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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 report  GPS  Adjectives  Adverbs  Similes  Metaphors  POR books   * Tom's Sausage Lion by Michael Morpurgo (14 sessions) | Genre  Persuasive writing  Instructions (making a volcano)  Story Writing  GPS  Formal and informal language  Tense  Imperative verbs  POR books   * The Pebble in My Pocket. A History of Our Earth By Meredith Hooper (20 sessions) | Genre  Biography (Alfred the Great)  Descriptive sentences  Instructions (Viking stew)  Poetry  GPS  Word class  Expanded noun phrase  Conjunctions  Punctuation ! ? ()  POR books   * Arthur and the Golden Rope By Joe Todd-Stanton (25 sessions) | Genre  Diary entry  Story  Figurative language to describe India.  GPS  Adjectives  Adverbs  Similes  Metaphors  POR books | Genre  Explanation text  Diary entry  Story  GPS  Adjectives  Adverbs  Similes  Metaphors  POR books   * The Boy at the Back of the Class by Onjali Q. Raúf (30 sessions) | Genre  Play script  Non-chronological report  Sentence structure  GPS  Prepositions  Tense  Adjectives  ! Sentences  POR books   * Krindlekrax by Philip Ridley (20 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  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.  Activities  Research 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 Wall  Research the ‘Romanisation’ of Britain  Compare the culture and beliefs of Roman Britain to those of today.  Key LKS2 Vocabulary  artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | Skills  Use 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.  Activities  To research Mount Vesuvius and the rediscovery of the nearby Roman town of Pompeii.  A history of volcanic eruptions around the world.  Key LKS2 Vocabulary  artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | Skills  Place 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 past  Understand the concept of change over time  Activities  Research 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 Vocabulary  artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | Skills  Describe the social, ethnic, cultural or religious diversity of past society.  Activities  Research the history of the Indian Hindi-language film industry  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.  Activities  Create a timeline of significant Victorian events and inventions  Research Victorian children at work.  Learn about how Victoria became Queen.  Key LKS2 Vocabulary  artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period | Skills  Use more than one source of evidence for historical enquiry.  Describe the social, ethnic, cultural or religious diversity of past society.  Activities  History and cultural origins of puppetry  Key LKS2 Vocabulary  artefact, 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.  Activities  Map work – where the Romans lived/settled  Human and physical features comparing then to now. | Skills  physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  Activities  Layers of the earth  Tectonic plates  Earthquakes | 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.  Activities  Map work – where the Vikings travelled from (measure distance on scale map.)  Where the Vikings settled  Human and physical features comparing then to now. Place names. | |  | | --- | |  | | Skills  To 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.  Activities  Create 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. | | Skills  Use a range of resources to identify the key physical and human features of a location.  Activities  I can draw the route from our school to a Victorian Workhouse (Westcliffe Hospital)  I can create a key to show human (man-made) features. | Skills  Describe geographical similarities and differences between countries.    Activities  Case study. Compare China/ UK |
| **DT** | Skills  **DT Strand: Structures Shell structures**  **Topic: Romans**  **Design Brief:** Design, make and evaluate a Roman coin box. | Skills  Activities | 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.  Activities  Prepare and cook a Viking stew.  Skills  **Design and Make**  Choose suitable techniques to construct products or to repair items.  Strengthen materials using suitable techniques.  Activities  Design 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 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 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 striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage  Activities  Roman 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.  Activities  Lava printing | Skills - Painting  • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.  Activities  Northern lights colour mixing  Shield painting  **Art Exhibition** | Skills - Collage  Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage  Activities  Bollywood montage  Mehndi patterns | Skills - **Drawing**  • Annotate sketches to explain and elaborate ideas.  • Sketch lightly  • Use shading to show light and shadow.  Activities  Townscape sketching  Sketching 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.  Activities  Make own puppets |
| **Music** | Skills  Performing music (vocal)  Activities | Skills  Performing music (instrumental)  Activities  Learning about different instruments and performing on them (Music Express). Using instruments to create particular sounds. (Year 3 – African djembe drumming) | Skills  Performing music (vocal)  Activities  Viking saga songs (with variety of styles and skills) | Skills  Describing music  Activities  Listening to and evaluating music from different parts of the world. | Skills  Describing music  Activities  Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). | Skills  Composing and transcribing music  Activities  Creating music using voices, untuned and tuned instruments to accompany puppet performances. Transcribing using graphic scores / simple notation. |
| **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 –**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**  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.  • 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**  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 – **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** | Believing  What do different people believe about God? |  | Believing  Why is the Bible important to Christians today? | Expressing  Why do people pray? | Living  What does it mean to be a Hindu in Britain today? |  |
| **Enrichment activities.** | Sports Day  Harvest Festival  Change for Life  Deva Centre Visit - Chester | Remembrance Service  Children in Need  Road Safety Week  Anti-bullying Week  Theatre Visit  Christmas Fayre | Young Voices  Internet Safety Day  Change for life day | Dance Festival  World Book Day | Science Week  Change for life day  Quarry Bank Mill Visit  Victorian Classroom | Sports Day  Puppet Theatre |