LKS2 Year B

KS2 Yr B	Term 1 Egyptians	Term 2 Over and under the Waves	Term 3 Friend or Foe – WW2
Art **On-going** – develop techniques with creativity, experimentation & an increasing awareness of different kinds of art **Skills covered this year:** Sculpture- Modroc Pastel Watercolours Sketching Techniques- pencil Perspective study Wax Resist Paint **Artists covered this year:** Monet Moore- wax, ink Lowry- paint	Creating a 3d tile Egyptian cartouche using Modroc Egyptian God portraits- recreating these using pastels https://art-educ4kids.weebly.com/egyptian-art.html 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, **pastels** and clay).	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. 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, **paint** and clay).	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 https://www.youtube.com/watch?v=RowwC13rBRs 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 clay). - To learn about **great artists**, **architects** and designers in history.

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| D & T
Ongoing – creative & practical activities to support D & M tasks | Designing and making a Shaduf

NC:
Design
- 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.

Make
- Select from, and use, a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.
- Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).

Evaluate
- 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. | Researching, designing and making a wooden bridge

NC:
Design
- 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.
- Investigate and analyse a range of existing products
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make
- Select from, and use, a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Evaluate.
- 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. | Food tech - Understand seasonality and ingredient production, prepare and cook savoury dishes (Dig for Victory)

NC:
Design
- Investigate and analyse a range of existing products
- 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.

Make
- Select from and use a wide range of materials and components, including **ingredients,** according to their functional properties and aesthetic qualities.

Evaluate
- 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.

Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |

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Geography	Continents - Africa – the Nile 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. - 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.	Locational Geography: name & locate countries/cities of UK identifying human & physical characteristics Physical geography: Understanding e.g. climate zones, Identify position and significance of e.g. latitude, geographical skills and fieldwork; maps, atlases and globes Human & physical geography: rivers, seas & the Water cycle NC: - 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 - 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) - Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied - Describe and understand key aspects of: physical geography, including: rivers and the water cycle. - Describe and understand key aspects of human geography, including: types of settlement and land use, economic	Location of Dunkirk and D Day landings Allies around the world Flags NC: - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. - 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).

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		activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
History	Achievements of the Egyptians NC: - 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.	Titanic NC: - To learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history	Study of British history – WW2 – a significant turning point in British History NC: - To learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Computing	Basic skills, E safety 4.2 Coding for a micro:bit (We are Makers) 3.3 Videoing a presentation against a green screen (We are Presenters) • 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. • 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	Basic skills, E safety 3.1 Programming an animation (We are Programmers) 4.3 Creating a piece of music in GarageBand (We are Musicians) • 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. • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use sequence, selection, and repetition in programs; work with	Basic skills, E safety 4.1 Developing a simple educational game (We are software developers) 3.2 Finding and correcting bugs (We are bug fixers) • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to

	content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	variables and various forms of input and output • 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 • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	detect and correct errors in algorithms and programs • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music- following Charanga Music scheme	Whole class tuition of Ukuleles & performance (Aquamarine whole term) Interesting time signatures (Garnet and Sapphire first half term)	Whole class tuition of Ukuleles & performance (Sapphire whole term) Creating simple melodies together (Aqua and Garnet first half term)	Whole class tuition of Ukuleles & performance (Garnet whole term) Music around the world theory – Rhythm and Timbre (Planning on shared drive, Music planning) (Aqua and Sapphire first half term)

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

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			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 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	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Athletics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
PSCHE	Jigsaw - Being me in my world Y4 Celebrating difference Y4		Jigsaw - Dreams and goals Y4 Healthy me Y4	Jigsaw - Relationships Y4 Changing Me Y4
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 11: What are the deeper meanings of religious festivals? Six aspects of celebration – religious study *(2018-2023 syllabus)*

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		Unit 10: For Christians, what was the impact of Pentecost? *(Kingdom of God)* *(2018-2023 syllabus)*	Unit 12: How and why do people try to make the world a better place? *(2018-2023 syllabus)*
MFL (French)	**Wakefield scheme (Y3 SOW)** **<u>Autumn 1</u>** ● Ask another's name and say your name. ● Ask how somebody is and answer in a variety of ways (ça va? Ça va très bien, ça va bien, pas mal, ça ne vas pas, comme ci comme ca, ça va mal). ● Say the numbers 0-10 in and out of sequence. ● Respond actively to a selection of classroom instructions (levez-vous, asseyez-vous, chut, taisez-vous, dépêchez-vous, levez la main, baissez la main, ecoutez-bien, très bien, formidable). ● Take part in a simple role-play. **<u>Autumn 2</u>** ● Respond actively to a range of classroom instructions (prenez vos crayons, posez vos crayons, ouvrez vos cahiers, fermez vos cahiers, venez-ici, viens-ici, regardez le tableau, marchez, courez, sautez)	**Wakefield scheme (Y3 SOW)** **<u>Spring 1</u>** ● Say a selection of food in French (les chips, les bonbons, les carottes, les sucettes, le chocolat, le poisson, le coca, le fromage, le gateaux) ● Say and recognise the days of the week in and out of sequence (lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche) ● Say a selection of fruit (les pommes, les poires, les prunes, les fraises, les bananes, les tomates, les oranges). **<u>Spring 2</u>** ● Say the names of 14 parts of the body from memory with accurate pronunciation (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).	**Wakefield scheme (Y3 SOW)** **<u>Summer 1</u>** ● Respond to all vocabulary learnt during the year ● Pronounce all vocabulary previously learnt clearly and accurately **<u>Summer 2</u>** ● Read and understand all vocabulary previously learnt ● Take part in a role play involving at least three interactions

	- Say 11 different colours (rouge, rose, orange, vert, noir, gris, marron, jaune, bleu, blanc, violet) - Take part in a simple nativity play.	- Say the names of 11 zoo animals from memory with accurate pronunciation (un tigre, un éléphant, un ours, un lion, un singe, un crocodile, un pingouin, un flamant, un hippopotame) - Say the months of the year and recognise them in written form (janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre)	
Science **<u>On-going working scientifically</u>** Gather, record, classify, present data, record findings, present findings suing evidence to support these	**<u>Forces and Magnets (Y3 N.C)</u>** - Compare how things move on different surfaces - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - 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	**<u>Electricity (Y4 N.C)</u>** - 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	**<u>Sound (Y4 N.C)</u>** - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the

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	whether they are attracted to a magnet, and identify some magnetic materials ● Describe magnets as having two poles ● Predict whether two magnets will attract or repel each other, depending on which poles are facing.	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, and associate metals with being good conductors.	strength of the vibrations that produced it ● Recognise that sounds get fainter as the distance from the sound source increases. **Light (Y3 N.C)** ● Recognise that they need light in order to see things and that dark is the absence of light ● Notice that light is reflected from surfaces ● Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ● Recognise that shadows are formed when the light from a light source is blocked by an opaque object ● Find patterns in the way that the size of shadows change.
Texts		The Titanic Detective Agency	
Visits/Visitors ideas		Bedford River to look at bridges	Holdenby House
Comments			

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