

LKS2 Year A

KS2 Yr 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><u>Skills covered across the year:</u> Charcoal Chalk Colour mixing background and black paper collage silhouette Sculpture - clay Painting 'dip method' (colour mixing) Sketching Pen</p> <p><u>Artists covered:</u> Rousseau</p>	<p>Cave painting (charcoal) Chalk hills Stonehenge silhouette- Colour mixing background and black paper collage silhouette Learn about - Kadinsky (colour mixing)</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, chalk, collage and colour mixing pastel) 	<p>Mosaics (collage) using tiles</p> <p>Roman coil pot - Clay</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- research his life and art, learn about perspective- paint a section of the 'jungle' artwork using paint ('dip method'). https://www.youtube.com/watch?v=Vm6EgBp5cfI Look at sketching his work and using pen to colour- create a collaborative replica of his art. https://www.youtube.com/watch?v=L06NoPkZ6T0</p> <p>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.

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<p>D & T</p> <p><u>Ongoing</u> - creative & practical activities to support d & M tasks</p>	<p>Making Bronze Age woollen clothing by weaving wool on a cardboard loom https://www.bbc.co.uk/teach/class-clips-video/history-ks2-discovering-wool-in-the-bronze-age/z6fxpg8). Instructions from https://www.instructables.com/id/how-to-weave-on-a-cardboard-loom/</p> <p>Making and designing Iron Age Stew http://www.ancientcraft.co.uk/Archaeology/iron-age/ironage_food.html</p> <p>Researching, designing and making a stone age weapon (Enrichment Day) https://www.oldfield.cheshire.sch.uk/work/design-technology-in-year-3-stone-age-tools-and-weapons/32517</p> <p>NC:</p> <ul style="list-style-type: none"> - Understand how key events and individuals in design and technology have helped shape the world. <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 products that are fit for purpose and aimed at particular individuals or groups. <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. 	<p>Complex structures - Aqueducts</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 products that are fit for purpose and aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <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. 	<p>Bean bag tree frog</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 products that are fit for purpose and aimed at particular individuals or groups. - 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 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.
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	<ul style="list-style-type: none"> - Select from, and use, a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. - Select from and use a wide range of materials and components, including ingredients, according to their functional properties and aesthetic qualities. - 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>Evaluate</u></p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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>History</p>	<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 - Roman site on Edith Cavell & trip to Bedford Higgins museum to see the effect of Roman Britain on Bedford.</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. Higgins. 	<p>John Bunyan- visit to Moot Hall/John Bunyan Museum</p> <p>NC:</p> <ul style="list-style-type: none"> - The study of an aspect of history or a site dating from a period beyond 1066 that is significant locally

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<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). - 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>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 Prime/Greenwich Meridian and time zones (including day and night). - 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.</p>
<p>Computing</p>	<p>Key skills, E safety 3.4 Creating presentations about ourselves (We are Who we are) 4.4 Sharing experiences and opinions (We are Bloggers)</p>	<p>Key skills, E safety 3.5 Producing a wiki (We are Co-authors) 4.5 Fusing geometry and art (We are Artists)</p>	<p>Key skills, E safety 3.6 Creating and analysing data (We are Opinion Pollsters) 4.6 Presenting the weather (We are Meteorologists)</p>

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Music	<p>Developing notation skills</p> <p>Enjoying improvisation</p> <p>Christmas production</p>	<p>Sing On & performance (<i>Garnet class</i>)</p> <p>Learning more about Musical Styles - (every other week) (<i>Garnet class</i>)</p> <p>Blown away recorder (Charanga - Instruments - Blown away recorder book 1) (<i>Ruby class</i>)</p> <p>Composing using your imagination (<i>Ruby class</i>)</p>	<p>Sing On & performance (<i>Ruby class</i>)</p> <p>Learning more about Musical Styles - (every other week) (<i>Ruby class</i>)</p> <p>Blown away recorder (Charanga - Instruments - Blown away recorder book 1) (<i>Garnet class</i>)</p> <p>Composing using your imagination (<i>Garnet class</i>)</p>
PE	<p>GetSet4PE scheme To be used in accordance with progression maps for scaffolding.</p> <p>Autumn 1 Football Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>GetSet4PE scheme To be used in accordance with progression maps for scaffolding.</p> <p>Spring 1 Basketball</p>	<p>GetSet4PE scheme To be used in accordance with progression maps for scaffolding.</p> <p>Summer 1 Cricket Play competitive games, modified where appropriate and apply basic</p>

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	<p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Ball skills Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Autumn 2 Tag Rugby Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Fitness Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>OAA Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Spring 2 Hockey Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Dodgeball Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>principles suitable for attacking and defending.</p> <p>Dance - Claudia Perform dances using a range of movement patterns</p> <p>Summer 2 Tennis Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Dance - Claudia Perform dances using a range of movement patterns</p> <p>Athletics for final weeks. Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.</p>
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			Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PSCHE	Brain Awareness Week Jigsaw - Being me in my world Y3 Celebrating difference Y3	Jigsaw - Dreams and goals Y3 Healthy me Y3	Jigsaw - Relationships Y3 Changing Me - Y3
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 5: Why do Christians call the day Jesus died 'Good Friday'? (Salvation) (2018-2023 syllabus)	Unit 4: What kind of world did Jesus want? (Gospel) (2018-2023 syllabus) Unit 6: How do festivals and family life show what matters to Jewish people? (God/Torah/the People) (2018-2023 syllabus)
MFL (French)	Wakefield scheme (Year 4 SOW) <u>Aut 1</u> - Respond actively to a selection of classroom instructions (ouvrez les yeux, fermez les yeux, écrivez cela, dessinez cela, croisez les bras, répétez, montrez-moi, rangez la table, sortez doucement) - Name the vowels in French	Wakefield scheme (Year 4 SOW) <u>Spring 1</u> - Say the French for 6 family members (mon grand-pere, mon pere, mon frere, ma grand-mere, ma mere, ma soeur)	Wakefield scheme (Year 4 SOW) <u>Summer</u> - Respond to all vocabulary already introduced in previous terms - Pronounce clearly and accurately all vocabulary already

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	<ul style="list-style-type: none"> - Use a selection of adjectives to describe zoo animals (<i>féroce, long, gros, rigolo, petit, grand, elle est timide, énorme</i>). <p>Aut 2</p> <ul style="list-style-type: none"> - Talk about the weather in French using 9 expressions (<i>il pleut, il neige, il fait beau, il fait chaud, il fait froid, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard</i>) - Name 12 items of clothing (<i>un chapeau, un tee-shirt, un pull, un short, un pantalon, un maillot de bain, une jupe, une chemise, une écharpe, des chassures, des baskets, des bottes</i>). - Take part in a simple Nativity play. 	<ul style="list-style-type: none"> - Ask for and give information about brothers and sisters - Say the names of 10 pets in French <p>Spring 2</p> <ul style="list-style-type: none"> - Express likes and dislikes (<i>J'adore, j'aime beaucoup, j'aime, je n'aime pas, je deteste</i>) - Talk briefly about 8 leisure activities (<i>danser, nager, manger, regarder la télé, jouer au foot, aller au park, aller au café, lire</i>) - Understand and say numbers 11-31 in and out of sequence 	<p>introduced with particular reference to the French phonemes 'au' 'in' 'an' 'au'</p> <ul style="list-style-type: none"> - Take part in a role play involving at least five interactions
<p>Science <u>On-going</u> Gather, record, classify, present data, record findings, present findings using</p>	<p>Animals, including humans (Y3 N.C)</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. 	<p>States of Matter (Y4 N.C)</p> <ul style="list-style-type: none"> • 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 	<p>Plants (Y3 N.C)</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,

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evidence to support these	<ul style="list-style-type: none"> 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> <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 	<p>or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> 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. <p><u>Living things and their habitats (Y4 N.C)</u></p> <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 The Great Kapok Tree

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Visits/Visitor ideas	Den building Faith Tour John Bunyan Museum	Roman soldier Verulanium (St Albans) Higgins Museum trip? Roman feast in school.	Forest of Marston Vale (free) Kew Gardens?
Comments			