

# LKS2 - Year - Cycle 1- 2023-2024

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC DRIVER	Key Driver – Humanities		Key Driver - Humanities		Key Driver - Humanities	
	<b>Leeds</b> Enriching Experiences- Armley Mills Trip		<b>Ancient Egypt</b> Enriching Experiences- Leeds Museum trip		<b>Vicious Vikings (up to Stamford Bridge)</b> Enriching Experiences- Murton Park	
ENGLISH	Whole Class Texts		Whole Class Texts		Whole Class Texts	
	Children’s History of Leeds – Gillian Rogerson – Lexile - 720L		Ancient Egypt – DK Publishing - Lexile – 800L		Vikings: Scandinavia's Ferocious Sea Raiders – Graphic History – Lexile - 740L	
	Street Child – Berlie Doherty – Lexile - 810L		There’s a Pharaoh in our Bath! – Jeremy Strong – Lexile - 730L		How to live like a Viking Warrior – Anita Ganeri – Lexile - 840L	
	Brightstorm – Vashti Hardy – Lexile - 790L		Ancient Egypt: Tales of Gods and Pharaohs – Marcia Williams - Lexile – 730L		The Dragon’s Hoard – Lari Don – Lexile - 830L	
	Writing Genres	Writing Genres	Writing Genres	Writing Genres	Writing Genres	Writing Genres
	Non-Narrative: Information Leaflet – Leeds Narrative: Historical Narrative – Working in a Yorkshire Mill	Non-Narrative: Balanced Argument – Mills  Narrative: Adventure Narrative – Leeds Adventurer	Non-Narrative: Diary – Embalmer’s Diary (mummification) Narrative: Descriptive Narrative – Sennapod on the loose	Non-Narrative: Persuasive Letter – Grimstone letter to the Lightspeeds Narrative: Traditional Narrative – God Myths	Non-narrative: Recount - Lindisfarne Narrative: Historical Fiction – Viking Raid	Non-narrative: Newspaper Report – Stamford Bridge Narrative: Viewpoint Narrative – Re-telling one story
	1 poetry block over the term		1 poetry block over the term		1 poetry block over the term	
MATHS	Maths - Year 3- Basic Fluency FOCUS	Maths - Year 3 – Number FOCUS		Maths - Year 3 – Calculation - FOCUS	Maths - Year 3 - Measure/Geometry/Statistics FOCUS	
	Maths - Year 4 - Basic Fluency FOCUS	Maths - Year 4 – Number FOCUS		Maths - Year 4 – Calculation - FOCUS	Maths - Year 4 - Measure/Geometry/Statistics FOCUS	
	We use White Rose Maths scheme to help with coverage and sequencing For the objectives covered and the sequence they are taught in please click <a href="https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/">https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/</a>					

HISTORY	<b>Historical Investigations</b> (c) Regularly address and sometimes devise own questions to find answers about the past. (d) Begin to undertake their own research.		<b>Historical Investigations</b> (b) Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.		<b>Historical Interpretations</b> (a) Look at more than two accounts of the same historical event and identify differences. (b) Be able to explain some of the reasons why two accounts of the same event may be different.	
	<b>Chronological Understanding</b> (a) Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.		<b>Chronological Understanding</b> (b) Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)		<b>Historical Investigations</b> (a) Use a range of primary and secondary sources to find out about the past	
GEOGRAPHY	<b>Presenting, Organising and Communicating</b> (c) Start to present ideas based on their own research about a studied period.		<b>Knowledge and Understanding</b> (b) Make comparisons between everyday life in the time studied and everyday life today (c) Identify key features, events and people of the time studied and explain how they have influenced life today		<b>Knowledge and Understanding</b> (a) Note key changes over a period of time and be able to give reasons for those changes. (d) Describe connections and contrasts between aspects of history, people, events and artefacts studied.	
	<b>Presenting, Organising and Communicating</b> (a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. (b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.		<b>Presenting, Organising and Communicating</b> (a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. (b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.		<b>Presenting, Organising and Communicating</b> (a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. (b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.	
SCIENCE	<b>Locational Knowledge</b> (a) Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics, and major cities. (b) Name and locate some counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, coasts and rivers, and how a place has changed.		<b>Locational Knowledge</b> (c) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.		<b>Place Knowledge</b> (a) Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of a European country. (b) Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of a European country.	
	<b>Human and Physical Geography</b> (a) Describe and understand key aspects of physical geography, including: rivers, mountains and <u>the water cycle</u> . (b) Describe and understand key aspects of human geography, including: types of settlement and land use.		<b>Human and Physical Geography</b> (C) Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.		<b>Geographical Skills</b> (a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (b) Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.	
SCIENCE	<b>Working scientifically</b> <b>Sc1n1.34</b> : I can ask relevant questions and I can set up simple practical enquiries, comparative and fair tests in order to find answers. <b>Sc1n2.34</b> : I can gather and record findings using simple scientific		<b>States of matter (Y4)</b> <b>SC1.4</b> : Compare and group solids, liquids and gasses. <b>SC2.4</b> : Observe that materials change state depending on temperature, and measure or research the temperature at which this happens in degrees Celsius (°C)		<b>Sound (Y4)</b> <b>SC4.4</b> : Identify how sounds are made, associating some of them with something vibrating <b>SC5.4</b> : Recognise that sounds get fainter as the distance from the sound source increases (Y4) <b>SC6.4</b> : Recognise that vibrations	
	<b>Light (Y3)</b> <b>SC8.3</b> : Recognise that they need light in order to see things and that dark is the absence of light <b>SC9.3</b> : Recognise that shadows are formed when the light from a light source is blocked by an opaque object.		<b>Electricity (Y4)</b> <b>SC13.4</b> : Identify common appliances that run on electricity. <b>SC14.4</b> : Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.		<b>Forces and magnets (Y3)</b> <b>SC18.3</b> : Compare how things move on different surfaces <b>SC19.3</b> : Notice that some forces need contact between two objects, but magnetic forces can act at a distance <b>SC20.3</b> : Observe how magnets	

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	<p>language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p><b>ScIn3.34</b> : I can gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p><b>ScIn4.34</b> : I can report on findings using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>ScIn5.34</b> : I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>ScIn6.34</b> : I can use straightforward scientific evidence to answer questions or to support my findings.</p>	<p><b>SC3.4</b> : Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>from sounds travel through a medium to the ear.</p> <p><b>SC7.4</b> : Find patterns between the pitch of a sound and features of the object that produced it</p>	<p><b>SC10.3</b> : Notice that light is reflected from surfaces.</p> <p><b>SC11.3</b> : Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p><b>SC12.3</b> : Find patterns in the way that the size of shadows change.</p>	<p><b>SC15.4</b> : Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p><b>SC16.4</b> : Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p><b>SC17.4</b> : Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>attract or repel each other and attract some materials and not others</p> <p><b>SC21.3</b> : Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet</p> <p><b>SC23.3</b> : Describe magnets as having two poles</p> <p><b>SC24.3</b> : Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
	<p><b>Working scientifically</b></p> <p><b>ScIn1.34</b> : I can ask relevant questions and I can set up simple practical enquiries, comparative and fair tests in order to find answers.</p> <p><b>ScIn2.34</b> : I can gather and record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p><b>ScIn3.34</b> : I can gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p><b>ScIn4.34</b> : I can report on findings using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>ScIn5.34</b> : I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>ScIn6.34</b> : I can use straightforward scientific evidence to answer questions or to support my findings.</p>					
FOREST SCHOOL	<p>Forest School is a child-centred inspirational learning pedagogy, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.</p> <p>Here at Cookridge, we use Forest School as a vehicle for promoting and developing the skills mentioned above which directly impacts on pupils' progress and attainment across the national curriculum. Pupils have access to weekly sessions with Level 3 trained practitioners who deliver sessions focussing on speech and language, health and wellbeing and resilience whilst also running Forest School skill sessions, seasonal and nature inspired lessons and cross curricular themed days to support pupils' development throughout their time at school. Planning is done in a way which enriches the curriculum, helps develop the needs of the pupils and is highly flexible based on their interests, nature and the seasons.</p>					

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COMPUTING	<b>Digital Literacy</b> E-Safety/PSHE Cross-curricular	<b>Computer Science</b> Communicating online eg. Email	<b>Computer Science</b> Blue-Bots	<b>Computer Science</b> Coding	<b>Information Technology</b> Research and present eg. Powerpoint/publisher	<b>Information Technology</b> Animation
	KS2 DL1 - I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	KS2 CS4 – I can 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.	KS2 CS1 – I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	KS2 CS2 – I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output  KS2 CS3 – I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	KS2 IT1 – I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  KS2 IT2 – I can 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	KS2 IT2 – I can 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

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ART	<p>ART</p> <p>FOCUS: DRAWING &amp; PAINTING:</p> <p>Children can:</p> <p>Use sketchbooks to record ideas</p> <p>A. Experiment with different tones using graded pencils.</p> <p>B. Draw and paint on a range of scales. Lighten and darken tones using black and white.</p> <p>C. Use of tracing.</p> <p>D. Explore complementary /contrasting colour in creating pattern.</p> <p>E. Explore using watercolour, developing intensity and making colour washes.</p> <p>FOCUS: WORK OF OTHER ARTISTS:</p> <p>Children can:</p> <p>A. Look at the work of David Hockney as a notable local artist and use specific piece 'Stained glass window' as inspiration for own pictures.</p>	<p>FOCUS: EXPLORING AND DEVELOPING IDEAS- Redesign the water tower</p> <p>Use sketchbooks to record and explore ideas</p> <p>A. Develop artistic/visual vocabulary to discuss work</p> <p>B. Experiment with a wider range of materials.</p> <p>C. Begin to suggest improvements to own work.</p> <p>FOCUS: WORK OF OTHER ARTISTS:</p> <p>Children can:</p> <p>A. Explore the work of Gaudi (architecture).</p> <p>B. Express an opinion on the work of a famous, notable artist and refer to techniques and effect.</p>	<p>Art</p> <p>Textiles/pattern</p> <p>Making papyrus paper</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand-line, pattern, texture, form record, detail ,question, observe, refine.</p> <p>A Develop skills in cutting, weaving and joining</p> <p>B make repeated pattern with precision.</p> <p>C Make printing blocks</p>	<p>ART.</p> <p>FOCUS: Colour, drawing, photography</p> <p>Artist. Gustav Klimt.</p> <p>Create self-portrait inspired by the work of Gustav Klimt- compare and contrast with Egyptian art.</p> <p>Children can</p> <p>A Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>B Select colours and materials to create effect giving reasons for their choices.</p> <p>C Use key vocabulary to demonstrate knowledge and understanding in this strand-colour, foreground, middle ground background, abstract, emotion, blend, mix ,fresco</p>	<p>Art</p> <p>Focus-Drawing Sculpture</p> <p>Exploring the Viking chess set -Lewis Hoard.</p> <p>C Use sketchbooks to record ideas</p> <p>A. Experiment with different tones using graded pencils.</p> <p>B. Draw and paint on a range of scales. Lighten and darken tones using black and white.</p> <p>C. Use of tracing.</p> <p>D. Explore complementary /contrasting colour in creating pattern.</p> <p>E. Explore using watercolour, developing intensity and making colour washes.</p> <p>Children can:</p> <p>A. cut, make and combine shapes to create recognisable forms;</p> <p>B. use clay and other malleable materials and practise joining techniques;</p> <p>C. add materials to the sculpture to create detail;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet</p>	<p>FOCUS: Textiles</p> <p>FOCUS: TEXTILES, COLLAGES &amp; PRINTING</p> <p>Children can:</p> <p>A. Develop individual and group collages, working on a range of scales.</p> <p>B. Sew simple stitches using a variety of threads and wool.</p> <p>C. Create a collage using fabric as a base</p> <p>D. Develop printmaking techniques</p>
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D&T	<p><b>DT</b></p> <p><b>Redesign and design a water mill</b></p> <p><b>Design</b></p> <p>a. identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; b. design innovative and appealing products that have a clear purpose and are aimed at a specific user; c. explain how particular parts of their products work; d. use annotated sketches and cross-sectional drawings to develop and communicate their ideas; e. when designing, explore different initial ideas before coming up with a final design; f. when planning, start to explain their choice of materials and components including function and aesthetics; g. test ideas out through using prototypes; h. use computer-aided design to develop and communicate their ideas i. develop and follow simple design criteria j. work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p> <p><b>Make</b></p> <p>a. with growing confidence, carefully select from a range of tools and equipment, explaining their choices; b. select from a range of materials and components according to their functional properties and aesthetic qualities; c. place the main stages of making in a systematic order; d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e. use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; f. with growing independence, measure and mark out to the nearest cm and millimetre; g. cut, shape and score materials with some degree of accuracy; h. assemble, join and combine material and components with some degree of accuracy; k. begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p> <p><b>Evaluate</b></p> <p>a. explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; b. explore what materials/ingredients products are made from and suggest reasons for this; c. consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</p>	<p><b>DT</b></p> <p><b>Design and make an Egyptian Shaduf</b></p> <p><b>Design</b></p> <p>a. identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; b. design innovative and appealing products that have a clear purpose and are aimed at a specific user; c. explain how particular parts of their products work; d. use annotated sketches and cross-sectional drawings to develop and communicate their ideas; e. when designing, explore different initial ideas before coming up with a final design; f. when planning, start to explain their choice of materials and components including function and aesthetics; g. test ideas out through using prototypes; 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b. explore what materials/ingredients products are made from and suggest reasons for this; c. consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; d. evaluate their product against their original design criteria;</p>	<p><b>DT</b></p> <p><b>Make Viking Weaponry</b></p> <p><b>Design</b></p> <p>a. identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; b. design innovative and appealing products that have a clear purpose and are aimed at a specific user; c. explain how particular parts of their products work; d. use annotated sketches and cross-sectional drawings to develop and communicate their ideas; e. when designing, explore different initial ideas before coming up with a final design; f. when planning, start to explain their choice of materials and components including function and aesthetics; g. test ideas out through using prototypes; i. develop and follow simple design criteria j. work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p> <p><b>Make</b></p> <p>a. with growing confidence, carefully select from a range of tools and equipment, explaining their choices; b. select from a range of materials and components according to their functional properties and aesthetic qualities; c. place the main stages of making in a systematic order; d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e. use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; f. with growing independence, measure and mark out to the nearest cm and millimetre; g. cut, shape and score materials with some degree of accuracy; h. assemble, join and combine material and components with some degree of accuracy; k. begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p> <p><b>Evaluate</b></p> <p>a. explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; b. explore what materials/ingredients products are made from and suggest reasons for this; c. consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; d. evaluate their product against their original design criteria;</p>
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	<p>d. evaluate their product against their original design criteria;</p> <p>e. evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p> <p>a. understand that materials have both functional properties and aesthetic qualities;</p> <p>b. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>c. understand and demonstrate how mechanical and electrical systems have an input and output process;</p> <p>d. make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</p> <p>e. explain how mechanical systems such as levers and linkages create movement;</p> <p>f. use mechanical systems in their products.</p>	<p>e. evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p> <p>a. understand that materials have both functional properties and aesthetic qualities;</p> <p>b. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>c. understand and demonstrate how mechanical and electrical systems have an input and output process;</p> <p>d. make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</p> <p>e. explain how mechanical systems such as levers and linkages create movement;</p> <p>f. use mechanical systems in their products.</p>	<p>e. evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p> <p>a. understand that materials have both functional properties and aesthetic qualities;</p> <p>b. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>c. understand and demonstrate how mechanical and electrical systems have an input and output process;</p> <p>d. make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</p> <p>e. explain how mechanical systems such as levers and linkages create movement;</p>
Cooking	<p><b>Cooking</b></p> <p><b>Make Pasta salad, rhubarb crumble, Yorkshire puddings, cinnamon puff pastry</b></p> <p>a. start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</p> <p>b. understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</p> <p>c. with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</p> <p>d. use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</p> <p>e. explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</p> <p>f. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</p> <p>g. prepare ingredients using appropriate cooking utensils;</p> <p>h. measure and weigh ingredients to the nearest gram and millilitre;</p> <p>i. start to independently follow a recipe;</p> <p>j. start to understand seasonality</p> <p>d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p>	<p><b>Cooking</b></p> <p><b>Make Pancake (pancake day), hummus, falafel, Fattah (rice and meat)</b></p> <p>a. start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</p> <p>b. understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</p> <p>c. with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</p> <p>d. use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</p> <p>e. explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</p> <p>f. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</p> <p>g. prepare ingredients using appropriate cooking utensils;</p> <p>h. measure and weigh ingredients to the nearest gram and millilitre;</p> <p>i. start to independently follow a recipe;</p> <p>j. start to understand seasonality</p> <p>d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p>	<p><b>Cooking</b></p> <p><b>Make starter, main and dessert linked to Vikings where possible</b></p> <p>a. start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</p> <p>b. understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</p> <p>c. with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</p> <p>d. use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</p> <p>e. explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</p> <p>f. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</p> <p>g. prepare ingredients using appropriate cooking utensils;</p> <p>h. measure and weigh ingredients to the nearest gram and millilitre;</p> <p>i. start to independently follow a recipe;</p> <p>j. start to understand seasonality</p> <p>d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p>

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MUSIC	<p><b>Music:</b> Year 3: BBC Ten pieces Anna Meredith Connect it</p> <p>rhythm notation</p> <p>2 note staves (s-m)</p> <p>MMC listening</p> <p>tuned percussion melodies</p> <p>Year 4: Ukulele Unit 1+2 open strings, finger picking, strumming MMC listening Songs focused on l-s-m-r-d</p> <p>BBC Ten pieces Mason Bates Anthology of Fantastic Zoology</p>	<p><b>Music:</b> Year 3: 3 note staves (l-s-m) Treble stave (EGA)</p> <p>MMC listening</p> <p>composing tuned percussion melodies</p> <p>Year 4 Ukulele Unit 3+4 chords C, Am</p> <p>Songs focused on l-s-m-r-d (with Curwen handsigns)</p> <p>BBC Ten Pieces Aaron Copland</p> <p>Rodeo</p>	<p><b>Music:</b> Year 3: <i>Egyptian Topic Songs</i> 3 note staves (m-r-d)</p> <p><i>MMC listening</i></p> <p><i>Tomb of Tutankhamen picture score</i></p> <p>Year 4: Ukulele Unit 5 chord F, calypso strum</p> <p>Pentatonic songs</p> <p>Motif composition</p> <p>MMC listening</p>	<p><b>Music:</b> Year 3: Hieroglyphic grid scores 3 note staves (m-r-d) treble stave CDE</p> <p>MMC listening</p> <p>Year 4: Ukulele Unit 6 chord G, G7</p> <p>MMC listening</p>	<p><b>Music:</b> Year 3: tuned percussion pieces</p> <p>line scores</p> <p>Viking topic songs</p> <p>Viking picture score</p> <p>MMC listening</p> <p>Year 4 Ukulele Chord D, Em</p> <p>Pentatonic songs with handsigns</p> <p>MMC listening</p>	<p><b>Music:</b> Year 3: <i>tuned percussion pieces</i></p> <p><i>line scores</i></p> <p><i>Viking topic songs</i></p> <p><i>Viking picture score</i></p> <p><i>MMC listening</i></p> <p><i>Year 4:</i> <i>Ukulele</i> <i>Chord Dm, D7</i></p> <p>Rondo composition</p> <p>Chrome Music Lab</p> <p>MMC listening</p>
PE	<p><b>PE: Year 3 – Gymnastics, Fundamentals and fitness.</b></p> <p><b>Year 4 – Gymnastics and swimming</b></p> <p><b>Gymnastics:</b> NC 3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>NC 6: compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Fundamentals</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p>NC 6: compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Fitness</b> NC 3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>NC 6: compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Swimming:</b> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><b>PE – Year 3 – Netball, Dance and Ball Skills</b> <b>Year 4 – Dance and swimming</b></p> <p><b>Netball</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>NC 2:</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Dance</b> <b>NC 4:</b> perform dances using a range of movement patterns</p> <p><b>Ball Skills</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Swimming:</b> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>	<p><b>PE – Year 3 – Tennis, athletics and basketball</b> <b>Year 4 – Tennis and swimming</b></p> <p><b>Tennis</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>NC 2:</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Athletics</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Basketball</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>NC 2:</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Swimming:</b> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>			



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	perform safe self-rescue in different water-based situations.					
PSHE	<p><b>Year 3</b>  <b>Unit:</b> Relationships  <b>Topic:</b> Friendship; making positive friendships, managing loneliness, dealing with arguments  <b>KQ:</b> How can we be a good friend?  <b>Mind mate lesson:</b> Family and friends: Unkind behaviour)</p> <p><b>Year 4</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs  <b>KQ:</b> What strengths, skills and interests do we have?  <b>Mind mate lesson:</b> Family and friends: skills to maintain and keep positive relationships</p> <p><b>British Values:</b> an understanding that the freedom to hold other faiths and beliefs is protected in law.</p>	<p><b>Year 3</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products  <b>KQ:</b> What keeps us safe?  <b>Mind mate lesson:</b> Feeling good and being me: Goals and aspirations</p> <p><b>Year 4</b>  <b>Unit:</b> Relationships  <b>Topic:</b> Respect for self and others; courteous behaviour; safety; human rights  <b>KQ:</b> How do we treat each other with respect?  <b>Mind mate lesson:</b> Feeling good and being me: Feelings - intensity)</p> <p><b>British Values:</b> an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p><b>Year 3</b>  <b>Unit:</b> Relationships  <b>Topic:</b> Families; family life; caring for each other  <b>KQ:</b> What are families like?  <b>Mind mate lesson:</b> Life changes: New faces/ new routines)</p> <p><b>Year 4</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Feelings and emotions; expression of feelings; behaviour  <b>KQ:</b> How can we manage our feelings?  <b>Mind mate lesson:</b> Life changes: positive and negative effects on emotional wellbeing and mental health).</p> <p><b>British Values:</b> an understanding of how citizens can influence decision-making through the democratic process.</p>	<p><b>Year 3</b>  <b>Unit:</b> Living in the Wider World  <b>Topic:</b> Community; belonging to groups; similarities and differences; respect for others  <b>KQ:</b> What makes a community?  <b>Mind mate lesson:</b> Strong emotions: introducing strong emotions, including anger)</p> <p><b>Year 4</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Growing and changing: puberty.  <b>KQ:</b> How will we grow and change?  <b>Mind mate lesson:</b> Strong emotions: resisting pressure)</p> <p><b>British Values:</b> an understanding of how citizens can influence decision-making through the democratic process.</p>	<p><b>Year 3</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Being healthy: eating well, dental care  <b>KQ:</b> Why should we eat well and look after our teeth?  <b>Mind mate lesson:</b> Being the same, being different: differing opinions)</p> <p><b>Year 4</b>  <b>Unit:</b> Living in the Wider World  <b>Topic:</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions  <b>KQ:</b> How can our choices make a difference to others and the environment?  <b>Mind mate lesson:</b> Being the same, being different: Know actions affect themselves and others)</p> <p><b>British Values:</b> an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p><b>Year 3</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Being healthy: keeping active, taking rest  <b>KQ:</b> Why should we keep active and sleep well?  <b>Mind mate lesson:</b> Solving problems/making it better: dealing with difficult situations).</p> <p><b>Year 4</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Keeping safe; out and about; recognising and managing risk  <b>KQ:</b> How can we manage risk in different places?  <b>Mind mate lesson:</b> Solving problems/making it better: coping with difficult situations).</p> <p><b>British Values:</b> an understanding that the freedom to hold other faiths and beliefs is protected in law.</p>
P4C	Is taking risks good for you?	Are all drugs bad for you?	Is money important?	What's more important, to have a healthy body or a healthy mind?	Are all humans the same, similar or different?	What's the most important thing you need to do in order to be healthy?
RE	<p><b>Unit 34.1</b>            What faiths are shared in our country?</p> <p><b>Religion:</b> Christianity, Islam, Judaism and Sikhism (comparison)</p> <p><b>Cover:</b> main beliefs about their Gods, special buildings and features, holy books, symbols, main festivals and ceremonies, core beliefs and practices, note similarities and differences between all four religions.</p>		<p><b>Unit 34.2</b>            How are important events remembered and celebrated?</p> <p><b>Religion:</b> Christianity, Islam, Judaism and Sikhism (comparison)</p> <p><b>Cover:</b> In depth look at festivals (Communion, Baptism), in depth look at ceremonies, pilgrimages (Hajj, Lourdes), note similarities and differences between all four religions.</p>		<p><b>Unit 34.3</b>            How do Jews and Christians remember God's covenant with Abraham and Moses?</p> <p><b>Religion:</b> Judaism and Christianity</p> <p><b>Cover:</b> Make links between Judaism, Christianity and Islam all being Abrahamic faiths, name key figures and stories, ten commandments.</p>	

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French	<p><b>Topic: Getting to know you</b></p> <p><b>Listening and speaking:</b> Listening attentively to spoken language and show understanding by joining in and responding. Engage in conversations, ask and answer questions, express opinions and respond to those of others. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation. Appreciate stories, songs, poems and rhymes. <b>Aspects of French culture:</b> Develop an awareness of identity by investigating the linguistic diversities.</p>	<p><b>Topic: Food glorious food</b></p> <p><b>Listening and speaking:</b> Engage in conversations, ask and answer questions, express opinions and respond to those of others. Develop accurate pronunciation and intonation. <b>Reading and writing:</b> Write phrases from memory to express ideas clearly. Describe people, places, things and actions orally and in writing. <b>Grammar:</b> Understand basic grammar appropriate to French.</p>	<p><b>Topic: Around town</b></p> <p><b>Listening and speaking:</b> Listening attentively to spoken language and show understanding by joining in and responding. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation. <b>Reading and writing:</b> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. Write phrases from memory to express ideas clearly.</p>	<p><b>Topic: Going shopping</b></p> <p><b>Listening and speaking:</b> Engage in conversations, ask and answer questions, express opinions and respond to those of others. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <b>Reading and writing:</b> Write phrases from memory to express ideas clearly. Describe people, places, things and actions orally and in writing. <b>Grammar:</b> Understand basic grammar appropriate to French.</p>	<p><b>Topic: Our school</b></p> <p><b>Listening and speaking:</b> Listening attentively to spoken language and show understanding by joining in and responding. Engage in conversations, ask and answer questions, express opinions and respond to those of others. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <b>Grammar:</b> Understand basic grammar appropriate to French. <b>Aspects of French culture:</b> Develop an awareness of identity by investigating the linguistic diversities.</p>	<p><b>Topic: What's the time?</b></p> <p><b>Listening and speaking:</b> Listening attentively to spoken language and show understanding by joining in and responding. Engage in conversations, ask and answer questions, express opinions and respond to those of others. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation. <b>Reading and writing:</b> Read carefully and show understanding of words, phrases and simple writing. <b>Aspects of French culture:</b> Compare aspects of everyday life at home and abroad.</p>
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HISTORY	<p><b>Historical Investigations</b> (a) Use a range of primary and secondary sources to find out about the past (c) Regularly address and sometimes devise own questions to find answers about the past.</p> <p><b>Chronological Understanding</b> (a) Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. (b) Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)</p> <p><b>Knowledge and Understanding</b> (a) Note key changes over a period of time and be able to give reasons for those changes. (d) Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p><b>Presenting, Organising and Communicating</b> (a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. (b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p><b>Historical Interpretations</b> (a) Look at more than two accounts of the same historical event and identify differences. (b) Be able to explain some of the reasons why two accounts of the same event may be different.</p> <p><b>Historical Investigations</b> (b) Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p><b>Knowledge and Understanding</b> (b) Make comparisons between everyday life in the time studied and everyday life today (c) Identify key features, events and people of the time studied and explain how they have influenced life today</p> <p><b>Presenting, Organising and Communicating</b> (a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. (b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p><b>Historical Investigations</b> (d) Begin to undertake their own research.</p> <p><b>Knowledge and Understanding</b> (a) Note key changes over a period of time and be able to give reasons for those changes.</p> <p><b>Presenting, Organising and Communicating</b> (a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p>
GEOGRAPHY	<p><b>Locational Knowledge</b> (a) Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics, and major cities. (b) Name and locate some counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, coasts and rivers, and how a place has changed.</p> <p><b>Human and Physical Geography</b> (a) Describe and understand key aspects of physical geography, including: rivers, <u>mountains</u> and the water cycle. (b) Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p><b>Geographical Skills</b> (b) Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>Locational Knowledge</b> (c) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.</p> <p><b>Place Knowledge</b> (a) Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of a European country. (b) Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of a European country.</p> <p><b>Geographical Skills</b> (a) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Locational Knowledge</b> (a) Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics, and major cities.</p> <p><b>Human and Physical Geography</b> (a) Describe and understand key aspects of physical geography, including: <u>rivers</u>, mountains and the water cycle. (b) Describe and understand key aspects of human geography, including: types of settlement and land use. (c) Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.</p> <p><b>Geographical Skills</b> (a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (c) Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.</p>

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SCIENCE	<p><b>Working Scientifically</b></p> <p><b>ScIn1.2</b> : I can ask relevant questions and I can set up simple practical enquiries, comparative and fair tests in order to find answers.</p> <p><b>ScIn2.2</b> : I can gather and record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p><b>ScIn3.2</b> : I can gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p><b>ScIn4.2</b> : I can report on findings using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>ScIn5.2</b> : I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>ScIn6.2</b> : I can use straightforward scientific evidence to answer questions or to support my findings.</p>	<p><b>Science: Rocks and Fossils (Y3)</b></p> <p><b>SC1.2</b> : Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p><b>SC2.2</b> : Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p><b>SC3.2</b> : Recognise that soils are made from rocks and organic matter.</p>	<p><b>Science: Animals including humans (Y3)</b></p> <p><b>SC4.2</b> :Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p><b>SC5.2</b> :Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Science: Animals including humans (Y4)</b></p> <p><b>SC6.2</b> : Describe the simple functions of the basic parts of the digestive system in humans</p> <p><b>SC7.2</b> :Identify the different types of teeth in humans and their simple functions</p> <p><b>SC8.2</b> : Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Science: Living things and their habitats (Y4)</b></p> <p><b>SC9.2</b> : Recognise that living things can be grouped in a variety of ways</p> <p><b>SC10.2</b> : Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p><b>SC11.2</b> : Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Science: Plants (Y3)</b></p> <p><b>SC12.2</b> : Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p><b>SC13.2</b> : Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p><b>SC14.2</b> : Investigate the way in which water is transported within plants</p> <p><b>SC15.2</b> : Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
	<p><b>Working Scientifically</b></p> <p><b>ScIn1.2</b> : I can ask relevant questions and I can set up simple practical enquiries, comparative and fair tests in order to find answers.</p> <p><b>ScIn2.2</b> : I can gather and record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p><b>ScIn3.2</b> : I can gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p><b>ScIn4.2</b> : I can report on findings using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>ScIn5.2</b> : I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>ScIn6.2</b> : I can use straightforward scientific evidence to answer questions or to support my findings.</p>					
FOREST SCHOOLS	<p>Forest School is a child-centred inspirational learning pedagogy, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.</p> <p>Here at Cookridge, we use Forest School as a vehicle for promoting and developing the skills mentioned above which directly impacts on pupils' progress and attainment across the national curriculum. Pupils have access to weekly sessions with Level 3 trained practitioners who deliver sessions focussing on speech and language, health and wellbeing and resilience whilst also running Forest School skill sessions, seasonal and nature inspired lessons and cross curricular themed days to support pupils' development throughout their time at school. Planning is done in a way which enriches the curriculum, helps develop the needs of the pupils and is highly flexible based on their interests, nature and the seasons.</p>					

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COMPUTING	<p><b>Digital Literacy</b> E-Safety/PSHE Cross-curricular</p> <p>KS2 DL1 - I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Computer Science</b> Communicating online eg. Email</p> <p>KS2 CS4 – I can 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><b>Computer Science</b> Blue-Bots</p> <p>KS2 CS1 – I can 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><b>Computer Science</b> Coding</p> <p>KS2 CS2 – I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>KS2 CS3 – I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p><b>Information Technology</b> Research and present eg. Powerpoint/publisher</p> <p>KS2 IT1 – I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>KS2 IT2 – I can 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><b>Information Technology</b> Animation</p> <p>KS2 IT2 – I can 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>
ART	<p><b>Art:</b> Cave Art. Artist – Chris Ofili. Hand prints/dot painting. How can paintings tell stories? Make own pigments from natural materials.</p> <p>Children can A Use sketchbooks to record and explore ideas. B Question and make observations about starting points and respond positively to suggestions. C Use different materials to draw eg, charcoal, graphite sticks, pastel.</p>	<p>ART- Sculpture</p> <p>Exploring the work of famous sculptors who use the human form eg Giocametti, Henry Moore</p> <p>Children can</p> <p>A Cut, make and combine materials to create recognisable shapes and forms</p> <p>B Use key vocabulary such as 2D, 3D, form, space, distort, reflect, stretch, twist etc</p> <p>C Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p>	<p>Art: Roman Mosaics. Sea creatures – 1<sup>st</sup> century AD.</p> <p>Focus Drawing/collage <b>Children can</b> A Use key vocabulary to demonstrate knowledge and understanding in this strand. Light, dark, tone, shadow, pattern, outline. B Use and explore a variety of techniques such as overlapping, tessellation, mosaic, montage C Adapt and refine ideas.</p>	<p><b>Roman Mosaics -cont.</b> Create a modern day mosaic – large scale Compare and contrast Barcelona today/roman</p> <p>Design/printmaking Children can A Use sketchbooks to explore and refine ideas. B Use key vocabulary to demonstrate knowledge and understanding in this strand- line, pattern, texture, colour, block printmaking, C Use inspiration from famous artists to replicate a piece of work</p>	<p><b>Art: Impressionists</b> <b>Explore the work of famous impressionists and post impressionists eg, Mary Cassatt, Berthe Moriset, Paul Gauguin</b></p> <p><b>Children can</b></p> <ol style="list-style-type: none"> <li>Use varied brush techniques to create shapes, textures, patterns and lines</li> <li>B. Use colour effectively using the correct language eg. Tint ,primary, secondary, shade.</li> <li>Create different textures and effects with acrylic paint.</li> <li>Express an opinion of the work of famous, notable designers and refer to techniques and effect.</li> </ol>	<p>ART- Textiles Create a textile version of a chosen impressionist painting.</p> <p>Children can A select appropriate materials giving reasons B use a variety of techniques eg, printing, dyeing, sewing and stitching to create different textual effects C develop skills in cutting, stitching and joining D Use key vocabulary to demonstrate knowledge in this strand eg needle, thread, pattern, design.</p>

D&T	<p><b>DT</b></p> <p><b>Make Stone Age houses</b></p> <p><b>Design</b></p> <p>a. identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; b. design innovative and appealing products that have a clear purpose and are aimed at a specific user; c. explain how particular parts of their products work; d. use annotated sketches and cross-sectional drawings to develop and communicate their ideas; e. when designing, explore different initial ideas before coming up with a final design; f. when planning, start to explain their choice of materials and components including function and aesthetics; g. test ideas out through using prototypes; h. use computer-aided design to develop and communicate their ideas i. develop and follow simple design criteria j. work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p> <p><b>Make</b></p> <p>a. with growing confidence, carefully select from a range of tools and equipment, explaining their choices; b. select from a range of materials and components according to their functional properties and aesthetic qualities; c. place the main stages of making in a systematic order; d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e. use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; f. with growing independence, measure and mark out to the nearest cm and millimetre; g. cut, shape and score materials with some degree of accuracy; h. assemble, join and combine material and components with some degree of accuracy; i. demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; j. join textiles with an appropriate sewing technique; k. begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p> <p><b>Evaluate</b></p> <p>a. explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; b. explore what materials/ingredients products are made from and suggest reasons for this; c. consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; d. evaluate their product against their original design criteria;</p>	<p><b>DT</b></p> <p><b>Make a Roman shield</b></p> <p><b>Design</b></p> <p>a. identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; b. design innovative and appealing products that have a clear purpose and are aimed at a specific user; c. explain how particular parts of their products work; d. use annotated sketches and cross-sectional drawings to develop and communicate their ideas; e. when designing, explore different initial ideas before coming up with a final design; f. when planning, start to explain their choice of materials and components including function and aesthetics; g. test ideas out through using prototypes; h. use computer-aided design to develop and communicate their ideas i. develop and follow simple design criteria j. work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p> <p><b>Make</b></p> <p>a. with growing confidence, carefully select from a range of tools and equipment, explaining their choices; b. select from a range of materials and components according to their functional properties and aesthetic qualities; c. place the main stages of making in a systematic order; d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e. use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; g. cut, shape and score materials with some degree of accuracy; h. assemble, join and combine material and components with some degree of accuracy; 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use their knowledge of a broad range of existing products to help generate their ideas; b. design innovative and appealing products that have a clear purpose and are aimed at a specific user; c. explain how particular parts of their products work; d. use annotated sketches and cross-sectional drawings to develop and communicate their ideas; e. when designing, explore different initial ideas before coming up with a final design; f. when planning, start to explain their choice of materials and components including function and aesthetics; g. test ideas out through using prototypes; h. use computer-aided design to develop and communicate their ideas i. develop and follow simple design criteria j. work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p> <p><b>Make</b></p> <p>a. with growing confidence, carefully select from a range of tools and equipment, explaining their choices; b. select from a range of materials and components according to their functional properties and aesthetic qualities; c. place the main stages of making in a systematic order; d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e. use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; f. with growing independence, measure and mark out to the nearest cm and millimetre; g. cut, shape and score materials with some degree of accuracy; h. assemble, join and combine material and components with some degree of accuracy; i. demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; j. join textiles with an appropriate sewing technique; k. begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p> <p><b>Evaluate</b></p> <p>a. explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; b. explore what materials/ingredients products are made from and suggest reasons for this; c. consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</p>
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	<p>e. evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p> <p><b>Technical Skills</b></p> <p>a. understand that materials have both functional properties and aesthetic qualities;  b. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;  c. understand and demonstrate how mechanical and electrical systems have an input and output process;  d. make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;  e. explain how mechanical systems such as levers and linkages create movement;  f. use mechanical systems in their products.</p>	<p><b>Technical Skills</b></p> <p>a. understand that materials have both functional properties and aesthetic qualities;  b. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;  c. understand and demonstrate how mechanical and electrical systems have an input and output process;  d. make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;  e. explain how mechanical systems such as levers and linkages create movement;</p>	<p>d. evaluate their product against their original design criteria;  e. evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p> <p><b>Technical Skills</b></p> <p>a. understand that materials have both functional properties and aesthetic qualities;  b. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;  c. understand and demonstrate how mechanical and electrical systems have an input and output process;  d. make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;  e. explain how mechanical systems such as levers and linkages create movement;</p>
Cooking	<p><b>Cooking</b></p> <p><b>Make Fruit kebabs, guacamole, chicken nuggets, Roman apple cake, Christmas bark</b></p> <p>a. start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;  b. understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;  c. with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;  d. use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;  e. explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;  f. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;  g. prepare ingredients using appropriate cooking utensils;  h. measure and weigh ingredients to the nearest gram and millilitre;  i. start to independently follow a recipe;  j. start to understand seasonality  d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p>	<p><b>Cooking</b></p> <p><b>Make smoothie, smashed avocado, fish fingers, pizza</b></p> <p>a. start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;  b. understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;  c. with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;  d. use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;  e. explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;  f. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;  g. prepare ingredients using appropriate cooking utensils;  h. measure and weigh ingredients to the nearest gram and millilitre;  i. start to independently follow a recipe;  j. start to understand seasonality  d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p>	<p><b>Cooking</b></p> <p><b>Design European menu, starter, main and dessert</b></p> <p>a. start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;  b. understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;  c. with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;  d. use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;  e. explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;  f. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;  g. prepare ingredients using appropriate cooking utensils;  h. measure and weigh ingredients to the nearest gram and millilitre;  i. start to independently follow a recipe;  j. start to understand seasonality  d. learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p>



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MUSIC	<p><b>Music:</b></p> <p>Year 3: BBC Ten pieces Anna Meredith Connect it</p> <p>rhythm notation</p> <p>2 note staves (s-m) MMC listening</p> <p>tuned percussion melodies</p> <p>Year 4: Ukulele Unit 1+2 open strings, finger picking, strumming</p> <p>Songs focused on m-r-d</p> <p>BBC Ten pieces Mason Bates Anthology of Fantastic Zoology</p>	<p><b>Music:</b></p> <p>Year 3: 3 note staves (l-s-m) Treble stave (EGA)</p> <p>MMC listening</p> <p>composing tuned percussion melodies</p> <p>Year 4 <i>Ukulele Unit 3+4 chords C, Am</i></p> <p><i>Songs focused on m-r-d (handsigns)</i></p> <p><i>BBC Ten Pieces Aaron Copland Rodeo</i></p>	<p><b>Music:</b></p> <p>Year 3: <i>Ukulele Unit 5 chord F, calypso strum</i></p> <p><i>Pentatonic songs</i></p> <p><i>Romans Topic Songs</i></p> <p>Year 4: Ukulele Unit 5 chord F, calypso strum</p> <p>Pentatonic songs</p> <p>Romans Topic Songs</p>	<p><b>Music:</b></p> <p>Year 3: Romans Topic Songs</p> <p>3 note staves (m-r-d) treble stave CDE</p> <p>MMC listening</p> <p>Year 4: Ukulele Unit 6 chord G, G7</p> <p>Romans Topic Songs</p> <p>Roman word grid scores</p> <p>MMC listening</p>	<p><b>Music:</b></p> <p>Year 3: tuned percussion pieces</p> <p>line scores</p> <p>MMC listening</p> <p>Year 4 Ukulele Chord D, Em</p> <p>Pentatonic songs with handsigns</p> <p>BBC Ten Pieces Mozart Horn Concerto</p>	<p><b>Music:</b></p> <p>Year 3: <i>tuned percussion pieces</i></p> <p><i>line scores</i></p> <p><i>MMC listening</i></p> <p>Year 4:  Ukulele Chord Dm, D7</p> <p>Pentatonic songs with handsigns</p> <p>MMC listening</p>
PE	<p><b>PE: Year 3 – Gymnastics, Fundamentals and fitness.</b></p> <p><b>Year 4 – Gymnastics and swimming</b></p> <p><b>Gymnastics:</b> <b>NC 3:</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <b>NC 6:</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best Fundamentals <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination <b>NC 6:</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Fitness</b> <b>NC 3:</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  <b>NC 6:</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Swimming:</b> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>	<p><b>PE – Year 3 – Hockey, Dance and Ball Skills</b> <b>Year 4 – Dance and swimming</b></p> <p><b>Hockey</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination <b>NC 2:</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Dance</b> <b>NC 4:</b> perform dances using a range of movement patterns</p> <p><b>Ball Skills</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Swimming:</b> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>	<p><b>PE – Year 3 – Badminton, athletics and basketball</b> <b>Year 4 – Tennis and swimming</b></p> <p><b>Badminton</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination <b>NC 2:</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Athletics</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Basketball</b> <b>NC 1:</b> use running, jumping, throwing and catching in isolation and in combination <b>NC 2:</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Swimming:</b> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>			

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PSHE	<p><b>Year 3</b>  <b>Unit:</b> Relationships  <b>Topic:</b> Friendship; making positive friendships, managing loneliness, dealing with arguments  <b>KQ:</b> How can we be a good friend?  <b>Mind mate lesson:</b> Family and friends: Unkind behaviour)</p> <p><b>Year 4</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs  <b>KQ:</b> What strengths, skills and interests do we have?  <b>Mind mate lesson:</b> Family and friends: skills to maintain and keep positive relationships</p> <p><b>British Values:</b> an understanding that the freedom to hold other faiths and beliefs is protected in law.</p>	<p><b>Year 3</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products  <b>KQ:</b> What keeps us safe?  <b>Mind mate lesson:</b> Feeling good and being me: Goals and aspirations</p> <p><b>Year 4</b>  <b>Unit:</b> Relationships  <b>Topic:</b> Respect for self and others; courteous behaviour; safety; human rights  <b>KQ:</b> How do we treat each other with respect?  <b>Mind mate lesson:</b> Feeling good and being me: Feelings - intensity)</p> <p><b>British Values:</b> an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p><b>Year 3</b>  <b>Unit:</b> Relationships  <b>Topic:</b> Families; family life; caring for each other  <b>KQ:</b> What are families like?  <b>Mind mate lesson:</b> Life changes: New faces/ new routines)</p> <p><b>Year 4</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Feelings and emotions; expression of feelings; behaviour  <b>KQ:</b> How can we manage our feelings?  <b>Mind mate lesson:</b> Life changes: positive and negative effects on emotional wellbeing and mental health).</p> <p><b>British Values:</b> an understanding of how citizens can influence decision-making through the democratic process.</p>	<p><b>Year 3</b>  <b>Unit:</b> Living in the Wider World  <b>Topic:</b> Community; belonging to groups; similarities and differences; respect for others  <b>KQ:</b> What makes a community?  <b>Mind mate lesson:</b> Strong emotions: introducing strong emotions, including anger)</p> <p><b>Year 4</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Growing and changing: puberty.  <b>KQ:</b> How will we grow and change?  <b>Mind mate lesson:</b> Strong emotions: resisting pressure)</p> <p><b>British Values:</b> an understanding of how citizens can influence decision-making through the democratic process.</p>	<p><b>Year 3</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Being healthy: eating well, dental care  <b>KQ:</b> Why should we eat well and look after our teeth?  <b>Mind mate lesson:</b> Being the same, being different: differing opinions)</p> <p><b>Year 4</b>  <b>Unit:</b> Living in the Wider World  <b>Topic:</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions  <b>KQ:</b> How can our choices make a difference to others and the environment?  <b>Mind mate lesson:</b> Being the same, being different: Know actions affect themselves and others)</p> <p><b>British Values:</b> an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p><b>Year 3</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Being healthy: keeping active, taking rest  <b>KQ:</b> Why should we keep active and sleep well?  <b>Mind mate lesson:</b> Solving problems/making it better: dealing with difficult situations).</p> <p><b>Year 4</b>  <b>Unit:</b> Health and Wellbeing  <b>Topic:</b> Keeping safe; out and about; recognising and managing risk  <b>KQ:</b> How can we manage risk in different places?  <b>Mind mate lesson:</b> Solving problems/making it better: coping with difficult situations).</p> <p><b>British Values:</b> an understanding that the freedom to hold other faiths and beliefs is protected in law.</p>
P4C	Why do people take risks? - PSHE	Why do people take drugs?	Is living a healthy lifestyle more expensive than an unhealthy lifestyle?	Would you rather live in a monarchy, republic or democracy? Were the Romans right to kill Caesar?	Was the Roman invasion good or bad for this country?	Do I have a choice in what I buy? What makes something important?
RE	<p><b>Unit 34.1</b>  What faiths are shared in our country?</p> <p><b>Religion:</b> Christianity, Islam, Judaism and Sikhism (comparison)</p> <p><b>Cover:</b> main beliefs about their Gods, special buildings and features, holy books, symbols, main festivals and ceremonies, core beliefs and practices, note similarities and differences between all four religions.</p>		<p><b>Unit 34.2</b>  How do the five pillars guide Muslims?</p> <p><b>Religion:</b> Islam</p> <p><b>Cover:</b> what are the five pillars, look at each one in depth – fasting, praying, Hajj, giving to charity etc, make links between Ramadan and Lent and other festivals from other religions.</p>		<p><b>Unit 34.3</b>  Why are Gurus at the heart of Sikhism?</p> <p><b>Religion:</b> Sikhism and Christianity</p> <p><b>Cover:</b> Know core aspects and beliefs of Sikhism – one God, Symbol, holy book, etc, understand the meaning of the word Guru, names the main Gurus, know and explain Guru Nanak's encounters and teachings, compare and contrast Guru Nanak's encounters with those of Moses.</p>	

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French	<p><b>Topic: All about me</b></p> <p><b>Listening and speaking:</b> Listen attentively to spoken language and show understanding by joining in and responding. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation.</p> <p><b>Reading and writing:</b> Read carefully and show understanding of words, phrases and simple writing.</p> <p><b>Grammar:</b> Understand basic grammar appropriate to French.</p> <p><b>Aspects of French culture:</b> Develop an awareness of identity by investigating the linguistic diversities.</p>	<p><b>Topic: Family and friends</b></p> <p><b>Listening and speaking:</b> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation. Appreciate stories, songs, poems and rhymes.</p> <p><b>Reading and writing:</b> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. Write phrases from memory to express ideas clearly.</p> <p><b>Grammar:</b> Understand basic grammar appropriate to French.</p> <p><b>Aspects of French culture:</b> Compare aspects of everyday life at home and abroad.</p>	<p><b>Topic: On the move</b></p> <p><b>Listening and speaking:</b> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Engage in conversations, ask and answer questions, express opinions and respond to those of others. Develop accurate pronunciation and intonation.</p> <p><b>Reading and writing:</b> Read carefully and show understanding of words, phrases and simple writing. Describe people, places, things and actions orally and in writing.</p> <p><b>Grammar:</b> Understand basic grammar appropriate to French.</p>	<p><b>Topic: Where in the world?</b></p> <p><b>Listening and speaking:</b> Speak and present in sentences, using familiar vocabulary, express opinions and respond to those of others.</p> <p><b>Reading and writing:</b> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. Write phrases from memory to express ideas clearly.</p> <p><b>Grammar:</b> Understand basic grammar appropriate to French.</p> <p><b>Aspects of French culture:</b> Compare aspects of everyday life at home and abroad.</p>	<p><b>Topic: Time</b></p> <p><b>Listening and speaking:</b> Listen attentively to spoken language and show understanding by joining in and responding. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation.</p> <p><b>Reading and writing:</b> Read carefully and show understanding of words, phrases and simple writing.</p> <p><b>Grammar:</b> Understand basic grammar appropriate to French.</p>	<p><b>Topic: Holiday and hobbies</b></p> <p><b>Listening and speaking:</b> Engage in conversations, ask and answer questions, express opinions and respond to those of others. Speak and present in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><b>Reading and writing:</b> Write phrases from memory to express ideas clearly.</p> <p><b>Grammar:</b> Understand basic grammar appropriate to French.</p>
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