Adjectives  Adverbs  Similes  Metaphors  POR 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 writing  Recount  Letter writing  GPS  Nouns and Capital letter use  Fronted adverbials  Comma use  Conjunctions  POR books:  Charlie and chocolate factory? Create our own sequence if confident by then? | Genre  Sentence structure  Diary entry  Figurative language  GPS  Prepositions  Tense  Adjectives  ! Sentences  POR books:  Belonging by Jeannie Baker (15 sessions) |
| **Maths** | Number – place value  Number – addition and subtraction | Measurement – length and perimeter, area  Number – Multiplication and division  Consolidation (1 week) | Number -Fractions  Number - Decimals | Number – Multiplication and division  Consolidation (1 week)  Measurement – Money | Measurement – Time  Statistics – line graphs, bar charts and pictograms | Geometry – Properties of Shape  Geometry – Position and Direction  Consolidation |
| **Science** | Topic Theme  **States of Matter**  Skills  Solids, liquids and gases  Water cycle  Drying investigation | Topic Theme  **Digestion**  Skills  The digestive system  Teeth  Healthy diet  Rotting teeth investigation. | Topic Theme  **Habitats**  Skills  Different habitats  Ecosystems  Food webs  Foods chains  Pollution | Topic Theme  **Electricity**  Skills  Electrical circuits  Plugs  Fuses  Electricity generation | Topic Theme  **Electricity**  **Science week**  Skills  Practical circuit building  Isaac Newton  Other scientists | Topic Theme  **Sound**  Skills  How 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 Vocabulary  artefact, 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 Vocabulary  artefact, 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 Vocabulary  artefact, 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 Vocabulary  artefact, 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 Vocabulary  artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period |
| **Geography** | Skills  To investigate places. To communicate geographically  Locate specific countries around the world and find information about their **key physical/human** characteristics.  Name and locate continents.  Activities  Identify 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 | Skills  Geographical 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).  Activities  Discover 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 development  Deforestation | 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.  Activities  Where does Chocolate come from?  From bean to bar. | Skills  Describe 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.  Activities  Local walk  Aerial 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.  Activities  Design 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 techniques  Choose 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.  Activities  Design 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.  Activities  Evaluate 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.  Activities  Make chocolate crispy cakes. | **DT strand: Food -Healthy and varied diet**  **Topic: Pots and canals**  **Design Brief:** Design, make and evaluate oatcakes for locals and tourists  OATCAKE 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.  Activities  Examine how locks and canals were designed and built. Make models. |
| **Art** | Skills - Sculpture  • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.  Activities  Clay 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.  Activities  Repeating pattern Leaf printing  Block 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.  Activities  Textile weaving  This came from Y6 – appropriate? | Skills - Sculpture  • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.  Activities  Make pottery in the style of Clarice cliff  **Artist – Clarice Cliff** |
| **Music** | Skills  Describing music  Activities  Listening to and evaluating music from different parts of the world. | Skills   * Performance (Vocal)   Activities   * Performing related songs. | Skills  Composing and transcribing music  Activities  Creating 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. | Skills  Describing music  Activities  Listening to and describing film music (links to dance in PE) | Skills  Performing music (instrumental) and composition  Activities  Learning about different instruments and performing on them (Music Express). Using instruments to create particular sounds related to local industry. |
| **ICT** | Skills  Programming a game  Activities  Developing and creating a simple game | Skills  Finding and correcting bugs in programs  Activities  Identifying bugs in various Scratch programs and debugging | Skills  Collecting and analysing weather data  Activities  Presenting the weather using collected data to produce a video weather forecast | Skills  Making and sharing a short screencast presentation in the form of a class comic  Activities  Create a powerpoint / video slidecast | Skills  Communicating safely on the internet.  Activities  Design internet pages that teach children how to stay safe on line. | Skills  Musical performance  Activities  To 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** | Believing  Why is Jesus inspiring to people? |  | Expressing  Why are festivals important to religious communities? | Expressing  Why do some people think that life is a journey? What significant experiences mark this? | Living  What does it mean to be a Christian in Britain today? | Living  What can we learn from religions about deciding what is right and wrong. |
| **Enrichment activities.** | Cosford RAF Museum  Harvest Festival  Change for Life | Remembrance Service  Children in Need  Road Safety Week  Anti-bullying Week  Theatre Visit  Christmas Fayre | Animal Show  Young Voices  Internet Safety Day  Change for life day | Museum visit??  Change for life  Dance Festival  World Book Day | Cadbury World  Change for Life  Science Week | Middle Port Pottery Visit |
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