

LKS2 - Year - Cycle 1- 2019-2020

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Driver – Geography/Science		Key Driver - Geography		Key Driver - History	
Cycle 1 2019 - 2020	Topic – Living Things and Their Habitats Enriching Experiences-Rodley Nature Reserve, Local Woods, Golden Acre Park		Topic – Ancient Egypt Enriching Experiences- Leeds Museum trip		Topic – Vicious Vikings Enriching Experiences- Yorvik/Danelaw	
	Texts Pond Wildlife (The Great Nature Hunt) – Clare Hibbert Lexile 850L	Texts The Animals of Farthing Wood – Colin Dann Lexile 810L	Texts There’s a Pharaoh in our Bath! – Jeremy Strong Lexile 730L	Texts Ancient Egypt – DK Publishing Lexile – 800L	Texts Viking in Trouble – Jeremy Strong Lexile 730L	Texts Viking Mythology Annual
	Genres: Non narrative: Fact files Non-Narrative: Recounts	Genres: Narrative: Adventure Story Poetry : Woodland Poems	Genres: Narrative: Humorous Stories	Genres: Non -Narrative: Non-Chron Report Poetry : Egyptian Gods Poetry	Genres: Narrative: Adventure Stories Non - Narrative: Dairies	Genres: Narrative: Ride of the Valkyries Poetry: Viking Gods
	English: Writing - Year 3 - Basic Fluency – spelling and handwriting.		English: Writing - Year 3 - Grammar, Punctuation and Spelling		English: Writing - Year 3 - Grammar, Punctuation and Spelling English: Writing - Year 3 – Composition	
	English: Writing - Year 4 - Basic Fluency – spelling and handwriting.		English: Writing - Year 4 - Grammar, Punctuation and Spelling		English: Writing - Year 4 - Grammar, Punctuation and Spelling English: Writing - Year 4 – Composition	
	For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/					
	Maths - Year 3 - Basic Fluency		Maths - Year 3 – Number		Maths - Year 3 - Measure/Geometry/Statistics	
	Maths - Year 4 - Basic Fluency		Maths - Year 4 - Number		Maths - Year 4 - Measure/Geometry/Statistics	
	For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/					

	<p style="text-align: center;"><u>Geography:</u></p> <p><u>Human and Physical</u> describe and understand key aspects of: Physical Geography: including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><u>Geographical skills and fieldwork:</u> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p style="text-align: center;"><u>History:</u></p> <p><u>Local Study</u> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Golden Acre Park</p>		<p style="text-align: center;"><u>Geography:</u></p> <p><u>Locational knowledge</u> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Human and Physical Knowledge</u> describe and understand key aspects of: Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human Geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Geographical skills and fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p style="text-align: center;"><u>History:</u></p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		<p style="text-align: center;"><u>History:</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Examples (non-statutory)</u> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</p> <p style="text-align: center;"><u>Geography:</u></p> <p><u>Locational knowledge</u> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Geographical skills and fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
<p>Science: Living things and their habitats (Y4) •recognise that living things can be grouped in a variety of ways •explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment •recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Identifying and classifying birds Seed planting (Nastershums) different environments and soil types, care etc.</p>	<p>Science: States of matter (Y4) - Compare and group solids, liquids and gasses. - Observe that materials change state depending on temperature. - Identify that part played by evaporation and condensation in the water cycle.</p> <p>What makes the best slime – add different amounts of solid and liquids – shaving foam, water</p> <p>Frozen hands – keep insulated, frozen man in ice</p> <p>Water cycle in a bag Trinity – have one to borrow</p>	<p>Science: Light (Y3) - Recognise that we need light to see things in the dark. - Notice that light is reflected from surfaces. - recognise that light from the sun can be dangerous. - Recognise that shadows are formed when light is blocked by a solid object.</p> <p>Investigate the reflective surface Light meters measure amount of light reflected. Concept cartoon – cats eyes reflection experiment – Pharaohs cats eyes – reflecting light and light sources</p> <p>Light source – pyramid with jenga blocks and then the size of the shadow as the light source</p>	<p>Science: Sound (Y4) - Identify how sounds are made linked to vibrations. - Recognise that vibrations travel from a medium to the ear. - Find patterns between pitch and volume. Other sounds and where it comes from. - Recognise that sounds get fainter as the source increase.</p> <p>String telephones – investigate the longest string telephone you can make</p> <p>Marvin and Milo – sound cards</p> <p>Metal coat hanger – length of string affect the sound made</p> <p>Class orchestra – music</p> <p>Size of ears – collecting</p>	<p>Science: Investigation on human impact on the environment.</p> <p>Vikings traded furs from reindeer, wolves and foxes to people in the Mediterranean for silk and other goods. Animals like reindeer live in the far north and the Arctic. Can we find out what the environment is like in the Arctic compared to the Mediterranean? Why do you think animals in the Arctic have thicker, softer fur than animals in the Mediterranean? Can you think of any other differences between animals in the Arctic and the Mediterranean?</p>	<p>Science: Forces and magnets (Y3) •compare how things move on different surfaces •notice that some forces need contact between 2 objects, but magnetic forces can act at a distance •observe how magnets attract or repel each other and attract some materials and not others •compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials •describe magnets as having 2 poles •predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>Mass affect how objects move – Viking related – loading the boat –</p>	

		<p>moves away etc.</p> <p>Letting the light in to a pyramid – not about material but about structure and light passing through solid objects</p>	<p>science</p>		<p>what surface is best – force meters</p> <p>Magnets to lift resources on to boats – size of magnet lifting paper clips.</p>
<p>Working scientifically coverage:</p> <ul style="list-style-type: none"> •asking relevant questions and using different types of scientific enquiries to answer them •gathering, recording, classifying and presenting data in a variety of ways to help in answering questions •recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables give environment – major biomes and find out impact of humans, changes they will predict, report in all the different ways above etc. 		<p>Working scientifically coverage:</p> <ul style="list-style-type: none"> •asking relevant questions and using different types of scientific enquiries to answer them •setting up simple practical enquiries, comparative and fair tests •gathering, recording, classifying and presenting data in a variety of ways to help in answering questions •recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions •using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions •identifying differences, similarities or changes related to simple scientific ideas and processes •using straightforward scientific evidence to answer questions or to support their findings 		<p>Working scientifically coverage:</p> <ul style="list-style-type: none"> •asking relevant questions and using different types of scientific enquiries to answer them •setting up simple practical enquiries, comparative and fair tests •gathering, recording, classifying and presenting data in a variety of ways to help in answering questions •recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions •using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions •identifying differences, similarities or changes related to simple scientific ideas and processes •using straightforward scientific evidence to answer questions or to support their findings 	
<p>Forest Schools: Animal Adventure Stories/Plays/Habitat creation. Interaction with Nature: Children should be developing some knowledge of the animals and plants around them, identifying the more common ones by sight and making comments and predictions about where they may be and why. Independence and Boundaries: Children should be becoming more independent, choosing the appropriate distances to be from adults, although adults should still monitor and discuss to ensure boundaries are appropriate.</p>		<p>Forest Schools: Creating Sculptures/Egyptian Mud Bricks Group Work and Interaction: Children should be able to work together and discuss and negotiate together to achieve tasks; they may be more independent in doing so, but require adult support and intervention to achieve positive outcomes.</p>		<p>Forest Schools: Viking Village Group Work and Interaction: Children should be able to work together and discuss and negotiate together to achieve tasks; they may be more independent in doing so, but require adult support and intervention to achieve positive outcomes.</p>	
<p>Computing: Communication and E-Safety</p> <p>NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>NC13) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Computing: How computers work</p> <p>NC10) understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Computing: Algorithms, control and programming</p> <p>NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>NC9) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Computing: Algorithms, control and programming</p> <p>NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>NC7) design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Computing: Data and information</p> <p>NC12) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computing: Data and information</p> <p>NC12) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<p>Art: Tone and texture. Artists drawing of wildlife – Rembrandt, Durer, etc.</p>	<p>DT: Building a habitat. Bug hotels, hedgehog homes, etc</p>	<p>Art: Egyptian Art – Painting and patterns. Decorative painting, Gustav Klint/use of colour.</p>	<p>DT: Papermaking – papyrus. Use organic materials to create a surface for</p>	<p>Art: Viking Art/DT – sewing. Create a bag that could have been used in Viking times.</p>	<p>DT: Viking longboat. Using nets and diagrams to design. Explore the construction/methods used –</p>

Lower Key Stage 2 Long Term Plan

	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history. 	<p>Design</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Explore the motifs and designs of Egyptian art – recreating a picture by an artist inspired by Egyptian art.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history. 	<p>paint/printmaking.</p> <p>Design</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history. 	<p>design and construct a model longboat. Test at the end- float boats on the school pond.</p> <p>Design</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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Lower Key Stage 2 Long Term Plan

<p>Music: Play and perform</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Music: Play and perform</p> <p>Create and compose improvise and compose music for a range of purposes using the inter – related dimensions of music.</p>	<p>Music: Listen and rehearse sounds accurately</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Music: Patterns: use and apply musical notation</p> <p>Use and understand staff and other musical notation.</p>	<p>Music: Listening to and appreciate a range of music P4C</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Music: Music over time Forest Schools</p> <p>Develop an understanding of the history of music.</p>
<p>PE - Teacher led - -- GAMES: Creative Games Making</p>	<p>PE - Teacher led - GYMNASTICS: Symmetry & Asymmetry</p>	<p>PE - Teacher led - DANCE UNIT: Link to topic or Slanted Dance unit</p>	<p>PE - Teacher led - INVASION GAMES: Football/Hockey</p>	<p>PE - Teacher led - OUTDOOR & ADVENTUROUS ACTIVITIES: Team Building & Problem Solving Skills</p>	<p>PE - Teacher - STRIKING & FIELDING GAMES: Kwik Cricket</p>
<p>PE – PE Coordinator PPA – GAMES: High 5 Netball (ball skills)</p>	<p>PE – PE Coordinator PPA – PARALYMPIC SPORT UNIT: Boccia New Age Curling Sitting Volleyball</p>	<p>PE – PE Coordinator PPA – KEY STEPS GYMNASTICS: Floor Body Management Vault</p>	<p>PE – PE Coordinator PPA NET/COURT/WALL GAMES: Mini Tennis</p>	<p>PE – PE Coordinator PPA – INVASION GAMES: Tag Rugby</p>	<p>PE – PE Coordinator PPA – ELEVATING ATHLETICS: Running Jumping Throwing</p>
<p>PSHE Unit: Keeping safe and managing risk: Year 3 - Bullying – see it, say it, stop it -to recognise bullying and how it can make people feel - about different types of bullying and how to respond to incidents of bullying - about what to do if they witness bullying Mind mate lesson: Family and friends: Unkind behaviour) Year 4 - Playing safe - how to be safe in their computer gaming habits - about keeping safe near roads, rail, water, building sites and around fireworks - about what to do in an emergency and basic emergency first aid procedures Mind mate lesson: Family and friends: skills to maintain and keep positive relationships <u>Cross curricular links</u> Computing – E-Safety/ Leaflet/Keeping Safe Online. English/Topic/Science – Animal/Habitat safety.</p>	<p>PSHE Unit: Drug, alcohol and tobacco education: Year 3 - Tobacco is a drug - the definition of a drug and that drugs (including medicines) can be harmful to people - about the effects and risks of smoking tobacco and second hand smoke - about the help available for people to remain smoke free or stop smoking Mind mate lesson: Feeling good and being me: Goals and aspirations Year 4 - Making choices - that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them - about the effects and risks of drinking alcohol - about different patterns of behaviour that are related to drug use Mind mate lesson: Feeling good and being me: Feelings - intensity) <u>Cross curricular links</u> Computing – leaflet.</p>	<p>PSHE Unit: Careers, financial capability and economic wellbeing: Year 3 - Saving, spending and budgeting - about what influences people's choices about spending and saving money - how people can keep track of their money - about the world of work Mind mate lesson: Life changes: New faces/ new routines) Sex and relationship education: Year 4 - Growing up and changing - about the way we grow and change throughout the human lifecycle - about the physical changes associated with puberty - about menstruation and wet dreams Mind mate lesson: Life changes: positive and negative effects on emotional wellbeing and mental health). <u>Cross curricular links</u> Science – Human Body Maths – Money/four operations/statistics.</p>	<p>PSHE Unit: Mental health and emotional wellbeing: Year 3 - Strengths and challenges - about celebrating achievements and setting personal goals - about dealing with putdowns -about positive ways to deal with set-backs Mind mate lesson: Strong emotions: introducing strong emotions, including anger) Sex and relationship education: Year 4 - Growing up and changing - about the impact of puberty in physical hygiene and strategies for managing this - how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty - strategies to deal with feelings in the context of relationships - to answer each other's questions about puberty with confidence, to seek support</p>	<p>PSHE Unit: Identity, society and equality: Year 3 - Celebrating difference - Pupils learn about valuing the similarities and differences between themselves and others - Pupils learn about what is meant by community - Pupils learn about belonging to groups Mind mate lesson: Being the same, being different: differing opinions) Year 4 – Democracy - about Britain as a democratic society - about how laws are made - learn about the local council Mind mate lesson: Being the same, being different: Know actions affect themselves and others) <u>Cross curricular links</u> History – Difference between Vikings and people today.</p>	<p>PSHE Unit: Physical health and wellbeing: Year 3 - What helps me choose? - about making healthy choices about food and drinks - about how branding can affect what foods people choose to buy - about keeping active and some of the challenges of this Mind mate lesson: Solving problems/making it better: dealing with difficult situations). Year 4 - What is important to me? -why people may eat or avoid certain foods (religious, moral, cultural or health reasons) -about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) -about the importance of getting enough sleep Mind mate lesson: Solving problems/making it better: coping with difficult situations). <u>Cross curricular links</u> History – Difference between Vikings and people today.</p>

Lower Key Stage 2 Long Term Plan

				and advice when they need it Mind mate lesson: Strong emotions: resisting pressure) Cross curricular links Science – Human Body		
	P4C Is taking risks good for you? – PHSE Are humans bad for animals and the environment? - Topic	P4C Are all drugs bad for you? - PSHE	P4C Is money important? – PSHE	P4C What’s more important, to have a healthy body or a healthy mind? - PSHE	P4C Are all humans the same, similar or different? – PSHE	P4C What’s the most important thing you need to do in order to be healthy? - PSHE
	RE: P4C Year 3 – Unit 3.2 - Who can inspire us? Year 4 – Unit 4.2 - What words of wisdom can guide us?	RE: P4C Year 3 – Unit 3.2 - Who can inspire us? Year 4 – Unit 4.2 - What words of wisdom can guide us?	RE: P4C Year 3 – Unit 3.4 - What do Christians believe about a good life? Year 4 – Unit 4.3 - What do creation stories tell us about our world?	RE: P4C Year 3 – Unit 3.3 - How are beliefs expressed through arts? (Link to Easter.) Year 4 – Unit 4.1 - How are important events remembered in ceremonies?(link to Easter.)	RE: P4C Year 3 – Unit 3.1 - What does it mean to be a Jew? (visit from representative of Synagogue.) Year 4 – Unit 4.4 - What faiths make up our community?	RE: P4C Year 3 – Unit 3.1 - What does it mean to be a Jew? (visit from representative of Synagogue.) Year 4 – Unit 4.4 - What faiths make up our community?
	MFL: French MFL : FL2/1.1 Listening & Comprehension FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL2/1.2d present ideas and information orally to a range of audiences*		MFL: FL2/1.3 Reading & Comprehension FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		MFL: Writing FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally* and in writing FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	