

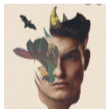





## Long Term Curriculum Year A- Lower Key Stage Two


| 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   | LondonThorpe Woods (Cartography)  |               |
| Immersive Environ. | A tunnel leading into the classroom  | Bonfire  | Boat  | Tree  | Breaker' Yard (Scrap Metal)   |               |
| English            | <b>Narrative</b> – setting description<br><b>Narrative</b> – recount the story changing the setting<br><b>Evaluation</b> – link to DT – suspension bridges   | <b>Poetry</b> – shape on fireworks<br><b>Recount</b> - Diary<br><b>Non-chronological report</b> – Guy Fawkes/crime<br><b>Whole school themed Christmas Write</b>   | <b>Instructions</b> – recipes from other cultures linked to DT<br><b>Persuasive/inform Letter</b> – persuading local residents to welcome refugees to Grantham  | <b>Poetry</b> – poet TBC for World Poetry Day<br><b>Narrative</b> – add supplementary pages (build-up)<br><b>Explanation</b> – lifecycle and reproduction of plants (Science)   | <b>Summer 1 - Contrasting diary entries</b> – based on chapter 1 & 4<br><b>Persuasion</b> – Wanted Poster (must contain 2-3 paragraphs of text)<br><b>Narrative</b> - Fantasy Story (Can use visual literacy to support)<br><b>Summer 2 - Recount</b> – letter<br><b>Focus Author Study– Non-chronological report</b> - Anthony Horowitz  |               |
| Maths              | See White Rose Scheme of Work  |  |   |   |   |               |
| Science            | <b>Life (Y3)</b><br>L1 and L3<br><b>Identify</b> and describe the role of skeletons and the circulatory system in animals.<br><b>Explain</b> the specific nutritional needs of plants, animals and humans  | <b>Light (Y3)</b><br><b>Sound (Y4)</b><br>Y3 E5. <b>Recognise</b> 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.<br>Y3 E6. <b>Explain</b> that objects are seen because they give out or reflect light into the eye.<br>Y4 3. <b>Recognise</b> that sounds are made from vibrations and that these travel through different mediums to the ear: explore the impact of distance on volume<br>Y4 4. <b>Compare</b> and contrast the pitch of sounds made by different materials   | <b>Life (Y4)</b><br>L1 and L2<br>BS 1-7<br>1. Sequence the simple functions of the digestive system, including the role of teeth<br>2. Distinguish the functions of the heart, vessels, and blood   | <b>Life (Yr3) (Y4)</b><br><b>Y3 L2 and L4</b><br>2. Describe the life cycle and process of reproduction in plants<br>4. Explain how different plants' needs vary<br><b>Life Y4 L3 and L4</b><br>3. Use classification keys to group living things<br>4. Explain the impact of the environment on specific habitats  | <b>Energy (Yr4)</b><br>Electricity<br>E1 and E2<br>1. Describe the role of components in a circuit through construction and make predictions about components.<br>2. Recognise the impact of common conductors and insulators   |               |
| History            |  | <b>Thematic Study: Crime</b><br><b>Chronology</b> – Create a timeline of events<br><b>Evidence</b> – Analyse a range of primary and secondary sources<br><b>Significance</b> - Significant People and events<br>1606- Guy Fawkes<br>1645-Witchfinder General<br>1700-Criminals sent to Australia<br>1842- Pentonville Prison<br>1965- Capital punishment ends  |   | <b>Thematic Study- Invaders</b><br><b>Chronology</b> – Create a timeline of events<br><b>Evidence</b> – Analyse a range of primary and secondary sources<br><b>Significance</b> - Significant People and events – looking at when we were invaded and when we invaded others.<br><ul style="list-style-type: none"> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> <li>British Empire – colonisation from 1585 (Roanoke Island) to 1926 when the Commonwealth was founded. Look at N Americas, India, Africa and Australasia.</li> </ul>  | <b>Thematic Study- Inventors</b><br><b>Chronology</b> – Create a timeline of events<br><b>Evidence</b> – Analyse a range of primary and secondary sources<br><b>Significance</b> - Significant People and events <ul style="list-style-type: none"> <li>William Caxton</li> <li>Isambard Kingdom Brunel</li> <li>George Stephenson</li> <li>Thomas Edison</li> </ul>  |               |
| Geography          | <b>Local Engineering: the Humber Bridge (Local Landmark)</b><br><b>Place</b> - locate the Humber Bridge on an OS Map of Lincolnshire.<br><b>Space</b> - Identify & describe physical and human features of around the bridge.<br><b>Change</b> - Identify and explain how increasing human features affect physical features in the local area |  | <b>Tourism and Migration</b><br><b>Place</b> – locate and list major countries<br><b>Human</b> – <b>Explain</b> the human contributors to climate change, including fossil fuel use and deforestation.<br><b>Identify</b> types of tourism<br><b>Summarise</b> the impacts of tourism |   | <b>Biomes</b><br><b>Physical- Identify</b> and <b>describe</b> different climate zones and biomes. <b>Examine</b> natural landscapes including rivers, vegetation belts and biomes.<br><b>Space- Explain</b> how the <b>features of an environment</b> affect settlement and land use.<br><b>Cartography</b> - to navigate and map out a visit to Londonthorpe woods (within 2 miles)   |               |
| Art                |  | <br><b>Artist Focus:</b> Edvard Munch – The Scream<br><br><b>Composition (formal elements to explore) -</b> <ul style="list-style-type: none"> <li><b>Y3 Colour</b>– create a colour wheel. Explore warm and cool colours. Explore different ways of applying colour e.g., splashing, dotting. Use colour to express mood.</li> <li><b>Y3 Tone</b>- use black/white to create a given tone of colour.</li> <li><b>Y3 Line</b>- short dashes.</li> <li><b>Y3 Proportion</b> – Refer to proportion as size in relation to human features.</li> <li><b>Y3 Shape and Form</b> – Draw 3D forms and create organic 3D forms.</li> </ul> <b>Communication (outcomes and materials)</b> – own version of artist's work using acrylic. Colour choice based on the intended mood. |   | <br><b>Artist Focus:</b> Van Gogh, Study of a Tree<br><br><b>Composition (formal elements to explore) -</b> <ul style="list-style-type: none"> <li><b>Y4 Line</b> – ripples</li> <li><b>Y4 Proportion</b> – talk about the size of natural objects in relation to each other.</li> <li><b>Y4 Tone</b> – shading (grades of pencils)</li> </ul> <b>Communication (outcomes and materials)</b> – pencil sketch of a tree<br><br><b>Comprehension -</b><br><b>Explain</b> how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. | <br><b>Artist Focus:</b> Adam Hale<br><br><b>Composition (formal elements to explore) -</b> <ul style="list-style-type: none"> <li><b>Y4 Colour</b>– Build on primary and secondary colours and look at tertiary colours and monochromatic colours. Build on colour to express mood.</li> <li><b>Y4 Tone</b> –Shading (grades of pencils).</li> <li><b>Y4 Shape and form</b> – manipulate 2D shapes to create a 3D effect (cubism).</li> </ul> <b>Communication (outcomes and materials)</b> – Self portrait – pencil shading overlaid on photograph with 'escaping' technological items representing impact.<br><br><b>Comprehension -</b><br><b>Investigate</b> how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values |               |

|                  |   |  |  |  |   |   |
|------------------|---|--|--|--|---|---|
|                  |   | <b>Comprehension -</b><br>Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.  |  |  |   |   |
| <b>DT</b>        | <b>Structures – suspension bridge</b><br><b>Innovation &amp; Implementation:</b> design and build a small-scale suspension bridge which incorporates a simple pulley<br><b>Tools/materials:</b> wheels, pulleys, strong, soft wood, saws, glue.<br><b>User:</b> engineer prototype  |  | <b>Food – Middle Eastern Cuisine</b><br><b>Innovation &amp; Implementation:</b> find and follow a recipe for cous cous salad. Create, considering presentation.<br><b>Tools/materials:</b> ingredients, knives, chopping boards, mixing bowls, kettle.<br><b>User:</b> themselves and parents  |  | <b>Textiles – protective spy gloves</b><br><b>Innovation &amp; Implementation:</b> research suitable fabrics which insulate against electricity, design and make gloves out of this material.<br><b>Tools/materials:</b> sew, insulating fabrics<br><b>User:</b> Alex Rider   |   |
| <b>Computing</b> | 3.2 online safety<br>3.4 touch typing<br><br><b>Safety</b><br><b>Understand</b> how to keep themselves safe online and begin to take responsibility for this.   | 3.1 coding<br><br><b>Safety</b><br><b>Know</b> that identities are portrayed online may not be real.   | 3.5 email<br><br><b>Safety</b><br><b>Ensure</b> that everyone is treated with respect and expect respect from others in return online.   | 3.3 spreadsheets<br>4.3 Spreadsheets x3 lessons – choose for children based on needs of class.<br><br><b>Safety</b><br><b>Know</b> what cyberbullying is and how to seek help.   | 4.1 coding<br><br><b>Safety</b><br><b>Know</b> the way negative attitudes and stereotypes can be reinforced online.   | 4.8 hardware<br>3.8 graphing<br><br><b>Safety</b><br><b>Recognise</b> the impact social media can have on wellbeing.  |
| <b>PSHE/RSE</b>  | <b>Safety (Focus on structures)</b><br><b>Take</b> responsibility to keep themselves and others safe (e.g., on/offline)<br><b>Analyse</b> levels of risk and make informed choices Know where to access advice for themselves and others  | <b>Safety (Focus on Fire Safety)</b><br><b>Take</b> responsibility to keep themselves and others safe (e.g., on/offline)<br><b>Analyse</b> levels of risk and make informed choices Know where to access advice for themselves and others  | <b>Equality (Refugee’s rights)</b><br><b>Recognise</b> that others’ families sometimes look different from their own<br><b>Treat</b> everyone with respect, and expect respect from others in return<br><b>Identify</b> our rights and responsibilities  | <b>Relationships (Linked to Giving Tree)</b><br><b>Know</b> that a person’s body belongs to them, and how to respond safely (e.g. permission seeking)<br><b>Describe</b> the characteristics of a healthy family life and relate these to their own circumstances.<br><b>Recognise</b> the importance of respect in all relationships and use this to resolve conflicts  | <b>Identity (Different family make ups)</b><br><b>Identify</b> my own beliefs and values; know how they fit into a diverse society.<br><b>Express</b> pride in my personality, appearance and accomplishments.<br><b>Know</b> the importance of avoiding stereotypes  | <b>Health (Linked to Stormbreaker – risk taking/drugging)</b><br><b>Examine</b> how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise)<br><b>Establish</b> what support is available when choices go wrong.   |
| <b>RE</b>        | <b>Incarnation</b><br><b>UC 2a.3 (core and digging deeper)</b><br><b>What is the Trinity?</b>   |  | <b>LAS Compulsory</b><br><b>God – Islam</b><br><b>What do Muslims believe about God?</b><br>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]  | <b>LAS Compulsory</b><br><b>Community – Islam</b><br><b>How do Muslims express their religion and beliefs?</b><br>[How is Muslim worship expressed collectively? How does Muslim worship and celebration [How is Hindu belief expressed personally and collectively? How does worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]   | <b>LAS Additional</b><br><b>Forgiveness (including Christianity)</b><br>[At least two religions, one must be religion/belief other than Christianity, Hinduism and Islam. Look at religious/non-religious practices/festivals/stories that focus on saying sorry and asking for forgiveness e.g. Yom Kippur, Diwali, Easter]  |   |
| <b>PE</b>        | <b>Ball Skills – Basketball Y3/4</b><br><br><b>Lesson 1:</b> introduce skill<br><b>Lesson 2:</b> Consolidate<br><br><b>Skill: Apply</b> refined large and small movements in a range of competitive activities<br><br><i>Sending, tracking, dribbling and catching.</i>   | <b>Dance – Y3</b><br><br><b>Lesson 1:</b> introduce skill<br><b>Lesson 2:</b> Swimming<br><br><b>Skill: Apply</b> refined large and small movements in a range of competitive activities<br><br><i>Actions, dynamics, space, relationship and performance. Strokes, breathing and water safety.</i>  | <b>Football Y3/4</b><br><br><b>Skill:</b> Developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball.<br><br><i>Control, passing, receiving, shooting, position, tactics and teamwork.</i>   | <b>Netball – Y3/4</b><br><br><b>Skill:</b> Developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting.<br><br><i>Sending, tracking, passing, shooting, defending, attaching and catching.</i>  | <b>Tennis Y3, then Y4</b><br><br><b>Skill:</b> develop the key skills required for tennis such as the ready position, racket control and hitting a ball.<br><br><i>Position, control, movement, shots, serve, rally and footwork.</i>   | <b>Athletics – Y3</b><br><br><b>Skill:</b> Develop basic running, jumping and throwing techniques.<br><br><i>Coordination, running, jumping and throwing</i>  |
| <b>MFL</b>       | <b>A new start</b><br>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.<br><br>1a) Getting to know you<br>• Discover where Spain is in the world<br>• Learn how to say greetings in Spanish<br>• Learn how to ask and answer how they are feeling<br>• Learn how to ask somebody their name, and how to introduce their name in Spanish<br><br>1b) Numbers<br>• Learn to say and remember numbers from 1 to 10<br><br>1c) Colours<br>• Learn to say colours in Spanish<br><br><b>Link to Novel:</b> How might you feel in the tunnel/ What colours describe the tunnel | <b>Calendar and Celebrations</b><br>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 year<br><br>2a - Bonfire Night colours<br>• Revisit and recall colours<br>• Learn new colours for Autumn/Bonfire Night<br><br>2b – Calendar Time<br>• Learn the names of days of the week<br>• Learn the months of the year<br>• Recognise the nouns written down<br>• Express their birthday month<br><br><b>Link to Novel:</b> Colours for fireworks and bonfire night | <b>Animals I like and don’t like</b><br>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.<br><br><b>1a) Celebrating Epiphany</b><br>• Revisit colours and numbers<br>• Revisit days of the week<br><br><b>1b) Animals around us</b><br>• Learn the nouns for animals<br>• Learn the two ways to say ‘a’ in Spanish<br>• Learn how to express opinions about animals and say their favourite animal<br>• Learn the plurals of animals<br>• Follow a story about animals<br><br><b>Link to Novel:</b><br>We are all different and have different opinions about animals we like and don’t like. | <b>Carnival colours, playground games</b><br>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.<br><br><b>2a) Carnival</b><br>• Discover the culture and celebration of Carnival<br>• Learn a carnival song<br>• Make a carnival mask<br><br><b>2a) Playground Games</b><br>• Revisit colours<br>• Revisit numbers<br>• Learn to ask and answer age<br>• Revisit days and months<br><br><b>Link to Novel:</b><br>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<br>• How old is the boy at different points of the story | <b>Breakfast, fruit nouns and a hungry giant</b><br>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.<br><br>1. <b>Hungry Giant</b><br>• Nouns for fruits and vegetables<br>• Nouns for breakfast foods<br>• Games for repetition of nouns<br>• Polite request – asking for something using the structure ‘I would like... please’<br>• Story of Hungry Giant<br><br><b>Link to Novel:</b> | <b>Going on a picnic</b><br>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.<br><br><b>2a) Map explorers and gingerbread men</b><br>• How to ask and answer where they live<br>• Practise asking and answering personal information<br>• Follow the story of the Gingerbread man in Spanish<br><br><b>2b) Going on a picnic</b><br>• Revisit colours and numbers through a new story<br>• Explore the names of possible locations for a picnic<br>• Learn the nouns for foods at a picnic<br><br><b>Link to Novel</b> |

|                     |  |   |   |  |  |   |
|---------------------|--|---|---|--|--|---|
|                     |  |   |   | <ul style="list-style-type: none"> <li>• What colours describe different parts of the story</li> </ul> | <p>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.</p>   | <p>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</p> |
| <p><b>Music</b></p> |  | <p><b>Focus Music: Girl on Fire – Alicia Keys</b><br/> <b>Shape</b></p> <ul style="list-style-type: none"> <li>• <u>Y3/4 Dynamics</u> - Identify crescendos/diminuendos</li> <li>• <u>Y3/4 Pitch</u> - Identify and interpret basic melodic patterns on a stave</li> <li>• <u>Y3/4 Structure</u> – identify the structure of the song</li> </ul> <p><b>Communication [outcome focus]</b><br/> Learn and perform the focus music; reflect melody, crescendos and diminuendos accurately.</p> | <p><b>Focus Music: Gustav Holst: The Planets – “Mars, the Bringer of War”</b><br/> <b>Shape</b></p> <ul style="list-style-type: none"> <li>• <u>Y3/4 Dynamics</u> - Identify crescendos/diminuendos</li> <li>• <u>Y3/4 Tempo</u> - Identify accelerando/ritardando</li> <li>• <u>Y3/4 Duration</u> - Identify staccato and legato notation; interpret rhythmic notation on a stave</li> </ul> <p><b>Comprehension [outcome focus]</b><br/> Listen and discuss: does it reflect war? Justify their response using language of musical shape.</p> |  | <p><b>Focus Music: Alan Parker – Breaker’s Yard Fight</b><br/> <b>Shape</b></p> <ul style="list-style-type: none"> <li>• <u>Y3/4 Texture/Timbre</u> - describe the mood created by different textures of music</li> </ul> <p><b>Communication [outcome focus]</b><br/> Create and compose own piece of ‘spy music’ – justify composition decisions with language of musical shape.</p> |   |

## Long Term Curriculum B - Lower Key Stage Two

| 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   | The Red Tree  | 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  | Bare Tree... add red leaves   | Snowy Landscape and Streetlamp /Wardrobe  |               |
| English            | <p><b>Narrative</b> – setting description</p> <p><b>Narrative</b> – recount the story changing the setting</p> <p><b>Evaluation</b> – link to DT - catapult</p>   | <p><b>Poetry</b> – shape on volcanoes</p> <p><b>Recount</b> - Diary</p> <p><b>Non-chronological report</b> - Volcanoes</p> <p><b>Whole school themed Christmas Write</b></p>   | <p><b>Instructions</b> – link to Science - experiment</p> <p><b>Persuasion</b> – Letter – find Henry or help the ship?</p>  | <p><b>Poetry</b> – poet TBC for World Poetry Day</p> <p><b>Narrative</b> – add supplementary pages (build-up)</p> <p><b>Explanation</b> – link to Science</p>   | <p><b>Recount</b> – contrasting diary entries – Lucy and Mr Tumnus</p> <p><b>Recount</b> – letter from Lucy to home</p> <p><b>Persuasion</b> – Wanted poster – The White Witch (At least 2-3 paragraphs)</p> <p><b>S2:</b></p> <p><b>Narrative</b> – Fantasy story with an alternative setting (visual literacy)</p> <p><b>Focus Author study</b> – C.S Lewis -Non-chronological report</p>   |               |
| Maths              | See White Rose Scheme of Work   |  |   |   |   |               |
| Science            | <p><b>Energy (Y3) Forces and Magnets</b></p> <p>E1 and E2</p> <p>1.Compare and contrast the movement of objects across surfaces and explain this using knowledge of friction.</p> <p>2.Explain how magnets attract and repel one another using knowledge of poles; use this to make predictions</p>   | <p><b>Matter (Yr4)</b></p> <p>M1 AND M2</p> <p>1.Compare and group materials together according to whether they are solids liquids or gas.</p> <p>2.Describe the impact of temperature on a range of materials.</p>  | <p><b>Energy (Y3)</b></p> <p>E3 AND E4</p> <p>1.Identify the effect of the force of gravity</p> <p>2.Identify the effect of air resistance and water resistance on movement</p>   | <p><b>Matter (Y3)</b></p> <p>M1 – M3</p> <p>1.Compare and group rocks on the basis of their simple physical properties</p> <p>2.Recognise that soils are made from rocks and organic matter</p> <p>3.Describe in simple terms how fossils are formed</p>    | <p><b>Science investigation</b></p> <p><b>Child initiated</b></p> <p><b>Matter (Yr4)</b></p> <p>M3</p> <p>3.Explore and describe the concepts of evaporation and condensation linked to the water cycle.</p>  |               |
| History            | <p><b>Thematic Study – Change</b></p> <p>Looking at changes that have impacted our world</p> <p>11<sup>th</sup> century – castles (Lincoln Castle)</p> <p>12<sup>th</sup> century law and order</p> <p>13<sup>th</sup> century markets – Stamford, Grantham</p> <p>15<sup>th</sup> century exploration – Christopher Columbus</p> <p>17<sup>th</sup> century science revolution – rise of medicine and scientific study</p> <p><b>Chronology</b> – Create a timeline of key events during this period</p> <p><b>Evidence</b> – Discuss the use of primary and secondary sources using skills of evaluation and critical thinking</p> <p><b>Significance</b>- Look at changes that have had a significant impact on our local history and compare and contrast with world history.</p> |  | <p><b>Thematic Study: Slavery Chronology</b> – Use timelines to discuss the use of slaves in the world leading to the abolition of slavery and its impact on 21st century Britain.</p> <p><b>Evidence</b> – Define and analyse a range of primary and secondary sources.</p> <p><b>Significance</b>- Describe the impact of slavery on the immediate future.</p>  |   | <p><b>Thematic Study: Monarchy and Leadership</b></p> <p><b>Looking at the leadership of the British Isles</b></p> <p><b>Chronology</b> – Create timelines which show the order in which events happened.</p> <p><b>Evidence</b> – analyse a range of primary and secondary sources.</p> <p><b>Significance</b>- describe the impact of different leaders and ones who were groundbreaking. Analyse their impact on the country and how the power of the monarchy has changed over time</p> <p>For example:</p> <p><b>Alfred the Great</b></p> <p><b>William the Conqueror</b></p> <p><b>Elizabeth I</b></p> <p><b>Charles I and Oliver Cromwell</b></p> <p><b>Queen Victoria</b></p> <p><b>Elizabeth II</b></p>  |               |
| Geography          |   | <p><b>Mount Vesuvius</b></p> <p><b>Place</b> – Recap continents (KS1) and compare to the position of tectonic plates on a world map. Overlay and compare positions of Mount Vesuvius and Pompeii. <b>List and locate major countries</b> of each of the seven continents: <b>compare</b> the position of these on the Earth's surface.</p> <p><b>Change</b> - Explain how this volcanic eruption impacted Pompeii. Relate to immediate and long-term impacts of more recent volcanic eruptions.</p> <p>Physical- <b>Establish</b> the location <b>patterns</b> of specific natural hazards and give examples of the effects they can have.</p> <p>Human- <b>Identify</b> types of tourism. <b>Summarise</b> the impacts of tourism</p> |   | <p><b>Climate Change</b></p> <p><b>Physical</b>- <b>Explain</b> what climate change is and <b>analyse patterns</b> over time.</p> <p><b>Human</b>- <b>Explain</b> the human contributors to climate change, including fossil fuel use and deforestation</p> | <p><b>The Water Cycle</b></p> <p><b>Explain</b> the water cycle.</p> <p>The water cycle <b>shows the continuous movement of water within the Earth and atmosphere</b>. It is a complex system that includes many different processes. Liquid water evaporates into water vapour, condenses to form clouds, and precipitates back to earth in the form of rain and snow.</p>   |               |
| Art                |   |  <p><b>Artist Focus:</b> Andy Goldsworthy</p> <p><b>Composition (formal elements to explore) -</b></p> <ul style="list-style-type: none"> <li><b>Y3 Pattern</b> – look at natural and manmade patterns. Make patterns on a range of surfaces.</li> <li><b>Y3 Texture</b> – begin to change textures in some way</li> </ul> <p><b>Communication (outcomes and materials)</b> – sculpture using natural resources as a volcano representation, inspired by Goldsworthy – change the textures of resources by combining.</p> <p><b>Comprehension -</b></p> <p><b>Explain</b> how a piece of art makes them feel using more technical</p>               |  <p><b>Contemporary</b></p> <p><b>Artist Focus:</b> Joseph Kangi, South Sudan, 2019 Mirror of humanity,</p> <p><b>Composition (formal elements to explore) -</b></p> <ul style="list-style-type: none"> <li><b>Y4 Line</b> – ripples</li> <li><b>Y3 Colour</b> – create a colour wheel. Explore warm and cool colours. Explore different ways of applying colour e.g. splashing, dotting. Use colour to express mood.</li> <li><b>Y4 Tone</b> - use black/white to create a given tone of colour.</li> </ul> |   |  <p><b>Artist Focus:</b> Pieter Bruegel the Elder - Hunters in the Snow</p> <p><b>Composition (formal elements to explore) -</b></p> <ul style="list-style-type: none"> <li><b>Y4 Colour</b> – Build on primary and secondary colours and look at tertiary colours and monochromatic colours. Build on colour to express mood.</li> <li><b>Y4 Line</b> – ripples</li> <li><b>Y4 Pattern</b> – Explore natural and manmade patterns in the environment.</li> <li><b>Y4 Texture</b> – relate textures to mood/expression/ movement. Compare textures</li> </ul> <p><b>Communication (outcomes and materials)</b> – recreate a section Bruegel's piece. Focus on using line, colour and texture with acrylic.</p> <p><b>Comprehension -</b></p> <p><b>Explain</b> how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.</p> |               |

|                   |  |  |   |  |   |  |
|-------------------|--|--|---|--|---|--|
|                   |  | language linked to artistic elements and style to justify their response. <b>Investigate</b> how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values  | <b>Communication (outcomes and materials)</b> mixed media piece – paint, pastels, collage, decoupage<br><br><b>Comprehension - Explain</b> how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. <b>Investigate</b> how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values<br><br><b>Notes to support comprehension:</b><br><a href="https://www.theguardian.com/global-development/gallery/2019/dec/23/see-meet-choose-this-refugees-use-art-to-imagine-a-better-world-in-pictures">https://www.theguardian.com/global-development/gallery/2019/dec/23/see-meet-choose-this-refugees-use-art-to-imagine-a-better-world-in-pictures</a> |  |   |  |
| <b>DT</b>         | <b>Structures – catapult</b><br><b>Innovation &amp; Implementation:</b> follow instructions to use a lever and create a catapult<br><b>Tools/materials:</b> levers, wood<br><b>User:</b> Iron Man to defeat the Spacebatangeldragon<br><a href="https://musem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/#pulleys">https://musem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/#pulleys</a>   |  |   | <b>Food – recipes for health</b><br><b>Innovation &amp; Implementation:</b> Research and recreate a recipe to boost mental or physical health<br><b>Tools/materials:</b> must include heating (grill, oven, hob etc.), chopping<br><b>User:</b> peers  | <b>Textiles – Scarves</b><br><b>Innovation &amp; Implementation:</b> design and knit a scarf to keep the characters of Narnia warm.<br><b>Tools/materials:</b> knitting needles, wool.<br><b>User:</b> Themselves/Narnia characters   |  |
| <b>Computing</b>  | 4.2 online safety<br>4.7 effective searching<br><br><b>Safety</b><br><b>Know</b> that identities are portrayed online may not be real  | 3.6 branching databases<br>3.7 simulations<br><br><b>Safety</b><br><b>Understand</b> how to keep themselves safe online and begin to take responsibility for this.   | 4.5 logo<br><br><b>Safety</b><br><b>Ensure</b> that everyone is treated with respect and expect respect from others in return online.   | 4.9 making music<br>4.6 animation<br><br><b>Safety</b><br><b>Know</b> what cyberbullying is and how to seek help.  | 4.4 writing<br><br><b>Safety</b><br><b>Know</b> the way negative attitudes and stereotypes can be reinforced online.  | 3.9 presenting ppt – link with History/Geography to present information.<br><br><b>Safety</b><br><b>Recognise</b> the impact social media can have on wellbeing.   |
| <b>PSHE / RSE</b> | <b>Relationships (Linked to key question - rejection)</b><br><b>Know</b> that a person's body belongs to them, and how to respond safely (e.g. permission seeking)<br><b>Describe</b> the characteristics of a healthy family life and relate these to their own circumstances.<br><b>Recognise</b> the importance of respect in all relationships and use this to resolve conflicts   | <b>Safety (Focus on natural disaster e.g. flood)</b><br><b>Take</b> responsibility to keep themselves and others safe (e.g., on/offline)<br><b>Analyse</b> levels of risk and make informed choices<br><b>Know</b> where to access advice for themselves and others  | <b>Equality (Modern Slavery &amp; Racism)</b><br><b>Recognise</b> that others' families sometimes look different from their own<br><b>Treat</b> everyone with respect, and expect respect from others in return<br><b>Identify</b> our rights and responsibilities  | <b>Equality (Focus on Religion)</b><br><b>Recognise</b> that others' families sometimes look different from their own<br><b>Treat</b> everyone with respect, and expect respect from others in return<br><b>Identify</b> our rights and responsibilities   | <b>Identity (Stereotypes - Age)</b><br><b>Identify</b> my own beliefs and values; know how they fit into a diverse society.<br><b>Express</b> pride in my personality, appearance and accomplishments.<br><b>Know</b> the importance of avoiding stereotypes  | <b>Health (Healthy choices)</b><br><b>Examine</b> how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise)<br><b>Establish</b> what support is available when choices go wrong.  |
| <b>RE</b>         | <b>LAS Compulsory God – Hinduism</b><br><b>What do Hindus believe about God?</b><br>[What do the main concepts in Hindu reveal about the nature of God? What is the purpose of visual symbols in a Mandir/temple?]   | <b>Creation/Fall</b><br><b>2A.1What do Christians learn from the Creation story?</b>   |  <b>Understanding Christianity LKS2 Core Salvation:</b><br>Why do Christians call the day Jesus died 'Good Friday'?<br><b>Texts:</b> Holy Week / The Last Supper and Betrayal  | <b>LAS Additional Big Questions (including Christianity) Why do we celebrate?</b><br>[ Looking at other religions and festivals – what they represent and how they are done] [What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]  | <b>LAS Compulsory Community –Hinduism</b><br><b>How do Hindus express their religion and beliefs?</b><br>[How is Hindu worship expressed collectively? How does Hindu worship and celebrate [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]   |  |
| <b>PE</b>         | <b>Basketball Y3/4</b><br><br><b>Skill: Apply</b> refined large and small movements in a range of competitive activities<br><br><i>Sending, tracking, dribbling and catching.</i>  | <b>Yoga Y3/4</b><br><br><b>Skill: Develop</b> mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body.<br><br><i>Strength, flexibility, balance, coordination, breathing and meditation.</i>   | <b>Dodgeball - Y3/4</b><br><br><b>Skill: Develop</b> key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent.<br><br><i>Throwing, dodging, catching, coordination, teamwork and honesty.</i>  | <b>Rounders – Y3/4</b><br><br><b>Skill:</b> Learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles.<br><br><i>Throwing, catching, batting, strategy, communication and fair play.</i>  | <b>Athletics – Y4</b><br><br><b>Skill:</b> Develop basic running, jumping and throwing techniques.<br><br><i>Coordination, running, jumping and throwing</i>  | <b>Cricket - Y3/4</b><br><br><b>Skill:</b> Learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low.<br><br><i>Bowling, striking, batting, fielding, throwing and catching.</i>  |
| <b>Year 3 MFL</b> | <b>A new start</b><br>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.<br><br>1a) Getting to know you<br><ul style="list-style-type: none"> <li>Discover where Spain is in the world</li> <li>Learn how to say greetings in Spanish</li> <li>Learn how to ask and answer how they are feeling</li> <li>Learn how to ask somebody their name, and how to introduce their name in Spanish</li> </ul> | <b>Calendar and Celebrations</b><br>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 year<br><br>2a - Bonfire Night colours <ul style="list-style-type: none"> <li>Revisit and recall colours</li> <li>Learn new colours for Autumn/Bonfire Night</li> </ul> 2b – Calendar Time <ul style="list-style-type: none"> <li>Learn the names of days of the week</li> <li>Learn the months of the year</li> <li>Recognise the nouns written down</li> <li>Express their birthday month</li> </ul> <b>Link to Novel:</b><br>What Colours describe Pompeii? | <b>Animals I like and don't like</b><br>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.<br><br><b>1a) Celebrating Epiphany</b> <ul style="list-style-type: none"> <li>Revisit colours and numbers</li> <li>Revisit days of the week</li> </ul> <b>1b) Animals around us</b>  | <b>Carnival colours, playground games</b><br>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.<br><br>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.<br><br><b>2a) Carnival</b> <ul style="list-style-type: none"> <li>Discover the culture and celebration of Carnival</li> </ul> | <b>Breakfast, fruit nouns and a hungry giant</b><br>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. | <b>Going on a picnic</b><br>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.<br><br><b>2a) Map explorers and gingerbread men</b> <ul style="list-style-type: none"> <li>How to ask and answer where they live</li> <li>Practise asking and answering personal information</li> </ul> |

|  |  |  |   |   |  |  |
|--|--|--|---|---|--|--|
|  | <p>1b) Numbers</p> <ul style="list-style-type: none"> <li>Learn to say and remember numbers from 1 to 10</li> </ul> <p>1c) Colours</p> <ul style="list-style-type: none"> <li>Learn to say colours in Spanish</li> </ul> <p><b>Link to Novel:</b></p> <ul style="list-style-type: none"> <li>How might the Iron Man feel?</li> <li>What colours describe how he is feeling?</li> </ul>   | <p>What month did Pompeii happen in?</p>   | <ul style="list-style-type: none"> <li>Learn the nouns for animals</li> <li>Learn the two ways to say 'a' in Spanish</li> <li>Learn how to express opinions about animals and say their favourite animal</li> <li>Learn the plurals of animals</li> <li>Follow a story about animals</li> </ul> <p><b>Link to Novel:</b><br/>Being free means we can have our own opinions.</p>   | <ul style="list-style-type: none"> <li>Learn a carnival song</li> <li>Make a carnival mask</li> </ul> <p><b>2a) Playground Games</b></p> <ul style="list-style-type: none"> <li>Revisit colours</li> <li>Revisit numbers</li> <li>Learn to ask and answer age</li> <li>Revisit days and months</li> </ul> <p><b>Link to Novel:</b><br/>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.</p>   | <p><b>1) Hungry Giant</b></p> <ul style="list-style-type: none"> <li>Nouns for fruits and vegetables</li> <li>Nouns for breakfast foods</li> <li>Games for repetition of nouns</li> <li>Polite request – asking for something using the structure 'I would like... please'</li> <li>Story of Hungry Giant</li> </ul> <p><b>Link to Novel:</b><br/>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.</p>   | <ul style="list-style-type: none"> <li>Follow the story of the Gingerbread man in Spanish</li> </ul> <p><b>2b) Going on a picnic</b></p> <ul style="list-style-type: none"> <li>Revisit colours and numbers through a new story</li> <li>Explore the names of possible locations for a picnic</li> <li>Learn the nouns for foods at a picnic</li> </ul> <p><b>Link to Novel</b></p> <ul style="list-style-type: none"> <li>Where would the children say they live?</li> <li>Say I live in Narnia in Spanish.</li> </ul> <p>What questions about their personal information will the children ask the various characters they meet?</p>   |
| <p><b>Year 4 MFL</b><br/>Stage 2<br/>Spanish</p> | <p><b>Welcome to our School</b><br/>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.</p> <p><b>1 – Welcome to school</b></p> <ul style="list-style-type: none"> <li>Asking and responding to questions about themselves</li> <li>Responding to classroom instructions</li> <li>Revisiting and reading number words to 20</li> <li>Revisiting months of the year</li> <li>Following a story about days of the week</li> <li>Writing names for rooms in a school</li> <li>Saying and writing nouns for classroom objects (and designing a super learner utility belt!)</li> </ul> <p><b>Link to Novel:</b></p> <ul style="list-style-type: none"> <li>How might the Iron Man feel?</li> <li>What colours describe how he is feeling?</li> <li>Learn the noun for Robot</li> </ul> | <p><b>My Local area, your local area</b><br/>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!</p> <p><b>2a - Bonfire Night poem</b></p> <ul style="list-style-type: none"> <li>Revisit and recall colours</li> <li>Write a Bonfire Night poem using colours</li> </ul> <p><b>2b – Robot town, commands and directions</b></p> <ul style="list-style-type: none"> <li>Revisit classroom instructions</li> <li>Practise writing useful commands</li> <li>Explore what shops look like in Spain</li> <li>Practise asking where something is</li> <li>Respond with the structure 'Here is...'</li> <li>Recognise the names of places in a town written down.</li> </ul> <p><b>Link to Novel:</b></p> <ul style="list-style-type: none"> <li>What Colours describe Pompeii?</li> <li>What might the local area of Pompeii have looked like?</li> <li>How is this different to Spain or your local area?</li> <li>Describe parts of Pompeii local area.</li> </ul> | <p><b>Family tree and faces</b><br/>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.</p> <p><b>1a) Epiphany time again</b></p> <ul style="list-style-type: none"> <li>Revisit months of the year</li> <li>Find out about Epiphany in Spain</li> </ul> <p><b>1b) Alien family and face</b></p> <ul style="list-style-type: none"> <li>Learn the nouns for family members</li> <li>Make a hand puppet of a family member and record personal information</li> <li>Write the nouns for family members as part of a family tree</li> <li>Learn the nouns for parts of the face</li> <li>Use colours as adjectives to describe parts of the face</li> </ul> <p><b>Link to Novel</b><br/>Family and different facial features</p> <ul style="list-style-type: none"> <li>Importance of family and family tree.</li> <li>Nat must leave his family</li> <li>Write Nat's family tree in Spanish</li> <li>Describe Nat's face</li> </ul> | <p><b>Carnival / Parts of the body</b><br/>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!<br/>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.</p> <p><b>2a) Carnival of animals</b></p> <ul style="list-style-type: none"> <li>Carnival-themed lesson with animal nouns</li> </ul> <p><b>2b) Parts of the body and aliens</b></p> <ul style="list-style-type: none"> <li>Revisit parts of the face</li> <li>Learn nouns for body parts</li> <li>Learn to use adjectives to describe body parts</li> <li>Revisit commands</li> <li>Create own alien/monster and write a description</li> <li>Assessment lesson</li> </ul> <p><b>Link to Novel:</b><br/>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.?</p> | <p><b>Feeling Unwell</b><br/>This half term Stage 2 learners will recap body parts from Spring 2 and use this to learn phrases to describe aches and pains.<br/>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.</p> <p><b>1a) I don't feel well</b></p> <ul style="list-style-type: none"> <li>Recall body part nouns</li> <li>Learn phrases for aches and pains (I have _____ ache)</li> </ul> <p><b>1b) Walking through the jungle</b></p> <ul style="list-style-type: none"> <li>Learn nouns for jungle animals</li> <li>Follow story with adjectives to describe jungle animals</li> <li>Write sentences including nouns and adjectives in correct order</li> <li>Opportunity for themed dragon and unicorn lesson, learning nouns for body parts and putting together with adjectives to write description</li> </ul> <p><b>Link to Novel:</b><br/>Feeling unwell</p> <ul style="list-style-type: none"> <li>How will Edmund feel if he eats too much Turkish delight?</li> </ul> <p>Fantastical animals and strange places</p> <ul style="list-style-type: none"> <li>What animals might you see in Narnia</li> <li>Can you describe some of the fantastical animals in Narnia</li> <li>Walking in the jungle, how does this compare to Narnia</li> </ul> | <p><b>Summer Time</b><br/>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.<br/>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!</p> <p><b>2a) Weather</b></p> <ul style="list-style-type: none"> <li>Learn weather phrases and play games to practise the phrases</li> <li>Make a weather windows chart</li> <li>Look at typical weather in different parts of the world</li> </ul> <p><b>2b) Ice creams</b></p> <ul style="list-style-type: none"> <li>Learn names of ice cream flavours</li> <li>Look at sounds in ice cream flavours</li> <li>Look at the language for ordering an ice cream</li> <li>Design own perfect ice cream creation</li> <li>Option to have an ice cream as end of year celebration</li> </ul> <p><b>Link to Novel</b><br/>Describe the weather in Narnia at the beginning and end of the story</p> |
| <p><b>Music</b></p>                              | <p><b>Focus Music: Evanescence – Bring me to Life</b><br/><b>Shape</b></p> <ul style="list-style-type: none"> <li><b>Y3/4 Tempo</b> - Identify accelerando/ ritardando</li> <li><b>Y3/4 Dynamics</b> - Identify crescendos/ diminuendos</li> <li><b>Y3/4 Pitch</b> - Identify and interpret basic melodic patterns on a stave</li> </ul> <p><b>Communication [outcome focus]</b><br/>– Learn and perform the focus music; reflect tempo, dynamics and pitch accurately.</p>  |  |   |   | <p><b>Focus Music: Vivaldi – Four Seasons</b><br/><b>Shape</b></p> <ul style="list-style-type: none"> <li><b>Y3/4 Dynamics</b> - Identify crescendos/ diminuendos</li> <li><b>Y3/4 Duration</b> - Identify staccato and legato notation; interpret rhythmic notation on a stave</li> <li><b>Y3/4 Texture/Timbre</b> - describe the mood created by different textures of music</li> </ul> <p><b>Comprehension [outcome focus]</b> – 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.</p>   |  |