

## LKS2 Year B

KS2 Yr B	Term 1 Egyptians	Term 2 Over and under the Waves	Term 3 Friend or Foe - WW2
<p style="text-align: center;"><b>Art</b></p> <p><u>On-going</u> - develop techniques with creativity, experimentation &amp; an increasing awareness of different kinds of art</p>	<p>Clay, fabric collage</p> <p>NC: -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 <b>clay</b>). - To learn about great artists, architects and designers in history.</p>	<p>Great artists, architects &amp; designers Collage, wax resist, water colours</p> <p>NC: -To learn about great artists, architects and designers in history. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, <b>paint</b> and clay).</p>	<p>Lowry (painting) Henry Moore (sculpture)</p> <p>NC: -To use sketchbooks to record their observations and use them to review and revisit ideas. -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 <b>clay</b>). - To learn about great artists, architects and designers in history.</p>
<p style="text-align: center;"><b>D &amp; T</b></p> <p><u>Ongoing</u> - creative &amp; practical activities to support d &amp; M tasks</p>	<p>Sculptures</p> <p>NC: <u>Design</u> - Generate, develop, model and</p>	<p>Mechanical systems, programming, monitoring and controlling products - moving pictures/book</p> <p>NC: <u>Design</u> - To use research and</p>	<p>Food tech - Understand seasonality and ingredient production, prepare and cook savoury dishes (Dig for Victory) Little ships - Dunkirk/ moving plane.</p> <p>NC: <u>Design</u></p>

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	<p>communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Select from, and use, a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<p>develop design criteria to inform the 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"> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Select from, and use, a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately.</li> <li>- Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers</li> </ul>	<ul style="list-style-type: none"> <li>- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups.</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Select from, and use, a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately.</li> <li>- Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Investigate and analyse a range of existing products.</li> <li>- Evaluate their ideas and products</li> </ul>
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		<p>and linkages).</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Investigate and analyse a range of existing products.</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>- Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<p>against their own design criteria and consider the views of others to improve their work.</p> <ul style="list-style-type: none"> <li>- Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>
<p><b>Geography</b></p>	<p>Continents - Africa - the Nile</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied.</li> </ul>	<p>Locational Geography: name &amp; locate countries/cities of UK identifying human &amp; physical characteristics</p> <p>Physical geography: Understanding e.g. climate zones, Identify position and significance of e.g. latitude, geographical skills and fieldwork; maps, atlases and globes</p> <p>Human &amp; physical geography: rivers, seas &amp; the Water cycle</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their</li> </ul>	<p>Location of Dunkirk and D Day landings</p> <p>Allies around the world</p> <p>Flags</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> </ul>

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	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<p>identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied</li> <li>- Describe and understand key aspects of: physical geography, including: rivers and the water cycle.</li> <li>- Describe and understand key aspects of human geography, including: types of settlement and land use,</li> </ul>	<p>and North and South America.</p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied.</li> <li>- 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).</li> </ul>
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		economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
History	<p>Achievements of the Egyptians</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- To learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians.</li> </ul>	<p>Titanic</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- To learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p>Study of British history - WW2 - a significant turning point in British History</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- To learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
ICT	<p>Key skills, E safety</p> <p>4.2 Creating an interactive toy (We are Toy designers)</p> <p>3.3 Shooting and editing a video (We are Presenters)</p>	<p>3.1 Programming an animation (We are Programmers)</p> <p>4.3 Producing digital music (We are Musicians)</p>	<p>4.1 Developing a simple educational game (We are software developers)</p> <p>3.2 Finding and correcting bugs in programs (We are Bug fixers)</p>
Music- following Charanga Music scheme	<p>Whole class tuition of guitar &amp; performance (Sapphire)</p> <p>Dragon song (Charanga - Year 3 Spring 2) (Garnet and Aqua)</p>	<p>Whole class tuition of guitar &amp; performance (Aqua)</p> <p>Music around the world theory - Rhythm and Timbre Classroom Jazz 1 (Freestyle - Courses) (Garnet)</p>	<p>Whole class tuition of guitar &amp; performance (Garnet)</p> <p>Music around the world theory - Rhythm and Timbre Classroom Jazz 1 (Aqua and Sapphire)</p>

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	Christmas production (all)	Dragon song (Charanga - Year 3 Spring 2) (Sapphire)	WW2 songs and jingle for radio show (all)
PE	Champions Scheme  4.5 Nimble Nets 4.1 Boot Camp  4.1 Invaders Gymnastics with Sue	Champions Scheme  4.5 Cool Core (Pilates) 4.2 Dynamic Dance  4.2 Mighty Movers (Boxercise) 4.4 Gymfit Circuits	Champions Scheme  4.4 Fielding + Striking 4.6 Fitness Frenzy  4.6 Young Olympians  Prep for sports day
PSCHE	<b>Diversity and Communities</b> Cit7 DC34 Anti-bullying (1 week) MMR12 AB 34	<b>Sex and Relationships Education</b> HSL13 SR3 HSL17 SR4	<b>Managing Change</b> MMR13 MC34
	<b>Rights, Rules and Responsibilities</b> Cit8 RR34 <b>My Emotions</b> MMR10 ME34 Covered during settling in weeks, assemblies, circle time and when need individual classes need.		
RE	Unit 7: How is faith expressed in Hindu communities and traditions? (Dharma) (2018-2023 syllabus)  Unit 8: How is faith expressed in Sikh communities and traditions? (2018-2023 syllabus)	Unit 9: How do festivals and worship show what matters to a Muslim? (Ibadah, the Muslim concept of worship) (2018-2023 syllabus)  Unit 10: For Christians, what was the impact of Pentecost? (Kingdom of God) (2018-2023 syllabus)	Unit 11: What are the deeper meanings of religious festivals? Six aspects of celebration - religious study (2018-2023 syllabus)  Unit 12: How and why do people try to make the world a better place? (2018-2023 syllabus)

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MFL (French)	Wakefield scheme	Wakefield scheme	Wakefield scheme
<p style="text-align: center;"><b>Science</b></p> <p><u>On-going working scientifically</u> Gather, record, classify, present data, record findings, present findings using evidence to support these</p>	<p><b><u>Forces and Magnets (Y3 N.C)</u></b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• 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</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b><u>States of Matter (Y4 N.C)</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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 (°C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b><u>Sound (Y4 N.C)</u></b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b><u>Light (Y3 N.C)</u></b></p> <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> </ul>

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			<ul style="list-style-type: none"> <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>Science Week/STEAM opps</b> Ask relevant questions, set up enquiries, make systematic & careful observations	<b>Forces and magnets</b> Contact v distance Comparing & grouping for attraction to magnetic force Magnets have 2 poles Predict attract or repel		
<b>Texts</b>	The Time Travelling Cat - Julia Jarman	NF text Jacques Cousteau	Searching for Shona, Time Train to the Blitz.
<b>Visits/Visitors</b>	British Museum	Bedford Park	Hendon, Duxford, Bletchley, Holdenby House
<b>Comments</b>	Children very engrossed in the text.	Linked to Jacques Cousteau which linked to sustainability and books around his life. Seaside visit if covered later in the year?	Duxford an excellent trip with workshop on Battle of Britain stories.