

## Countess Gytha Primary School - Long Term Curriculum Planning ( Key Stage 2) 4 Year Rolling Programme

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Year A</b>	Topic Title/ Question	<b>Victorians</b>		<b>India</b>		<b>Vikings</b>	
	<b>Lancelot</b>	Discovery or Despondency?		Which would you rather be ... high or low?		Hostile or Civilised?	
	<b>Excalibur</b>	Equality for all?		Anyone for tea?		Vicious and Victorious?	
	<b>Guinevere</b>	Was it all child's play?		Is everyone born to succeed?		Invaders or Settlers?	
	<b>Main National Curriculum Area (History/ Geography)</b>	History - We will explore <ul style="list-style-type: none"> <li>• how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• achievements and follies of mankind</li> </ul> We aim for children to <ul style="list-style-type: none"> <li>• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</li> </ul> <p style="text-align: center;"><b>Refer to topic maps for specific class details</b></p> <p style="text-align: center;"><b>Democracy and the importance of Rules</b></p>		Geography - We will explore <ul style="list-style-type: none"> <li>• locations of the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> We aim for children to <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p style="text-align: center;"><b>Refer to topic maps for specific class details</b></p> <p style="text-align: center;"><b>Diversity: Identities</b></p>		History - We will explore <ul style="list-style-type: none"> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p style="text-align: center;"><b>Refer to topic maps for specific class details</b></p> <p style="text-align: center;"><b>Individual Liberty</b></p>	

## Science

### Light (Y3)

Children will learn to

- recognise that they need light to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise light from the sun can be dangerous and that there are ways to protect their eyes
- recognise shadows are formed when light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

(Lancelot -Y6)

Children will learn to

- recognise light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

**Refer to topic maps for specific class details**

### Electricity (Y6)

Children will learn to

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

**Refer to topic maps for specific class details**

### Animals, including humans (Y3)

Children will learn to

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Refer to topic maps for specific class details**

### Solids, liquids & Gases (Y4)

Children will learn to

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ )
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Refer to topic maps for specific class details**

### Forces & Magnets (Y3)

Children will learn to

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

**Refer to topic maps for specific class details**

RE	What can we learn from the life and teaching of Jesus? (Awareness, Mystery & Value - Unit 2)	What does it mean to belong to a religion - Hinduism? ( Awareness, Mystery & Value - Unit 10)	How do people express their beliefs and identity? ( Awareness, Mystery & Value - Unit 7)
<b>Computing</b>	All - E-safety	All - E-safety (Focus Day 05.02.19)	All - E-safety
<b>Lancelot</b>	ELIM Y5 - Programming 3 - My scratch merry-go-round	Multimedia - Create a travel log for india	ELIM - Technology in our lives 1 - improving my web detectives skills
<b>Excalibur</b>	ELIM Y4 - Multimedia 3 - My mystery i-movie	Data Handling - Using Branching databases	ELIM Y5 - Programming - using scratch Roman numerals and Logo shape
<b>Guinevere</b>	ELIM Y3 - Multimedia 2 - My art in different styles	ELIM Y3 - Multimedia 3a & showing my Teeth	ELIM Y4 - Programming - knowing my times tables with Kodu
<b>Art</b>	All - Victorian Christmas cards (fundraiser)	About great artists, architects and designers in history.	
<b>Lancelot</b>	Portraits on Canvas - acrylic paint	 Collage/Mixed Media	Viking clay dragon figure-head 
<b>Excalibur</b>	Artist study - William Morris About great artists, architects and designers in history.	Rangoli patterns 	Clay Viking faces 
<b>Guinevere</b>	Sketches of Victorian school - pastels/coloured pencils	Rousseau 'Tiger in a Tropical Storm (Surprise!)' 	Clay Viking boats 
<b>DT</b>	All - Victorian food		
<b>Lancelot</b>	Ferris Wheel (circuit)		Design & make a Viking Long Boat
<b>Excalibur</b>	Design & make cushion covers (William Morris)	Cooking & Nutrition - Indian Banquet Focus Day Each class prior to the day, will plan a different versions of a dish; Naan breads (Y3/4), samosas (Y6), vegetable curry (Y4/5) Share with KS2 in the afternoon	Design & create a 'relief' Viking shield 
<b>Guinevere</b>	Design & make a bridge (Brunel)		Design & make a Viking helmet (papier mache)

<b>PE</b>	Swimming (Lancelot) Ball skills relating to ball games. passing , dribbling, kicking with accuracy, moving with ball Team games related to working as a team and communicating effectively.	Swimming (Excalibur) Ball skills relating to ball games. passing , dribbling, kicking with accuracy, moving with ball Team games related to working as a team and communicating effectively.	Swimming (Guinevere) Yoga Ball handling - focus on netball Equipment & Team games - focus on hockey	Swimming (Guinevere) Yoga Ball handling - focus on netball Equipment & Team games - focus on hockey Dance - Bollywood	Street Dance? Ball skills - relating to cricket Athletics	Street Dance? Ball skills - relating to rounders Athletics
<b>Music</b>	All - Harvest	All - Christmas	All - Mother's Day	All - Easter		
<b>Lancelot</b>	Roundabout - Exploring Rounds Journey into Space - Exploring Sound Sources		Songwriter - Exploring Lyrics & Melody Cyclic Patterns - Exploring Rhythm & Pulse		Stars, Hide your Fires - Performing Together Who Knows? - Exploring Musical Processes	
<b>Excalibur</b>	Play it Again - Exploring Rhythmic Patterns The Class Orchestra - Exploring Arrangements		Dragon Scales - Exploring Melodies & Scales Painting with Sound - Exploring sound Colours		Salt, Pepper, Vinegar, Mustard - Exploring Singing Games Animal Magic - Exploring Descriptive Sounds	
<b>Guinevere</b>	Animal Magic - Exploring descriptive sounds Exploring Rhythmic patterns The Class Orchestra - Exploring Arrangements		Exploring Arrangements Dragon scales - Exploring Pentatonic Scales Music Theory/Notation - working with notes on the staff		Recorder - Learning to play basic recorder Painting with Sound - Exploring sound Colours Salt, Pepper, Vinegar, Mustard - Exploring Singing Games	
<b>MFL</b>	<b>Spanish</b>		<b>Spanish</b>		<b>Spanish</b>	
<b>Lancelot</b>	Revision - Basics Families Where do you live? Rooms Animals (Continued)		Directions - left/right Food/Drink - Do you like? Classroom objects School Clothes		Food/Drink - asking for food - café What shape is it? Around town/City What's the time? Sports likes/dislikes	
<b>Excalibur</b>	Revision Numbers 40-200 Months of the Year Seasons		Consolidation 1-31, Days/Months What day is it today? Animals How old are you?		Weather Siblings Families When is your Birthday? Emotions	
<b>Guinevere</b>	Locate Spain on World Map Spanish Flag Greetings Saying Goodbye How are you?		Numbers 1-12 Parts of the Body What's your Name? What's his/her Name?		Numbers 13-31 Colours Favourite Pastimes Numbers 40-100 (Introduction)	
<b>PSHE</b>	New Beginnings	Getting on and Falling out	Going for Goals!	Good to be me	Relationships	Changes
<b>Trips?</b>	Pantomime Cold Harbour Mill/Museum in Radstock?		A visit to a Mandir (Hindu Temple)? V&A visit?		Y6 Residential Day visit to Kilve - outdoor activities The Ancient Technology Centre - Cranborne?	

	<b>Curriculum Focus Day/week</b>	Anniversary of 100 years since end of WWI (1 <sup>st</sup> Week of November)	SID (Safer Internet Day) World Book Day	Armed forces Day - Link to Yeovilton Geography Day - Focus on a country to contrast to India Art Day - Take one picture
	<b>Themed Events</b>	Harvest Festival ◦ Jeans for <i>Genes</i> Day ◦ Black History Month ◦ Dyslexia Awareness Week ◦ World Space Week ◦ Outdoor Classroom day ◦ Guy Fawkes ◦ National Recycling Week ◦ Anti-Bullying Week ◦ Children in Need ◦ Road Safety Week ◦ Advent	Chinese New Year ◦ Safer Internet Day ◦ Random Acts of Kindness Day ◦ Darwin Day ◦ Shrove Tuesday ◦ World Book Day ◦ World Maths Day ◦ British Science Week ◦ Red Nose Day ◦ World Poetry Day ◦ Mother's Day ◦ World Water Day	World Autism Awareness Day ◦ World Health Day ◦ Earth Day ◦ Bike to school Day ◦ Anniversary of D-Day ◦ Father's Day ◦ World Oceans Day
<b><i>British Values to be explicitly taught throughout the year highlighted in red</i></b>				
*All topics begin with a cold task and conclude with a hot task*?				