**Long Term Curriculum Year A- Lower Key Stage Two**

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| **Year A** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Value**  | **Courage** | **Belief** | **Welcoming difference** | **Love** | **Ambition** | **Integrity** |
| **Novel**  | **The Tunnel** | **The Firework Makers Daughter** | **The Journey – Francesca Sanna** | **The Giving Tree** | **Storm Breaker** |
| **Enquiry Question**  | **Who helps us in the end?** | **What makes you scream?** | **Is everyone’s life journey the same?**  | **Which makes us happier… giving or taking?**  | **Can ambitions be misguided?** |
| **Trips/Events** | The Humber Bridge  | TBC | TBC | TBC | TBC |
| **Immersive Environ.**  | A tunnel leading into the classroom | Bonfire  | Boat  | Tree  | Breaker’ Yard (Scrap Metal)  |
| **English** | **Narrative -** extended write changing the setting (inspired by Brunel’s inventions) **Description** – setting**Poetry** – imagery | **Poetry –** shape**Recount -** Diary **Persuasion -** Was Guy Fawkes REALLY responsible for the Gunpowder plot? <https://www.bbc.co.uk/news/uk-politics-29722437> <https://www.mirror.co.uk/news/uk-news/chilling-true-story-behind-gunpowder-20757993>  | **Instructions** – recipes from other cultures **Letter** – persuading local residents to welcome refugees to Grantham  | **Narrative** – adding supplementary pages **Explanation** – lifecycle and reproduction of plants (Science) | **Contrasting diary entries** – based on chapter 1 & 4**Persuasion** – Wanted Poster (must contain 2-3 paragraphs of text) **Narrative** - Fantasy Story **Explanation** – spy gadgets **Narrative** – alternative ending  |
| **Maths**  | **See White Rose Scheme of Work** |
| **Science**  | **Life (Y3)** L1 and L3**Identify** and describe the role of skeletons and the circulatory system in animals. **Explain** the specific nutritional needs of plants, animals and humans  | **Light (Y3)****Sound (Y4)**Y3 E5. **Recognise** that light travels in straight lines and explain the effect of the position of an object in relation to a light source on its shadow. Y3 E6. **Explain** that objects are seen because they give out or reflect light into the eye. Y4 3.**Recognise** that sounds are made from vibrations and that these travel through different mediums to the ear: explore the impact of distance on volume Y4 4.**Compare** and contrast the pitch of sounds made by different materials  | **Life (Y4)**L1 and L2BS 1-71.Sequence the simple functions of the digestive system, including the role of teeth 2.Distinguish the functions of the heart, vessels, and blood  | **Life (Yr3) (Y4)****Y3 L2 and L4**2.Describe the life cycle and process of reproduction in plants 4.Explain how different plants’ needs vary **Life Y4 L3 and L4**3.Use classification keys to group living things 4.Explain the impact of the environment on specific habitats  | **Energy (Yr4)**ElectricityE1 and E2 1.Describe the role of components in a circuit through construction and make predictions about components. 2.Recognise the impact of common conductors and insulators  |
| **History**  | **Brunel’s Inventions****Chronology** – Create a timeline of Brunel’s inventions **Evidence** – Define primary and secondary sources**Significance**- Technology – inventions / Significant People  | **Guy Fawkes and the Gunpowder Plot** **Chronology** – Create a timeline of the gunpowder plot **Evidence** – Define primary and secondary sources**Significance**- Technology/Significant People  |  |  | **Tim Bernes-Lee****Chronology** – Create a timeline of Tim Bernes’ Lee **Evidence** – Define primary and secondary sources**Significance**- Technology – the birth of the internet  |
| **Geography**  | **Local Engineering: the Humber Bridge** **Place** - locate the Humber Bridge on an OS Map of Lincolnshire. **Space** - Identify & describe physical and human features of around the bridge.**Change** - Identify and explain how increasing human features affect physical features in the local area |  | **Plastic in the World’s Oceans** **Place** – recap world oceans (KS1)**Space** - explain how the features of an environment/spaceaffect its use **Sustainability -** Analyse the impact of plastic on the oceans. Link to plastic entering food chains and human consumption. **Places of Conflict****Place** - Compare the position of countries experiencing conflict/war on a globe e.g. Afghanistan, Syria, Iraq  |  |  |
| **Art** |  | **Artist Focus**: Edward Munch – The Scream**Composition (formal elements to explore) -*** Y3 Colour– create a colour wheel. Explore warm and cool colours. Explore different ways of applying colour e.g., splashing, dotting. Use colour to express mood**.**
* Y3 Tone - use black/white to create a given tone of colour.
* Y3 Line - short dashes.
* Y3 Proportion – Refer to proportion as size in relation to human features.
* Y3 Shape and Form – Draw 3D forms and create organic 3D forms.

**Communication (outcomes and materials)** – own version of artist’s work using acrylic. Colour choice based on the intended mood. **Comprehension -** **Explain** how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.  |  | **Artist Focus**: Van Gogh, Study of a Tree **Composition (formal elements to explore) -** * Y4 Line – ripples
* Y4 Proportion – talk about the size of natural objects in relation to each other.
* Y4 Tone – shading (grades of pencils)

**Communication (outcomes and materials)** – pencil sketch of a tree **Comprehension -** **Explain** how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.  | **Artist Focus**: Adam Hale**Composition (formal elements to explore) -** * Y4 Colour– Build on primary and secondary colours and look at tertiary colours and monochromatic colours. Build on colour to express mood.
* Y4 Tone –Shading (grades of pencils).
* Y4 Shape and form – manipulate 2D shapes to create a 3D effect (cubism).

**Communication (outcomes and materials)** – Self portrait – pencil shading overlaid on photograph with ‘escaping’ technological items representing impact. **Comprehension -** **Investigate** how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values |
| **DT** | **Structures – suspension bridge** **Innovation & Implementation**: design and build a small-scale suspension bridge which incorporates a simple pulley **Tools/materials:** wheels, pulleys, strong, soft wood, saws, glue. **User**: engineer prototype  |  | **Food – Middle Eastern Cuisine** **Innovation & Implementation**: find and follow a recipe for cous cous salad. Create, considering presentation.**Tools/materials:** ingredients, knives, chopping boards, mixing bowls, kettle. **User**: themselves and parents  |  | **Textiles – protective spy gloves** **Innovation & Implementation**: research suitable fabrics which insulate against electricity, design and make gloves out of this material. **Tools/materials:** sew, insulating fabrics**User**: Alex Rider  |
| **Computing**  | 3.1 Coding 3.5 Email  | 3.2 Online Safety 4.2 Online Safety  | 3.4 Touch Type  | 3.3 Spreadsheets3.8 Graphing  | 4.8 Hardware Investigations4.1 Coding 4.3 Spreadsheets  |
| **PSHE/RSE** | **Safety (Focus on structures)** **Take** responsibility to keep themselves and others safe (e.g., on/offline) **Analyse** levels of risk and make informed choices Know where to access advice for themselves and others | **Safety (Focus on Fire Safety)** **Take** responsibility to keep themselves and others safe (e.g., on/offline) **Analyse** levels of risk and make informed choices Know where to access advice for themselves and others | **Equality (Refugee’s rights)** **Recognise** that others’ families sometimes look different from their own**Treat** everyone with respect, and expect respect from others in return**Identify** our rights and responsibilities | **Relationships (Linked to Giving Tree)** **Know** that a person’s body belongs to them, and how to respond safely (e.g. permission seeking)**Describe** the characteristics of a healthy family life and relate these to their own circumstances. **Recognise** the importance of respect in all relationships and use this to resolve conflicts  | **Identity (Different family make ups)** **Identify** my own beliefs and values; know how they fit into a diverse society. **Express** pride in my personality, appearance and accomplishments. **Know** the importance of avoiding stereotypes | **Health (Linked to Stormbreaker – risk taking/drugging)** **Examine** how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise) **Establish** what support is available when choices go wrong. |
| **RE** | **Understanding Christianity LKS2 (Core) Gospel:** What kind of world did Jesus want?**Text**: Matthew 4,19: Fishers of Men  | **Understanding Christianity LKS2 (Core & Digging Deeper)** **Incarnation:** What is the Trinity?**Texts**: Holy Trinity: Matthew 3, 2 Corinthians / Link Genesis with Gospel of John  | [**KS2 LAS Compulsory Unit - God (Hinduism)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/134FC170D48A0D6DDA1681DD5E8D8FF7.pdf)[**KS2 LAS Compulsory Unit - Life Journey (Hinduism)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/D0B1DC5E8DFF66AE609DBFC1BF4F6194.pdf) | **Understanding Christianity LKS2 (Core & Digging Deeper)** **Salvation:** Why do Christians call the day Jesus died ‘Good Friday’?**Texts**: Holy Week / The Last Supper and Betrayal  | **Understanding Christianity LKS2 (Core & Digging Deeper)** **Kingdom of God:** When Jesus left, what was the impact of Pentecost?**Texts**: The Day of Pentecost: Acts 2: 1–15, 22 and 37–41/1 Corinthians 12:12–26: One body, Many Parts | **Understanding Christianity LKS2 (Digging Deeper) Gospel:** What kind of world did Jesus want? **Text**: Luke 10:25–29 |
| **PE**See Get Set for PE Scheme of Work  | **Ball Skills – Basketball Y3/4** **Lesson 1:** introduce skill**Lesson 2:** Consolidate**Skill: Apply** refined large and small movements in a range of competitive activities*Sending, tracking, dribbling and catching.* | **Dance – Y3 / Swimming** **Lesson 1:** introduce skill**Lesson 2:** Swimming**Skill: Apply** refined large and small movements in a range of competitive activities*Actions, dynamics, space, relationship and performance.**Strokes, breathing and water safety.* | **Ball Skills - Football Y3/4****Lesson 1:** introduce skill**Lesson 2:** Consolidate**Skill: Apply** refined large and small movements in a range of competitive activities*Sending, tracking, dribbling and catching.* | **Dance – Y4** **Lesson 1:** introduce skill**Lesson 2:** consolidate**Skill: Apply** refined large and small movements in a range of competitive activities*Actions, dynamics, space, relationship and performance* | **OAA – Y3, then Y4** **Lesson 1:** introduce skill**Lesson 2:** introduce skill**Skill: Apply** refined large and small movements in a range of competitive activities*Problem solving, navigation, communication and reflection.* | **Fitness – Y3, then Y4** **Lesson 1:** introduce skill**Lesson 2:** introduce skill**Skill: Apply** refined large and small movements in a range of competitive activities*Agility, balance, coordination, speed, strength and stamina.* |
| **MFL** | **A new start**During this half term the children will look at Spain as a country, and start the early stages of conversation building to include greetings, feelings and names. The children will also be introduced to numbers and colours. ​​1a) Getting to know you ​* Discover where Spain is in the world ​
* Learn how to say greetings in Spanish​
* Learn how to ask and answer how they are feeling​
* Learn how to ask somebody their name, and how to introduce their name in Spanish​

1b) Numbers​* Learn to say and remember numbers from 1 to 10​

1c) Colours​* Learn to say colours in Spanish

**Link to Novel**: How might you feel in the tunnel/ What colours describe the tunnel | **Calendar and Celebrations**During this half term the children will revisit colours with an Autumn and Bonfire Night theme. They will go on to learn the days of the week and months of the year2a -  Bonfire Night colours​* Revisit and recall colours​
* Learn new colours for Autumn/Bonfire Night​

​2b – Calendar Time​* Learn the names of days of the week​
* Learn the months of the year​
* Recognise the nouns written down​
* Express their birthday month​

**Link to Novel:** Colours for fireworks and bonfire night | **Animals I like and don’t like**The children will start this half term with a cultural lesson around the theme of Epiphany, revisiting colours numbers, colours and days of the week, and making a crown. The topic of animals will introduce the children to nouns, and the concept of masculine and feminine. The children will also learn to express opinions about animals, and will learn the plurals of animals. To finish the children will follow a story. ​**1a) Celebrating Epiphany**​* Revisit colours and numbers​
* Revisit days of the week​

​**1b) Animals around us**​* Learn the nouns for animals​
* Learn the two ways to say ‘a’ in Spanish​
* Learn how to express opinions about animals and say their favourite animal​
* Learn the plurals of animals​
* Follow a story about animals​

**Link to Novel:**We are all different and have different opinions about animals we like and don’t like. | **Carnival colours, playground games**This half term is an opportunity for the children to revisit language learning from Autumn Term. The children will start by learning about Carnival in Spain and how it is celebrated. The children can also make carnival masks following instructions in Spanish. ​​**2a) Carnival​*** Discover the culture and celebration of Carnival​
* Learn a carnival song​
* Make a carnival mask​

**2a) Playground Games​*** Revisit colours​
* Revisit numbers​
* Learn to ask and answer age​
* Revisit days and months​

**Link to Novel:**This marks the start of the Christian period of lent where it is traditional to fast or give up things. Link this to the story of giving, taking and excess. Link also to the Christian story of Easter* How old is the boy at different points of the story
* What colours describe different parts of the story
 | **Breakfast, fruit nouns and a hungry giant**This half term the children will be introduced to our Hungry Giant story and learning how to ask politely for something. The children start by learning the nouns for fruits and vegetables then breakfast foods, with lots of games for repetition. The unit goes on to introduce the polite request and finishes with the Hungry Giant story which includes an impolite giant (an opportunity for the children to correct using the polite request) and fruits the children have seen during the unit.​​​1. **Hungry Giant**​
* Nouns for fruits and vegetables​
* Nouns for breakfast foods​
* Games for repetition of nouns​
* Polite request – asking for something using the structure ‘I would like… please’​
* Story of Hungry Giant​

**Link to Novel:**Doing the right thing. It is right to be polite, not just to get what we want all the time. Learn how to ask for things politely. | **Going on a picnic**This half term the children will follow two units with a story theme. Firstly, the children will be map explorers, exploring Spain using a map linked to Google Earth and learn how to say where they live. The picnic story looks at different places for a picnic, and items in a picnic basket. ​​**2a) Map explorers and gingerbread men**​* How to ask and answer where they live​
* Practise asking and answering personal information​
* Follow the story of the Gingerbread man in Spanish​

​**2b) Going on a picnic**​* Revisit colours and numbers through a new story​
* Explore the names of possible locations for a picnic​
* Learn the nouns for foods at a picnic​

**Link to Novel**Alex visited lots of new places in the story on his adventures and took on a new identity. Learn how to describe things about yourself |
| **Music**  |  | **Focus Music: Girl on Fire – Alicia Keys****Shape*** Y3/4 Dynamics - Identify crescendos/diminuendos
* Y3/4 Pitch - Identify and interpret basic melodic patterns on a stave
* Y3/4 Structure – identify the structure of the song

**Communication [outcome focus]** Learn and perform the focus music; reflect melody, crescendos and diminuendos accurately. | **Focus Music: Gustav Holst: The Planets — “Mars, the Bringer of War”** **Shape*** Y3/4 Dynamics - Identify crescendos/diminuendos
* Y3/4 Tempo - Identify accelerando/

ritardando* Y3/4 Duration - Identify staccato and legato notation; interpret rhythmic notation on a stave

**Comprehension [outcome focus]**Listen and discuss: does it reflect war? Justify their response using language of musical shape. |  | **Focus Music: Alan Parker – Breaker’s Yard Fight****Shape*** Y3/4 Texture/Timbre - describe the mood created by different textures of music

**Communication [outcome focus]** Create and compose own piece of ‘spy music’ – justify composition decisions with language of musical shape. |

**Long Term Curriculum B - Lower Key Stage Two**

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| **Year B** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Value**  | **Courage** | **Belief** | **Welcoming difference** | **Love** | **Ambition** | **Integrity** |
| **Novel**  | **Iron Man** | **Escape from Pompeii** | **Freedom-Catherine Johnson** | **Goodnight Mr Tom**  | **The Lion, the Witch and the Wardrobe**  |
| **Enquiry Question**  | How do we overcome rejection? | Can disaster lead to better things? | What does it mean to be free? | Are we all worthy of love? | Where can lies lead? |
| **Trips** | TBC | TBC | TBC | TBC | TBC |
| **Immersive Environ.** | Broken Iron Man / Cliff  | Roman Villa  | Boat  | Anderson Shelter  | Snowy Landscape and Streetlamp /Wardrobe |
| **English** | **Setting Description** – based on chapter 1&2**Evaluation** – linked to DT **Recount** – from iron man’s perspective  | **Recount** – newspaper report (Mt Vesuvius or more recent eruption) **Non-Chron Report** – linked to Geography **Poetry**  | **Letter of Persuasion** – find Henry or help the ship?**Contrasting descriptions** – of imagined life England vs reality. **Explanation** – how mining can contaminate water supply | **Contrasting letters** – Willy and Zac **Non-Chronological Report** – WWII**Discussion** – was it right to evacuate children?  | **NCR [Travel Guide] –** containing setting description with for contrasting scenes **Recount -** Diary Entry as Lucy of her meeting with Mr Tumnus**Letter Home** – in role as Lucy**Narrative** – fantasy story with alternative setting**Persuasion** - Paragraph from the point of view of Aslan or the White Witch regarding the fate of Edmund  |
| **Maths**  | **See White Rose Scheme of Work** |
| **Science**  | **Energy (Y3) Forces and Magnets** E1 and E21.Compare and contrast the movement of objects across surfaces and explain this using knowledge of friction. 2.Explain how magnets attract and repel one another using knowledge of poles; use this to make predictions  | **Matter (Yr4)**M1 AND M21.Compare and group materials together according to whether they are solids liquids or gas. 2.Describe the impact of temperature on a range of materials.  | **Energy (Y3)**E3 AND E41.Identify the effect of the force of gravity 2.Identify the effect of air resistance and water resistance on movement  | **Matter (Y3)**M1 – M31Compare and group rocks on the basis of their simple physical properties 2.Recognise that soils are made from rocks and organic matter 3.Describe in simple terms how fossils are formed  | **Science investigation****Child initiated** **Matter (Yr4)** M33.Explore and describe the concepts of evaporation and condensation linked to the water cycle.  |
| **History**  |  | **Romans (including slavery)** **Chronology** – Create a timeline of key events, including Mt Vesuvuis**Evidence** – Define primary and secondary sources**Significance**- Power / Democracy  | **Abolition of Slavery** **Chronology** – Create a timeline of key events**Evidence** – Define primary and secondary sources**Significance**- Democracy  | **WW2 (including holocaust)** **Chronology** – Create a timeline of key events**Evidence** – Define primary and secondary sources**Significance**- Power / Democracy   |  |
| **Geography**  |  | **Mount Vesuvius** **Place** – Recap continents (KS1) and compare to the position of tectonic plates on a world map. Overlay and compare positions of Mount Vesuvius and Pompeii. **Change** - Explain how this volcanic eruption impacted Pompeii. Relate to immediate and long-term impacts of more recent volcanic eruptions.  | **Impact of mining in Jamaica** ***(****building on mining in KS1)* **Place** - Compare the position of Jamaica and the UK on a globe & World Map **Space** - Explain how the physical features of Jamaica affect its use**Sustainability** - Analyse the impact of mining contamination on the country’s water supply.  | **Places of Conflict in WW2****Place** - Compare the position of countries that played a part in WW2.  |  |
| **Art** |  | **Artist Focus**: Andy Goldsworthy **Composition (formal elements to explore) -** * Y3 Pattern – look at natural and manmade patterns. Make patterns on a range of surfaces.
* Y3 Texture – begin to change textures in some way

**Communication (outcomes and materials)** – sculpture using natural resources as a volcano representation, inspired by Goldsworthy – change the textures of resources by combining. **Comprehension -** **Explain** how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. **Investigate** how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values | **Contemporary Artist Focus**: Razieh Gholami, Hoping To Survive**Composition (formal elements to explore) -** * Y4 Line – ripples
* Y3 Colour – create a colour wheel. Explore warm and cool colours. Explore different ways of applying colour e.g. splashing, dotting. Use colour to express mood.
* Y4 Tone - use black/white to create a given tone of colour.

**Communication (outcomes and materials)** mixed media piece – photography [open hands/local landmarks], combined with acrylic [background].**Comprehension -** **Explain** how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. **Investigate** how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values**Notes to support comprehension:** <https://www.theguardian.com/global-development/gallery/2019/dec/25/we-never-chose-this-refugees-use-art-to-imagine-a-better-world-in-pictures>  |  | **Artist Focus**: Pieter Bruegel the Elder - Hunters in the Snow **Composition (formal elements to explore) -** * Y4 Colour – Build on primary and secondary colours and look at tertiary colours and monochromatic colours. Build on colour to express mood.
* Y4 Line – ripples
* Y4 Pattern – Explore natural and manmade patterns in the environment.
* Y4 Texture – relate textures to mood/expression/ movement. Compare textures

**Communication (outcomes and materials)** – recreate a section Bruegel’s piece. Focus on using line, colour and texture with acrylic. **Comprehension -** **Explain** how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.  |
| **DT** | **Structures – catapult** **Innovation & Implementation**: follow instructions to use a lever and create a catapult **Tools/materials:** levers, wood **User**: Iron Man to defeat the Spacebatangeldragon <https://nustem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/#pulleys>  |  |  | **Food – Dig for Victory Innovation & Implementation**: research ways to preserve food in WW2 (bottling/pickling) and try this out on fresh produce. **Tools/materials:** bottles, jars, vinegar, vegetables **User**: Their families  | **Textiles – Scarves** **Innovation & Implementation**: design and knit a scarf to keep the characters of Narnia warm. **Tools/materials:** knitting needles, wool. **User**: Themselves/Narnia characters  |
| **Computing**  | 3.2 Online Safety 4.2 Online Safety  | 3.6 Branching Databases  | 3.7 Simulations  | 4.9 Making Music 4.5 Logo  | 4.4 Writing for different audiences4.6 Animation 4.7 Searching  |
| **PSHE / RSE** | **Relationships (Linked to key question - rejection)** **Know** that a person’s body belongs to them, and how to respond safely (e.g. permission seeking)**Describe** the characteristics of a healthy family life and relate these to their own circumstances. **Recognise** the importance of respect in all relationships and use this to resolve conflicts  | **Safety (Focus on natural disaster e.g. flood)** **Take** responsibility to keep themselves and others safe (e.g., on/offline) **Analyse** levels of risk and make informed choices **Know** where to access advice for themselves and others | **Equality (Modern Slavery & Racism)** **Recognise** that others’ families sometimes look different from their own**Treat** everyone with respect, and expect respect from others in return**Identify** our rights and responsibilities | **Equality (Focus on Religion)** **Recognise** that others’ families sometimes look different from their own**Treat** everyone with respect, and expect respect from others in return**Identify** our rights and responsibilities | **Identity (Stereotypes - Age)** **Identify** my own beliefs and values; know how they fit into a diverse society. **Express** pride in my personality, appearance and accomplishments. **Know** the importance of avoiding stereotypes | **Health (Healthy choices)** **Examine** how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise) **Establish** what support is available when choices go wrong. |
| **RE** | **Understanding Christianity LKS2 (Core & Digging Deeper)** **Creation and Fall:** What do Christians learn from the creation story?**Texts**: Genesis 1:1–25 / Genesis 2:15–17 and Genesis 3  | **Understanding Christianity LKS2 (Core & Digging Deeper)** **Incarnation:** What is the Trinity?**Texts**: Holy Trinity: Matthew 3, 2 Corinthians / Link Genesis with Gospel of John  | **KS2 LAS Compulsory Unit - Being Human (Hinduism)**[**KS2 LAS Compulsory Unit - Community (Hinduism)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/F2F9A78BED9DDAF6D5B2118201B50E7A.pdf) | **Understanding Christianity LKS2 (Core & Digging Deeper)** **Salvation:** Why do Christians call the day Jesus died ‘Good Friday’?**Texts**: Holy Week / The Last Supper and Betrayal  | **Understanding Christianity LKS2 (Core & Digging Deeper)** **Kingdom of God:** When Jesus left, what was the impact of Pentecost?**Text**: 1 Corinthians 12:12–26: One body, Many Parts | **Understanding Christianity LKS2 (Core & Digging Deeper) People of God:** What is it like to follow God?**Texts**: Noah, Genesis 6:5–9:17. Abraham and Sarah, Genesis 18:1–10 |
| **PE**Get Set for PE Scheme of Work  | **Gymnastics Y3****Lesson 1:** introduce skill**Lesson 2:** Consolidate**Skill: Apply** refined large and small movements in a range of competitive activities*Jumps, rolls, shape and balances.* | **Athletics Y3 / Swimming****Lesson 1:** introduceskill**Lesson 2:** Swimming**Skill: Apply** refined large and small movements in a range of competitive activities*Running, jumping and throwing.**Strokes, breathing and water safety.* | **Gymnastics Y4****Lesson 1:** introduce skill**Lesson 2:** Consolidate**Skill: Apply** refined large and small movements in a range of competitive activities*Jumps, rolls, shape, inverted movements and balances.* | **Athletics Y4****Lesson 1:** introduce skill**Lesson 2:** consolidate**Skill: Apply** refined large and small movements in a range of competitive activities*Running, jumping and throwing.* | **Net and Wall – Y3, then Y4****Lesson 1:** introduce skill**Lesson 2:** introduce skill**Skill: Apply** refined large and small movements in a range of competitive activities*Shots, serving, rallying, footwork,*  | **Striking and Fielding – Cricket Y3/4** **Lesson 1:** introduce skill**Lesson 2:** consolidation**Skill: Apply** refined large and small movements in a range of competitive activities*Striking, fielding, throwing and catching.* |
| **Year 3 MFL**Stage 1 Spanish | **A new start**During this half term the children will look at Spain as a country, and start the early stages of conversation building to include greetings, feelings and names. The children will also be introduced to numbers and colours. ​​1a) Getting to know you ​* Discover where Spain is in the world ​
* Learn how to say greetings in Spanish​
* Learn how to ask and answer how they are feeling​
* Learn how to ask somebody their name, and how to introduce their name in Spanish​

1b) Numbers​* Learn to say and remember numbers from 1 to 10​

1c) Colours​* Learn to say colours in Spanish

**Link to Novel**:* How might the Iron Man feel?
* What colours describe how he is feeling?
 | **Calendar and Celebrations**During this half term the children will revisit colours with an Autumn and Bonfire Night theme. They will go on to learn the days of the week and months of the year2a -  Bonfire Night colours​* Revisit and recall colours​
* Learn new colours for Autumn/Bonfire Night​

​2b – Calendar Time​* Learn the names of days of the week​
* Learn the months of the year​
* Recognise the nouns written down​
* Express their birthday month​

**Link to Novel:**What Colours describe Pompeii?What month did Pompeii happen in? | **Animals I like and don’t like**The children will start this half term with a cultural lesson around the theme of Epiphany, revisiting colours numbers, colours and days of the week, and making a crown. The topic of animals will introduce the children to nouns, and the concept of masculine and feminine. The children will also learn to express opinions about animals, and will learn the plurals of animals. To finish the children will follow a story. ​**1a) Celebrating Epiphany**​* Revisit colours and numbers​
* Revisit days of the week​

​**1b) Animals around us**​* Learn the nouns for animals​
* Learn the two ways to say ‘a’ in Spanish​
* Learn how to express opinions about animals and say their favourite animal​
* Learn the plurals of animals​
* Follow a story about animals​

**Link to Novel:**Being free means we can have our own opinions. | **Carnival colours, playground games**This half term is an opportunity for the children to revisit language learning from Autumn Term. The children will start by learning about Carnival in Spain and how it is celebrated. The children can also make carnival masks following instructions in Spanish. ​​The children will then revisit colours, numbers, months and days and will be introduced to the question and answer for age. There is also an optional lesson to take learning outside and learn some playground games. ​**​****2a) Carnival​*** Discover the culture and celebration of Carnival​
* Learn a carnival song​
* Make a carnival mask​

**2a) Playground Games​*** Revisit colours​
* Revisit numbers​
* Learn to ask and answer age​
* Revisit days and months​

**Link to Novel:**Carnival is a time to celebrate and eat lots of nice food. This marks the start of the Christian period of lent where it is traditional to fast or give up things. Link to the different experiences of Evacuees. * Say how old Tom was
* What colours express how Tom feels at different parts of the story?
 | **Breakfast, fruit nouns and a hungry giant**This half term the children will be introduced to our Hungry Giant story, and learning how to ask politely for something. The children start by learning the nouns for fruits and vegetables then breakfast foods, with lots of games for repetition. The unit goes on to introduce the polite request and finishes with the Hungry Giant story which includes an impolite giant (an opportunity for the children to correct using the polite request) and fruits the children have seen during the unit.​​​**1) Hungry Giant**​* Nouns for fruits and vegetables​
* Nouns for breakfast foods​
* Games for repetition of nouns​
* Polite request – asking for something using the structure ‘I would like… please’​
* Story of Hungry Giant​

**Link to Novel:**Edmund is selfish and rude like the giant. Lucy is kind and polite. Learn how to be polite and ask politely for things in Spanish. | **Going on a picnic**This half term the children will follow two units with a story theme. Firstly, the children will be map explorers, exploring Spain using a map linked to Google Earth and learn how to say where they live. The picnic story  looks at different places for a picnic, and items in a picnic basket. ​​**2a) Map explorers and gingerbread men**​* How to ask and answer where they live​
* Practise asking and answering personal information​
* Follow the story of the Gingerbread man in Spanish​

​**2b) Going on a picnic**​* Revisit colours and numbers through a new story​
* Explore the names of possible locations for a picnic​
* Learn the nouns for foods at a picnic​

**Link to Novel*** Where would the children say they live?
* Say I live in Narnia in Spanish.

What questions about their personal information might the children ask the various characters they meet? |
| **Year 4 MFL**Stage 2 Spanish | **Welcome to our School**During this half term the children will revisit some of the core language they learned in Stage 1 (asking and answering their name, where they live, greetings, days of the week, months of the year, classroom instructions, numbers and age). The children will also be introduced to names for rooms in a school, and nouns for classroom objects. **1 – Welcome to school*** Asking and responding to questions about themselves
* Responding to classroom instructions
* Revisiting and reading number words to 20
* Revisiting months of the year
* Following a story about days of the week
* Writing names for rooms in a school
* Saying and writing nouns for classroom objects (and designing a super learner utility belt!)

**Link to Novel**:* How might the Iron Man feel?
* What colours describe how he is feeling?
* Learn the noun for Robot
 | **My Local area, your local area**During this half term the children will revisit colours and write a poem based on Bonfire Night. The children will revisit classroom instructions and useful commands in order to programme their own robots! They will then learn the names of shops in town, discover what shops look like in Spain, and learn how to ask where a shop is… in their best robot voices!**2a - Bonfire Night poem*** Revisit and recall colours
* Write a Bonfire Night poem using colours

**2b – Robot town, commands and directions*** Revisit classroom instructions
* Practise writing useful commands
* Explore what shops look like in Spain
* Practise asking where something is
* Respond with the structure ‘Here is…’
* Recognise the names of places in a town written down.

**Link to Novel:*** What Colours describe Pompeii?
* What might the local area of Pompeii have looked like?
* How is this different to Spain or your local area?
* Describe parts of Pompeii local area.
 | **Family tree and faces**The children will start this half term with a cultural lesson finding out about Epiphany in Spain and revisiting months of the year in Spanish. The children will then be introduced to the alien family, and learn the nouns for family members. The children will then choose one family member and make a hand puppet, recording personal information on the back. The children will then create a family tree before moving on to facial features in Spanish and how to use colours as adjectives to describe parts of the face. **1a) Epiphany time again*** Revisit months of the year
* Find out about Epiphany in Spain

**1b) Alien family and face*** Learn the nouns for family members
* Make a hand puppet of a family member and record personal information
* Write the nouns for family members as part of a family tree
* Learn the nouns for parts of the face
* Use colours as adjectives to describe parts of the face

**Link to Novel**Family and different facial features* Importance of family and family tree.
* Nat must leave his family
* Write Nat’s family tree in Spanish
* Describe Nat’s face
 | **Carnival / Parts of the body**This half term the children will start with a carnival themed lesson looking at animal nouns and imagine themselves dressed as an animal for carnival! The children will then extend their learning of facial features from Spring 1 and extend to body parts including arms, legs, feet and so on. The children will learn how to describe body part nouns using adjectives for colour and will complete the unit with their own alien creation with a written description. **2a) Carnival of animals*** Carnival-themed lesson with animal nouns

**2b) Parts of the body and aliens*** Revisit parts of the face
* Learn nouns for body parts
* Learn to use adjectives to describe body parts
* Revisit commands
* Create own alien/monster and write a description
* Assessment lesson

**Link to Novel:**Carnival is a time to celebrate and eat lots of nice food. This marks the start of the Christian period of lent where it is traditional to fast or give up things. Link to the different experiences of Evacuees. What kind of celebration do you think would be had after the War? | **Feeling Unwell**This half term Stage 2 learners will recap body parts from Spring 2 and use this to learn phrases to describe aches and pains. The children will move on to learn nouns for jungle animals, and through a story will learn adjectives associated with the animals. The children will write simple descriptive sentences, then will have an opportunity to write a description of a dragon or a unicorn of their creation. **1a) I don’t feel well*** Recall body part nouns
* Learn phrases for aches and pains (I have \_\_\_\_ ache)

**1b) Walking through the jungle*** Learn nouns for jungle animals
* Follow story with adjectives to describe jungle animals
* Write sentences including nouns and adjectives in correct order
* Opportunity for themed dragon and unicorn lesson, learning nouns for body parts and putting together with adjectives to write description

**Link to Novel:**Feeling unwell* How will Edmund feel if he eats too much Turkish delight?

Fantastical animals and strange places* What animals might you see in Narnia
* Can you describe some of the fantastical animals in Narnia
* Walking in the jungle, how does this compare to Narnia
 | **Summer Time**This half term Stage 2 learners will be finding out all about the weather and ice creams. The children will start by learning weather phrases, play games to practise weather phrases and make a weather windows chart. The children will move on to look at ice cream flavours, learn how to order an ice cream and create their perfect ice cream. There is an opportunity here for a special end of year lesson – having a real ice cream! **2a) Weather*** Learn weather phrases and play games to practise the phrases
* Make a weather windows chart
* Look at typical weather in different parts of the world

**2b) Ice creams*** Learn names of ice cream flavours
* Look at sounds in ice cream flavours
* Look at the language for ordering an ice cream
* Design own perfect ice cream creation
* Option to have an ice cream as end of year celebration

**Link to Novel**Describe the weather in Narnia at the beginning and end of the story |
| **Music**  | **Focus Music: Evanescence – Bring me to Life** **Shape*** Y3/4 Tempo - Identify accelerando/

ritardando* Y3/4 Dynamics - Identify crescendos/ diminuendos
* Y3/4 Pitch - Identify and interpret basic melodic patterns on a stave

**Communication [outcome focus]** – Learn and perform the focus music; reflect tempo, dynamics and pitch accurately. |  |  | **Focus Music: Vera Lynn- We’ll Meet Again** **Shape*** Y3/4 Tempo - Identify accelerando/

ritardando* Y3/4 Duration - Identify staccato and legato notation; interpret rhythmic notation on a stave
* Y3/4 Structure – identify the structure of the song

**Communication [outcome focus]** – Create and compose own piece of ‘WW2 Music’ – justify composition decisions with language of musical shape. | **Focus Music: Vivaldi – Four Seasons** **Shape*** Y3/4 Dynamics - Identify crescendos/ diminuendos
* Y3/4 Duration - Identify staccato and legato notation; interpret rhythmic notation on a stave
* Y3/4 Texture/Timbre - describe the mood created by different textures of music

**Comprehension [outcome focus]** – Listen and discuss: does the piece accurately reflect winter? Could it feature as the soundtrack for Narnia? Justify their response using language of musical shape. |