

# 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</b> <u>A</u>	Topic Title/ Question	<b>Victorians</b>		<b>India</b>		<b>Vikings</b>		
	Lancelot	Discovery or Despondency?		Born to succeed or destined to fail?		Hostile or Civilised?		
	Excalibur	Equality for all?		Is there only one Hollywood?		Vicious and Victorious?		
	Guinevere	Was it all child's play?		A blessing or a curse? A Passage to India		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 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>		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>		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>		
<b>Science</b>	<b>Light (Y3)</b> Children will learn to <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul> <b>(Lancelot - Y6)</b> Children will learn to <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that</li> </ul>		<b>Electricity (Y6)</b> Children will learn to <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>		<b>Animals, including humans (Y3)</b> Children will learn to <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>		<b>Solids, liquids &amp; Gases (Y4)</b>	<b>Forces &amp; Magnets (Y3)</b>

	<p>objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>				
<b>RE</b>	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			
Lancelot	ELIM Y5 - Programming 3 - My scratch merry-go-round				
Excalibur	ELIM Y4 - Multimedia 3 - My mystery i-movie				
Guinevere	ELIM Y3 - Multimedia 2 - My art in different styles	ELIM Y3 - Multimedia 3a & showing my Teeth			
<b>Art</b>	All - Victorian Christmas cards (fundraiser)	About great artists, architects and designers in history.			
Lancelot	Portraits on Canvas - acrylic paint	 Collage/Mixed Media	Viking clay dragon figure-head		
Excalibur	Artist study - William Morris About great artists, architects and designers in history.	Rangoli patterns		Clay Viking faces	
Guinevere	Sketches of Victorian school - pastels/coloured pencils	Rousseau 'Tiger in a Tropical Storm (Surprise!)'		Clay Viking boats	
<b>DT</b>	All - Victorian food				
Lancelot	Ferris Wheel (circuit)			Design & make a Viking Long Boat	
Excalibur	Design & make cushion covers (William Morris)	Cooking & Nutrition - Indian Banquet Focus Day		Design & create a 'relief' Viking shield	

			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			
Guinevere	Design & make a bridge (Brunel)				Design & make a Viking helmet (papier mache)	
PE	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	Dance - Bollywood	Street Dance	
Music	All - Harvest	All - Christmas	All - Mother's Day	All - Easter		
Lancelot	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	
Excalibur	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	
Guinevere	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	
MFL	<b>Spanish</b>		<b>Spanish</b>		<b>Spanish</b>	
Lancelot	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	
Excalibur	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	
Guinevere	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)	

	PSHE	New Beginnings	Getting on and Falling out	Going for Goals!	Good to be me	Relationships	Changes
	Trips?	Pantomime Cold Harbour Mill/Museum in Radstock?		A visit to a Mandir (Hindu Temple)? V&A visit?			
	Curriculum Focus Day/week	Anniversary of 100 years since end of WWI (1 <sup>st</sup> Week of November)		Geography Day - Focus on a country to contrast to India		Armed forces Day - Link to Yeovilton	
	Themed Events	Harvest Festival ◦ Jeans for Genes 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 ◦ 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	