

LKS2 Year A

KS2Yr A	Term 1 The Land that Time forgot (Stone Age to Iron Age)	Term 2 Romans - Ego Romanus Sum	Term 3 Mexico/Rainforest
<p>Art</p> <p><u>On-going</u> - develop techniques with creativity, experimentation & an increasing awareness of different kinds of art</p>	<p>Cave painting (charcoal) Chalk hills Stonehenge silhouette</p> <p>NC:</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay). 	<p>Mosaics Coil pots</p> <p>NC:</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay). 	<p>Rousseau Animal paintings Still-life observational nature sketches</p> <p>NC:</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay). - To learn about great artists, architects and designers in history. - To use sketchbooks to record their observations and use them to review and revisit ideas.
<p>D & T</p> <p><u>Ongoing</u> - creative & practical activities to support d & M tasks</p>	<p>Healthy and varied diet - food tech</p> <p>NC:</p> <ul style="list-style-type: none"> - Select from and use a wide range of materials and components, including ingredients, according to their functional properties and aesthetic qualities. 	<p>Complex structures - Roman villas as Take Home task Aqueducts - Design, Make, Evaluate, Technical knowledge objectives</p> <p>NC:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - To use research and develop design criteria to inform the design of innovative, functional, appealing 	<p>Bean bag tree frog D & M part of rainforest for class display</p> <p>NC:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - To use research and develop design criteria to inform the

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		<p>products that are fit for purpose and aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p><u>Make</u></p> <ul style="list-style-type: none"> - Select from, and use, a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately. - Select from, and use, a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> - Investigate and analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Understand how key events and individuals in design and technology have helped shape the world. 	<p>design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p><u>Make</u></p> <ul style="list-style-type: none"> - Select from, and use, a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately. - Select from, and use, a wider range of materials and components, including textiles, according to their
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			<p>functional properties and aesthetic qualities.</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> - Investigate and analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<p>Geography</p>	<p>Human Geography Types of settlement & land use - natural resources incl food, energy, minerals & water</p> <p>NC: -Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Describe and understand key aspects of 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.</p>	<p>Place knowledge: UK Locational Knowledge - world countries, maps focus on Europe (Roman Empire) Geographical skills & Fieldwork maps, atlases, globes</p> <p>NC: - Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Locational knowledge: Europe and America - significance of equator, Tropics of cancer & Capricorn etc Place knowledge: geographical similarities and difference, Human geography: fieldwork, compass work</p> <p>NC: - Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, the</p>

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		<ul style="list-style-type: none"> - Describe and understand key aspects of 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. 	<p>Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Describe and understand key aspects of biomes and vegetation belts, and the water cycle.
History	<p>Changes in Britain from the Stone Age to Iron age Neolithic hunter-gatherers Bronze age religion technology & travel Iron Age hill forts, farming</p> <p>NC:</p> <ul style="list-style-type: none"> - To learn about changes in Britain from the Stone Age to the Iron Age 	<p>Roman Empire & its impact on Britain Local history Study - St Albans</p> <p>NC:</p> <ul style="list-style-type: none"> - To learn about the Roman Empire and its impact on Britain - To learn about a local history study. 	
ICT	<p>Key skills, E safety 3.4 Finding out how the school network works (We are Network Engineers) 4.4 Editing and writing html (We are HTML Editors)</p>	<p>3.5 Collaborating by email and teleconference, (We are Communicators) 4.5 Producing a wiki (We are Co-authors)</p>	<p>3.6 Creating a survey (We are Opinion Pollsters) 4.6 Analysing the results, recording and analysing weather data (We are Meteorologists)</p>

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Music	Mamma Mia (Charanga - Year 4 Autumn 1) Christmas production	Sing On & performance (every other week) Music theory - musical terminology and notation (every other week)	Blown away recorder (Charanga - Instruments - Blown away recorder book 1) Lean on me (Charanga - Year 4 Spring 2)
PE	Champions Scheme 3.1 Multi skills 3.5 Throwing + Catching 3.5 Cool Core Strength Gymnastics with Hannah	Champions Scheme 3.6 Fitness Frenzy Roman Dances x 3 https://www.bbc.co.uk/programmes/p032hy58 3.3 Skip to the Beat 3.4 Brilliant Ball Skills	Champions Scheme 3.6 Active Athletics 3.2 Might Movers (Running) 3.1 Boot Camp Prep for sports day
PSCHE	Family and Friends MMR11 FF34 Anti-bullying (1 week) MMR12 AB 34	Healthy Lifestyles HSL14 HL34 Drug Education HSL15 DE34	Working Together Cit6 WT34 Financial Capability (1 week) EW2 FC34
	Beginning and Belonging MMR9 BB34 Covered at beginning of year during settling in week Managing Risk HSL11 MR34 Covered during the year through class assemblies, circle time and when individual classes need		
RE	Unit 1: Where, how and why do people worship? (2018-2023 syllabus) Unit 2: Why do some people think that life is like a journey? How and why do some people mark the significant events of life? (2018-2023 syllabus)	Unit 3: What is the 'Trinity' and why is it important for Christians? (God/Incarnation) ? (2018-2023 syllabus) Unit 4: What kind of world did Jesus want? (Gospel) (2018-2023 syllabus)	Unit 5: Why do Christians call the day Jesus died 'Good Friday'? (Salvation) (2018-2023 syllabus) Unit 6: How do festivals and family life show what matters to Jewish people?

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			(God/Torah/the People) (2018-2023 syllabus)
MFL (French)	Wakefield scheme	Wakefield scheme	Wakefield scheme
<p>Science</p> <p><u>On-going</u></p> <p>Gather, record, classify, present data, record findings, present findings using evidence to support these</p>	<p><u>Animals, including humans (Y3 N.C)</u></p> <ul style="list-style-type: none"> 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. <p><u>Animals, including humans (Y4 N.C)</u></p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. <p><u>Rocks (Y3 N.C)</u></p>	<p><u>Electricity (Y4 N.C)</u></p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, 	<p><u>Plants (Y3 N.C)</u></p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

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	<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter 	and associate metals with being good conductors.	<u>Living things and their habitats (Year 4 N.C)</u> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things.
Science week/STEAM opps	Animals, inc humans skeletons, muscles, digestion Teeth	States of matter Materials & changing states Identify differences & similarities or changes related to ideas or processes	Evolution
Texts	Stig of the Dump Stone Age Boy	Roman Quest	Journey to the Riversea - Eva Ibbotson
Visits/Visitors	Den building Faith Tour	Roman soldier Verulamium (St Albans) Roman feast in school.	Forest of Marston Vale (free) Kew Gardens?
Comments			