

	Lower KS2					
	Year A 2019 - 2020					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Witches and Wizards		Into the Woods		Kensuke's Kingdom	
Wellbeing	WEB Team/PSHCE new curriculum					
Class Novel/Author	The Witches Roald Dahl		The Lorax The great Kapok Tree		Kensuke's Kingdom Micheal Morpurgo	
Theme	<ul style="list-style-type: none"> ● Geography ● History ● Art ● DT 		<ul style="list-style-type: none"> ● Geography ● Art & DT ● History 		<ul style="list-style-type: none"> ● Geography ● History ● Art ● DT 	
	<u>Geography</u> Name and locate countries and cities of the UK Compass Work <u>Art & DT</u> Improve mastery of drawing and painting. Select from a wider range of tools and equipment to perform practical tasks accurately. Use tools		<u>Geography</u> Compass skills Use atlas and globes to describe features Use field work to observe Physical and human characteristics Biomes and vegetation belts <u>Art & DT</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (For example, pencil, charcoal, paint, clay) <u>History</u>		<u>Geography</u> Create a map (inc. key) Calculate distances travelled Climate Human features of the island Pacific Ocean <u>History</u> Create a timeline <u>Art</u> Wave paintings Study an artist: Hokusai Katsushika Collages-outdoor learning <u>DT</u>	

			<u>Iron age- Stone age</u> Changes in Britain from the Stone Age to the Iron Age		Design a shelter Textiles Design a vessel	
Stunning starter	Teachers dress as witches, using the description in the book.		Animal experience		Journey to a desert island	
Fantastic Finish	Interview your witch and make a decision. (Is the class teacher a witch?)		Dalby Forest Visit with a picnic and habitat walk.		Wykeham lakes-build a raft	
Enrichment opportunities	Goathland Train The mere - forbidden Forest	Raincliffe Woods Dalby Forest	Flamingo Land New Housing estate	Beach visit	Whitby-captain cook ?	
Literacy Genres	Diary entry Advert Setting description Character description Poetry	Instructions Poetry	Persuasive text Diary Entry from the perspective of an animal leaving their home.	Narrative Newspaper Report	Postcards Diary Entries	Instructions Recipe
Maths topics	Numbers to 1000/10,000 Addition and Subtraction	Multiplication and Division Length	Mass/Volume Money Graphs Fractions	Money Time Decimals Graphs	Fractions Money Angles Mass Area	Angles Lines Shape/Perimeter Geometry Position and Movement Roman Numerals

Science	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> -Tell you how things move on different surfaces. -Describe magnetic force. -Describe how magnets attract and repel each other. -Tell you some materials that are magnetic. -Tell you some materials that are not magnetic. -Group together materials based on if they are magnetic or not. <p><u>Sound</u></p> <ul style="list-style-type: none"> -Tell you how sounds are made. -Tell you how sound travels to your ear. -Tell you how the pitch of a sound depends on the object that produced it. -Describe volume in terms of vibrations. -Tell you what happens to a sound when you get further away from it. 		<p><u>Y4 living things and their habitats</u></p> <ul style="list-style-type: none"> -Tell you about how different living things can be grouped together. -Tell you about how environmental changes can affect living things. -Show you how to use a classification key. -Tell you about the lifecycle of a flowering plant. <p><u>Y4 animals including humans</u></p> <ul style="list-style-type: none"> -Draw a food chain <p><u>Y3 Plants</u></p> <ul style="list-style-type: none"> -Tell you what the roots of a plant do. -Tell you what the stem or trunk of a plant does. -Tell you what the leaves of a plant do. -Tell you what the flowers of a plant do. -Tell you why different plants need different amounts of water, light and heat to grow and stay healthy. -Tell you how water is transported inside plants. -Tell you about the lifecycle of a flowering plant. 		<p><u>Electricity</u></p> <ul style="list-style-type: none"> -Tell you some appliances that run on electricity. -Build a series electrical circuit and identify each element. -Tell you, by looking, whether a light will switch on in a circuit. -Tell you about how switches work in a circuit. -Tell you a list of common conductors. -Tell you a list of common insulators. -Tell you why metal is a good conductor. 	
Computing	E-Safety	Animation / Multi-media	Control Systems	Control Systems	Information Technology	Information Technology
PE	Multi skills	Gymnastics /	Games / Fitness	Striking and	Net and Wall	Athletics

		Dance		Fielding		
RE	NYCC SoL	NYCC SoL	NYCC SoL	NYCC SoL	NYCC SoL	NYCC SoL
Music	Medieval Topic related music	Renaissance Topic related music	Baroque Topic related music	Classical Topic related music	Romantic Topic related music	Modern Topic related music
MFL	NYCC SoL	NYCC SoL	NYCC SoL	NYCC SoL	NYCC SoL	NYCC SoL

	Lower KS2					
	Year B 2020 - 2021					
	Autumn 1 Week 1-7 (7 week term)	Autumn 2 Week 8-14 (7 week term)	Spring 1	Spring 2	Summer 1	Summer 2
Title	Back in time: The Vikings	Back in time: Romans Anglo-saxons	Chocolate!		Aim for the stars!	
Wellbeing	Week 1: Charlie Mackesy: the boy, the mole, the fox and the horse Post-covid return to school		Web team/PSHCE: New curriculum			
Class Novel/Author	Week 2-7: How to Train your Dragon Cressida Cowell		Roald Dahl Charlie and the Chocolate Factory		Hidden Figures Margo Lee Shatterly	Picture book TBC
Theme	Geography:	Geography:	Study an author	The history of	See below	

<ul style="list-style-type: none"> ● Geography ● History ● Art ● DT 	<p>Timeline Local area-settlements (inc. rivers source - Mouth) European settlements</p> <p>History: To live as a Viking</p> <p>Art: Experiment with materials.</p> <p>DT: Viking longboats Viking helmets Clay jewellery (miniature Gods)</p>	<p>Roman Empire Scarborough Castle (local area) Timeline</p> <p>History: Compare and contrast settlements</p> <p>Art: Clay dragon eyes Mosaics</p> <p>DT:</p>	<p>Rainforests Where the cocoa bean comes from.</p> <p>Study of Ghana in comparison to Scarborough.</p> <p>Geography - Local study on who creates chocolate near us?</p>	<p>confectionery in the Victorian Times.</p> <p>DT - Design your own chocolate bar. (Link to healthy schools - nutritionally healthy snack bar)</p>	
<p>Skills</p>	<p><u>Romans</u> The roman empire and its effect on Britain A local history study</p> <p><u>Ancient Greece</u> Ancient Greece and Olympics Trade links and distributions</p> <p><u>Vikings</u></p>	<p><u>Geography</u> Compare geographic similarities between a region in the UK and another continent.</p> <p><u>History</u> Lead my own enquiry into an important historical person. (author/creator of chocolate) Recount a significant event in history.</p>	<p><u>Art</u> Describe the work of artist, craftspeople and architects and designers.</p> <p><u>History</u> Use a timeline within a specific time in history to set out and order things. Understand an aspect of history in the wider world.</p>		

	<p>Britain's settlements by anglo saxons and scots Viking and anglosaxon struggle for the kingdom of England</p> <p><u>DT</u> Greek food and savoury items Prepare and cook a variety of meals predominantly savoury dishes using a range of cooking techniques.</p>	<p>Connect local, international and national history. Understand people from the past cooked and travelled differently.</p> <p><u>Art</u> Plan, design and make models from observation or imagination. Experiment with making life sized models. Use a graphics package to create images and effects. (Canva)</p> <p><u>DT</u> Prepare food hygienically and safely and describe what this means. Describe my food product in terms of taste, texture and flavour. Make a textile product with a good finish that can do the job it was made for.</p>	<p>Appreciate how items found in the past help us build a picture of how people used to live.</p> <p><u>Geography</u> Acknowledge pollution is impacting our environment. Name six cities and key landmarks and locate them on a map. Explain how life in other places is different from their own. How many cities are located near rivers. - erosion of rivers. Water cycle</p> <p><u>DT</u> Make a product that uses movement Mechanisms</p>
Stunning starter	<p>Week 2: Launch Vikings Carousel activities (if suitable)</p> <ol style="list-style-type: none"> 1) Create a Viking name 2) Myths and Legends (story telling) 3) Artifact hunt (sand and artifacts required) 4) Art sketch-design their own sail 	<p>Children arrive and receive a golden ticket - in the classroom chocolates/sweets etc</p> <p>Trip to York Chocolate Story</p>	<p>Equality-show the children how people are treated differently based on something they can't control.</p> <p>(eg split children according to gender and complete tasks which are the same using different materials).</p>

Fantastic Finish	Boat races (Dell/swimming pool)	Roman banquet	Run a marketing campaign for the chocolate bars they make. Sell the bars to make money for charity.		Complete a seesaw presentations about an inspiring figure.	
Enrichment opportunities	Murton Park TBC Jorvik centre TBC	Scarborough Castle TBC	Visit a chocolate factory?	Producing and selling a healthy snack bar.	Guest visits from ethnic minorities Imagineering (female engineer)	Visit engineering factory
Literacy Genres	Descriptive writing (about themselves-linked to the book) Describe setting using map Design and describe own dragon (top trumps cards) 2 or 3 per half term	Instructions: How to train your dragon! Story writing: Use Cressida Cowell style of planning (use of map) Adventure story	Persuasive - adverts for chocolate bars Fact file All about chocolate Origin chocolate, chocolate in the victorian era, chocolate now. Fun facts and brands.	Newspaper report Based on their healthy snack. Script writing: Vlog from Victorian Times/Today based on a daily diet.	Diary Non-chronological report Recount Biography	Balanced argument Narrative
Maths topics	Week 1-3 Intervention packs Week 4+ Planned based on intervention packs	Multiplication Division Money	Y3 Add and subtract 2 and 3 digit number Manipulate the additive	Y3 Multiplication Interpreting and writing proper fractions	Y3 Add and subtract fractions with the same denominator Y4	Y3 Shape-recognise right angles and property of shape Draw polygons

			<p>relationship</p> <p>Inverse between addition and subtraction</p> <p>Y4 Multiplication/ Division</p> <p>Manipulate multiplication and division equations</p> <p>Times tables</p>	<p>Unit fractions and fractions of quantities</p> <p>Locate and compare fractions</p> <p>Y4 Times tables</p> <p>Fractions</p>	<p>Times tables</p> <p>Convert mixed numbers to improper fractions</p> <p>Adding and subtracting fractions</p> <p>Draw polygons by coordinates (first quadrant)</p>	<p>Identify parallel and perpendicular lines</p> <p>Y4 Times tables</p> <p>Identify regular polygons and irregular polygons</p> <p>Identify lines of symmetry in 2-D shapes</p> <p>Orientation and lines of symmetry</p> <p>Reflections</p>
Science	<p><u>States of matter</u> Sort and classify materials in terms of solid. Liquid, gas and know the simple properties of each (not at molecular level)</p> <p>Describe what happens to water as it heated and cooled (evaporation, condensation)</p>	<p><u>Y4 Animals including humans</u> -Tell you about the different parts of the human digestive system. -Tell you about the different types of teeth I have in my mouth.</p> <p><u>Y3</u> Identify animals and humans need the right types and amount of nutrition to</p>	<p><u>Light Y3</u> Explain why we need light to see things. Explain that dark is absence of light. Talk about how shadows are formed. Understand how some light is reflected. Describe why shadows are sometimes long and sometimes short.</p> <p><u>Working scientifically</u> Ask relevant questions and identify the relevant type of enquiry (fair test,</p>			

	<p>Measure temperature accurately (degrees celsius)</p> <p>Explain the water cycle</p> <p><u>Rocks and Soils</u></p> <p>Compare and sort rocks based on their appearance and physical properties.</p> <p>Describe how fossils are formed.</p> <p>Explain what soil is made from and compare different soil.</p>	<p>stay healthy and that they cannot make their own food.</p>	<p>research, observation over time, pattern seeking) Observe closely and record my observation in words and with diagrams Identify the variables in a fair test enquiry (change , keep the same) Use and begin to construct simple classification keys to sort and classify objects. Take accurate measurements using: thermometers, rulers, measuring cylinders. Use a Data logger to collect evidence. Draw a simple table to record my evidence (observations, measurements) Draw a simple bar chart to present my data Present and explain my findings orally (see saw?) Use the evidence from my results to draw simple conclusions (what did the evidence show?) Evaluate my working methods and suggest improvements.</p> <p>Living things and their habitats Sort and classify living things in different ways (including using and constructing simple classification keys) Recognise the characteristics of the different animal classification groups (bird, fish, reptile, amphibian, insect, mammal) * Understand that humans are animals</p>
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			<p>Describe how environmental changes can affect living things (e.g. Pesticides destroying bee populations) Explain how bees are important in the life cycle of the flowering plant (pollination) Animals including humans Explain the different parts of the human digestive system.</p> <p>Describe the different types and functions of my teeth. Draw and explain a food chain in terms of the transfer of energy Sort and classify materials in terms of solid, liquid, or gas and know the simple properties of each (not at molecular level) States of matter Describe what happens to water as it is heated and cooled (evaporation, condensation) Measure temperature accurately in degrees Celsius. Explain the water cycle. Sound Know that sound is made by vibrations Describe how sound travels to your ear. Explain how to change the pitch or volume of a sound Describe what happens to a sound when you get further away from it.</p> <p>Electricity Identify some appliances that run on electricity.</p>
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Computing	E-Safety	Animation / Multi-media	Control Systems	Control Systems	Information Technology	Information Technology
PE	Multi skills (dodgeball / Jumping / fitness)	(Gymnastics/ Dance) Balance / jumping / rolling / equipment safety	Games (OAA) (passing / dribbling / shooting)	Striking and Fielding (Swimming) (Rounders / cricket)	(Striking and fielding) Games	Athletics (Throwing / jumping / hurdling /sprinting)
RE	<p>What do different believe about God? What does it mean to be a Christian in Britain today?</p> <p>Christianity: Comparing Gods (Viking/God)</p>	<p>Why are festivals important to religious communities?</p> <p>Celebration: Christmas traditions</p>	<p>Why is the Bible so important to Christians today?</p>	<p>Why do people pray?</p> <p>What is it like to be a Hindu in Britain?</p>	<p>Why is Jesus inspiring to some people?</p> <p>What can we learn from religions about deciding what is right and wrong?</p>	
Music	Medieval Topic related music	Renaissance Topic related music	Baroque Topic related music	Classical Topic related music	MW	Modern Topic related music

