

# 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><u>Skills covered this year:</u>  <b>Sculpture- Modroc</b>  <b>Pastel</b>  <b>Watercolours</b>  <b>Sketching Techniques- pencil</b>  <b>Perspective study</b>  <b>Wax Resist</b>  <b>Paint</b></p> <p><u>Artists covered this year:</u>  <b>Monet</b>  <b>Moore- wax, ink</b>  <b>Lowry- paint</b></p>	<p>Creating a 3d tile Egyptian cartouche using Modroc</p> <p>Egyptian God portraits- recreating these using pastels <a href="https://art-educ4kids.weebly.com/egyptian-art.html">https://art-educ4kids.weebly.com/egyptian-art.html</a></p> <p>NC:            -To improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials (e.g. pencil, charcoal, paint, <b>pastels</b> and clay).</p>	<p>Monet (sketching techniques, colour mixing and water colours)- using a sketch from the river visit and painting it in the style of Monet using watercolours.</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><del>Lowry (painting) ——— researching him/his art (fact file) and then looking at matchstick men, tints/tones/shades, perspective and painting techniques.</del>  <a href="https://www.planbee.com/1s-lowry-ks2-art">https://www.planbee.com/1s-lowry-ks2-art</a></p> <p>Henry Moore (charcoal/chalk)- learning about him (fact-file) and then having a go at sketching people in shelters, then recreating his Blitz pictures using materials <a href="https://www.youtube.com/watch?v=RowwC13rBRs">https://www.youtube.com/watch?v=RowwC13rBRs</a></p> <p>NC:            -To use <b>sketchbooks</b> to record their observations and use them to review and revisit ideas.            -To improve their mastery of art and design techniques, including <b>drawing, painting</b> and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay).            - To learn about <b>great artists, architects</b> and designers in history.</p>

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<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><b>Designing and making a Shaduf</b></p> <p>NC:</p> <p><u>Design</u></p> <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 materials and components, including construction materials, according to their functional properties and aesthetic qualities.</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>- 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><b>Researching, designing and making a wooden bridge</b></p> <p>NC:</p> <p><u>Design</u></p> <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>- Investigate and analyse a range of existing products</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>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</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> <li>- Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<p><b>Food tech - Understand seasonality and ingredient production, prepare and cook savoury dishes (Dig for Victory)</b></p> <p>NC:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Investigate and analyse a range of existing products</li> <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> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Select from and use a wide range of materials and components, including <b>ingredients</b>, according to their functional properties and aesthetic qualities.</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 against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet.</li> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
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<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> <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> <li>- 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.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</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 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             <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, economic</li> </ul> </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) and North and South America.</li> <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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		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> <li>- A significant turning point in British history</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>
Computing	<p>Basic skills, E safety</p> <p>4.2 Coding for a micro:bit (We are Makers)</p> <p>3.3 Videoing a presentation against a green screen (We are Presenters)</p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and</li> </ul>	<p>Basic skills, E safety</p> <p>3.1 Programming an animation (We are Programmers)</p> <p>4.3 Creating a piece of music in GarageBand (We are Musicians)</p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• use sequence, selection, and repetition in programs; work with</li> </ul>	<p>Basic skills, E safety</p> <p>4.1 Developing a simple educational game (We are software developers)</p> <p>3.2 Finding and correcting bugs (We are bug fixers)</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to</li> </ul>

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	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>variables and various forms of input and output</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>detect and correct errors in algorithms and programs</p> <ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<p>Music- following Charanga Music scheme</p>	<p>Whole class tuition of Ukuleles &amp; performance (Aquamarine whole term)</p> <p>Interesting time signatures (Garnet and Sapphire first half term)</p>	<p>Whole class tuition of Ukuleles &amp; performance (Sapphire whole term)</p> <p>Creating simple melodies together (Aqua and Garnet first half term)</p>	<p>Whole class tuition of Ukuleles &amp; performance (Garnet whole term)</p> <p>Music around the world theory - Rhythm and Timbre (Planning on shared drive, Music planning) (Aqua and Sapphire first half term)</p>

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	<p>Developing pulse and groove through improvisation (<i>Garnet and Sapphire second half term</i>)</p> <p>Christmas production (<i>all</i>)</p>	<p>Developing pulse and groove through improvisation (<i>Aqua second half term</i>)</p> <p>Music around the world theory - Rhythm and Timbre (Planning on shared drive, Music planning) (<i>Garnet second half term</i>)</p>	<p>Interesting time signatures (<i>Aqua second half term</i>)</p> <p>Creating simple melodies together (<i>Sapphire second half term</i>)</p>
PE	<p><i>GetSet4PE</i> scheme To be used in accordance with progression maps for scaffolding.</p> <p>Gymnastics with Hannah for both Autumn 1 and Autumn 2.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Fundamentals 3/4 Use running, jumping, throwing and catching in isolation and in combination</p> <p>Fitness Develop flexibility, strength, technique, control and balance.</p>	<p><i>GetSet4PE</i> scheme To be used in accordance with progression maps for scaffolding.</p> <p>Dance Y4 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Netball 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>Handball</p>	<p><i>GetSet4PE</i> scheme To be used in accordance with progression maps for scaffolding.</p> <p>Rounders 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>Golf Develop flexibility, strength, technique, control and balance</p> <p>Yoga</p>

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		<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Tag Rugby</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Athletics</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
PSCHE	<p>Jigsaw - Being me in my world Y4</p> <p>Celebrating difference Y4</p>	<p>Jigsaw - Dreams and goals Y4</p> <p>Healthy me Y4</p>	<p>Jigsaw - Relationships Y4</p> <p>Changing Me Y4</p>
RE	<p>Unit 7: How is faith expressed in Hindu communities and traditions? (<i>Dharma</i>) (2018-2023 syllabus)</p> <p>Unit 8: How is faith expressed in Sikh communities and traditions? (2018-2023 syllabus)</p>	<p>Unit 9: How do festivals and worship show what matters to a Muslim? (<i>Ibadah, the Muslim concept of worship</i>) (2018-2023 syllabus)</p>	<p>Unit 11: What are the deeper meanings of religious festivals? Six aspects of celebration - religious study (2018-2023 syllabus)</p>

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		Unit 10: For Christians, what was the impact of Pentecost? ( <i>Kingdom of God</i> ) (2018-2023 syllabus)	Unit 12: How and why do people try to make the world a better place? (2018-2023 syllabus)
MFL (French)	<p>Wakefield scheme (Y3 SOW)</p> <p><u>Autumn 1</u></p> <ul style="list-style-type: none"> <li>• Ask another's name and say your name.</li> <li>• Ask how somebody is and answer in a variety of ways (<i>ça va? Ça va très bien, ça va bien, pas mal, ça ne vas pas, comme ci comme ca, ça va mal</i>).</li> <li>• Say the numbers 0-10 in and out of sequence.</li> <li>• Respond actively to a selection of classroom instructions (<i>levez-vous, asseyez-vous, chut, taisez-vous, dépêchez-vous, levez la main, baissez la main, écoutez-bien, très bien, formidable</i>).</li> <li>• Take part in a simple role-play.</li> </ul> <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> <li>• Respond actively to a range of classroom instructions (<i>prenez vos crayons, posez vos crayons, ouvrez vos cahiers, fermez vos cahiers, venez-ici, viens-ici, regardez le tableau, marchez, courez, sautez</i>)</li> </ul>	<p>Wakefield scheme (Y3 SOW)</p> <p><u>Spring 1</u></p> <ul style="list-style-type: none"> <li>• Say a selection of food in French (<i>les chips, les bonbons, les carottes, les sucettes, le chocolat, le poisson, le coca, le fromage, le gateaux</i>)</li> <li>• Say and recognise the days of the week in and out of sequence (<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>)</li> <li>• Say a selection of fruit (<i>les pommes, les poires, les prunes, les fraises, les bananes, les tomates, les oranges</i>).</li> </ul> <p><u>Spring 2</u></p> <ul style="list-style-type: none"> <li>• Say the names of 14 parts of the body from memory with accurate pronunciation (<i>le bras, le pieds, le genou, le ventre, le nez, la main, la jambe, la tête, la bouche, l'épaule, les dents, les cheveux, les yeux, les oreilles</i>).</li> </ul>	<p>Wakefield scheme (Y3 SOW)</p> <p><u>Summer 1</u></p> <ul style="list-style-type: none"> <li>• Respond to all vocabulary learnt during the year</li> <li>• Pronounce all vocabulary previously learnt clearly and accurately</li> </ul> <p><u>Summer 2</u></p> <ul style="list-style-type: none"> <li>• Read and understand all vocabulary previously learnt</li> <li>• Take part in a role play involving at least three interactions</li> </ul>



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	<ul style="list-style-type: none"> <li>● Say 11 different colours (<i>rouge, rose, orange, vert, noir, gris, marron, jaune, bleu, blanc, violet</i>)</li> <li>● Take part in a simple nativity play.</li> </ul>	<ul style="list-style-type: none"> <li>● Say the names of 11 zoo animals from memory with accurate pronunciation (<i>un tigre, un éléphant, un ours, un lion, un singe, un crocodile, un pingouin, un flamant, un hippopotame</i>)</li> <li>● Say the months of the year and recognise them in written form (<i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i>)</li> </ul>	
<p>Science <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</li> <li>● Compare and group together a variety of everyday materials on the basis of</li> </ul>	<p><b><u>Electricity (Y4 N.C)</u></b></p> <ul style="list-style-type: none"> <li>● Identify common appliances that run on electricity</li> <li>● Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>● Identify whether or not a lamp will light in a simple series circuit, based on whether or not</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</li> </ul>

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	<p>whether they are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> <li>• 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>the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>strength of the vibrations that produced it</p> <ul style="list-style-type: none"> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><u>Light (Y3 N.C)</u></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> <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>
Texts		The Titanic Detective Agency	
Visits/Visitors ideas		Bedford River to look at bridges	Holdenby House
Comments			

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