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| **CYCLE 2 LKS2**  |
|  | **Autumn 1****Romans** | **Autumn 2****Volcanoes** | **Spring 1****Vikings and Anglo-Saxons** | **Spring 2****Bollywood** | **Summer 1** **Victorians** | **Summer 2****Puppets** |
| **English** | Genre Letter (from a Roman soldier)Non-chronological reportGPS AdjectivesAdverbsSimilesMetaphors POR books* Tom's Sausage Lion by Michael Morpurgo (14 sessions)
 | Genre Persuasive writingInstructions (making a volcano)Story WritingGPS Formal and informal languageTenseImperative verbsPOR books* The Pebble in My Pocket. A History of Our Earth By Meredith Hooper (20 sessions)
 | Genre Biography (Alfred the Great)Descriptive sentencesInstructions (Viking stew)PoetryGPS Word classExpanded noun phraseConjunctionsPunctuation ! ? ()POR books* Arthur and the Golden Rope By Joe Todd-Stanton (25 sessions)
 | Genre Diary entryStoryFigurative language to describe India.GPS AdjectivesAdverbsSimilesMetaphorsPOR books | Genre Explanation textDiary entryStoryGPS AdjectivesAdverbsSimilesMetaphorsPOR books* The Boy at the Back of the Class by Onjali Q. Raúf (30 sessions)
 | Genre Play scriptNon-chronological reportSentence structureGPS PrepositionsTenseAdjectives! SentencesPOR books* Krindlekrax by Philip Ridley (20 sessions)
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| **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**  | SkillsDescribe the characteristic features of the pastUnderstand 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.ActivitiesResearch Julius Caesar’s attempted invasion in 55-54 BC Discuss the Roman Empire by AD 42 and the power of its army Learn about the successful invasion by Claudius and conquest, including Hadrian’s WallResearch the ‘Romanisation’ of Britain Compare the culture and beliefs of Roman Britain to those of today.Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | SkillsUse more than one source of evidence for historical enquiry.Use dates and terms to describe events.Suggest causes and consequences of some of the main events and changes in history.ActivitiesTo research Mount Vesuvius and the rediscovery of the nearby Roman town of Pompeii.A history of volcanic eruptions around the world. Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | SkillsPlace events, artefacts and historical figures on a time line.Use more than one source of evidence for historical enquiry.Describe the social, ethnic, cultural or religious diversity of past society.Describe the characteristic features of the pastUnderstand the concept of change over timeActivitiesResearch Anglo-Saxon Laws and justice.Where and when did the Anglo-Saxons come from?Learn about Viking invasions. Who were Alfred the Great and Athelstan?What was Danegeld?Find out about Edward the Confessor.Create a timeline of Anglo-Saxon/Viking Britain.Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | SkillsDescribe the social, ethnic, cultural or religious diversity of past society.ActivitiesResearch the history of the Indian Hindi-language film industryKey LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | SkillsDescribe the characteristic features of the pastUnderstand 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.ActivitiesCreate a timeline of significant Victorian events and inventionsResearch Victorian children at work.Learn about how Victoria became Queen.Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | SkillsUse more than one source of evidence for historical enquiry.Describe the social, ethnic, cultural or religious diversity of past society.ActivitiesHistory and cultural origins of puppetry Key LKS2 Vocabularyartefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period |
| **Geography**  | Skills• human geography, including: settlements and land use.Name and locate the countries of Europe and identify their main physical and human characteristics.ActivitiesMap work – where the Romans lived/settledHuman and physical features comparing then to now.  | Skillsphysical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.ActivitiesLayers of the earthTectonic platesEarthquakes | Skills To investigate places • Use maps, atlases, globes and digital/computer mapping to locate countries. • Name and locate the countries of Europe. To communicate geographically • Human geography, including: settlements and land use.To investigate places• Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.ActivitiesMap work – where the Vikings travelled from (measure distance on scale map.)Where the Vikings settledHuman and physical features comparing then to now. Place names. |

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| SkillsTo investigate places. To communicate geographically. Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Name and locate geographical regions and identify human and physical characteristics Use a range of resources to identify the key physical and human features of a location. Use the eight points of a compass, Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. To use symbols and key to communicate knowledge of the wider world. Devise a simple map; and use and construct basic symbols in a key.ActivitiesCreate fact file about India – characteristics of a place. Physical and human features.Complete map of India with a key.Mathematical vocab and compass points activity. |

 | SkillsUse a range of resources to identify the key physical and human features of a location. ActivitiesI can draw the route from our school to a Victorian Workhouse (Westcliffe Hospital) I can create a key to show human (man-made) features. | SkillsDescribe geographical similarities and differences between countries. ActivitiesCase study. Compare China/ UK |
| **DT** | Skills**DT Strand: Structures Shell structures****Topic: Romans****Design Brief:** Design, make and evaluate a Roman coin box. | SkillsActivities | Skills**DT Strand: Food Healthy and varied diet****Topic: Vikings** **Design brief:** Design, make and evaluate Viking stew for the Vikings**Cooking and nutrition**Prepare and measure ingredients to the nearest gram accurately applying the principles of a healthy and varied diet. Follow a recipe.ActivitiesPrepare and cook a Viking stew.Skills**Design and Make**Choose suitable techniques to construct products or to repair items.Strengthen materials using suitable techniques.ActivitiesDesign and create a Viking shield. |   | 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 toy based on historical Victorian) artefacts.. | Skills**DT Strand: Textiles 2D shape to 3D product****Topic: Puppets****Design Brief:**  Design, make and evaluate a finger puppet for FS/KS1 children to use alongside reading a story |
| **Art** | Skills - **Collage**Select and arrange materials for a strikingeffect.• Ensure work is precise.• Use coiling, overlapping, tessellation, mosaicand montageActivitiesRoman mosaic patterns**Art Exhibition** | 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.ActivitiesLava printing | Skills - Painting• Mix colours effectively.• Use watercolour paint to produce washes forbackgrounds then add detail.• Experiment with creating mood with colour.ActivitiesNorthern lights colour mixingShield painting **Art Exhibition** | Skills - CollageSelect and arrange materials for a strikingeffect.• Ensure work is precise.• Use coiling, overlapping, tessellation, mosaicand montageActivitiesBollywood montageMehndi patterns | Skills - **Drawing** • Annotate sketches to explain and elaborate ideas.• Sketch lightly• Use shading to show light and shadow.Activities Townscape sketchingSketching in the style of Lowry**Artist – L.S Lowry** | Skills -**Textiles**• Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric.ActivitiesMake own puppets |
| **Music** | SkillsPerforming music (vocal)Activities | SkillsPerforming music (instrumental)ActivitiesLearning about different instruments and performing on them (Music Express). Using instruments to create particular sounds. (Year 3 – African djembe drumming) | SkillsPerforming music (vocal)ActivitiesViking saga songs (with variety of styles and skills) | SkillsDescribing musicActivitiesListening to and evaluating music from different parts of the world. | SkillsDescribing musicActivitiesListening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). | SkillsComposing and transcribing musicActivitiesCreating music using voices, untuned and tuned instruments to accompany puppet performances. Transcribing using graphic scores / simple notation. |
| **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 –**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. Swimming – two week block of daily swimming sessions.Swimming – two week block of daily swimming sessions. | Skills – **Games**ActivitiesThrow 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.• Show changes of direction, speed and level during a performance.• Travel in a variety of ways, including flight, by transferring weight to generate power.• 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 – **Gymnastics**Activities• Plan, perform and repeat sequences.• Move in a clear, fluent and expressive manner.• Show changes of direction, speed and level during a performance.• Travel in a variety of ways, including flight, by transferring weight to generate power.• 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**ActivitiesThrow 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 – **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.   |
| **RE** | BelievingWhat do different people believe about God?  |  | BelievingWhy is the Bible important to Christians today? | ExpressingWhy do people pray? | LivingWhat does it mean to be a Hindu in Britain today? |  |
| **Enrichment activities.**  | Sports DayHarvest FestivalChange for LifeDeva Centre Visit - Chester | Remembrance ServiceChildren in NeedRoad Safety WeekAnti-bullying WeekTheatre VisitChristmas Fayre | Young VoicesInternet Safety DayChange for life day | Dance FestivalWorld Book Day | Science WeekChange for life dayQuarry Bank Mill VisitVictorian Classroom | Sports DayPuppet Theatre |