

Lower Key Stage 2 Long Term Curriculum Map Cycle A 2015-16

	Autumn	Spring	Summer
Suggested Topic	There's a Pharaoh in the Bath!	Spring	The Romans are Coming!
Possible Texts	An Egyptian Escape; Secret Agent Mummy; The Cat Mummy; Range of Non-fiction texts.	Don't Wake Bear, Hare!	Julius Zebra: Rumble with the Romans; Romans on the Rampage; Asterix and the Picts; Roodica the Rude series; Roman Myths; Selection of Non-fiction texts.
Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> Digestive system, (mushy crackers demo, making poo) teeth, food chains nutrition http://www.stevespanglerscience.com/lab/experiments/category/food-science <p>Investigation</p> <ul style="list-style-type: none"> What can you digest – long term 'home learning' investigation (ie what happens to corn?) 	<p>Rocks</p> <ul style="list-style-type: none"> Types of rock formation <p>Investigation</p> <ul style="list-style-type: none"> hardness of rocks, permeability <p>Plants</p> <ul style="list-style-type: none"> Classifications and keys life cycle of plants and seed dispersal; requirements for life and growth; parts of a plant <p>Investigation</p> <ul style="list-style-type: none"> conditions for growth 	<p>Living Things and Habitats</p> <ul style="list-style-type: none"> animal classification branching databases, animal habitats in local grounds <p>Electricity</p> <ul style="list-style-type: none"> making simple circuits using different components. http://www.stevespanglerscience.com/lab/experiments/category/electricity <p>Investigation</p> <ul style="list-style-type: none"> brightness of bulbs, conductivity
Computing (ICT)	<p>Year 4</p> <ul style="list-style-type: none"> Creating and combining sounds to create a radio advert Use DTP software to combine text and images to create an advertising/information leaflet Writing algorithms using Scratch that include user input and repeated instructions Email and Blogging to communicate <p>E/S Rings of Responsibility ; Private and Personal Information</p> <p>Year 3</p> <ul style="list-style-type: none"> Developing Word Processing and formatting skills Internet and CD Rom Research Text, Images and Multimedia – presentation Spreadsheet modelling and creating simple graphs Using email to share learning. <p>E/S Things for Sale; Writing Good Emails</p>	<p>Year 4</p> <ul style="list-style-type: none"> Internet research for information and sourcing suitable images; accuracy and reliability; bookmarking sites Using master slides and templates to create a consistently laid out presentation combining text, images, sound and video Explore a range of numerically controlled simulations to observe impact of variables Create and populate simple spreadsheets to answer questions using + - = and create simple graphs Email and Blogging to communicate <p>E/S The Key to Key Keywords; Whose Is It Anyway</p> <p>Year 3</p> <ul style="list-style-type: none"> Creating and composing music for a set purpose Combining video clips to edit together a overall video, including the music composed Sourcing images from the Internet and other digital sources Image manipulation to create 'spot the differences' Using email to share learning. <p>E/S My Online Community; Powerful Passwords</p>	<p>Year 4</p> <ul style="list-style-type: none"> Explore online databases. Add information to pre-created databases and use it to answer questions and check for errors Use digital recording devices Combine text and images to create posters Plan and create simple stop-frame animation Email and Blogging to communicate <p>E/S The Power of Words</p> <p>Year 3</p> <ul style="list-style-type: none"> Use graphics and DTP to create top-trumps, using the data to populate a pre-started database. Search and sort the database to answer questions (most, least, earliest etc). Review simple algorithms using beebots/probots. Write simple algorithms to control sprites using scratch. Include simple user input to change colour etc. Using email to share learning. <p>E/S How to Cite a Sight; Picture Perfect</p>
History	<p>Early Civilizations</p> <ul style="list-style-type: none"> Ancient Egypt Why are their pyramids? What have they done for us? What remains? 		<p>The Roman Empire and its Impact on Britain</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudicca "Romanisation" of Britain
Geography	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> Locate Egypt and its cities Identify key topographical features (hills, rivers, seas and costs etc.) <p>Human and Physical</p> <ul style="list-style-type: none"> How does the location of the river affect trade? The Aswan Dam and the Nile Delta <p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four figure grid references 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> Locate countries and cities of the UK Identify key topographical features (hills, rivers, seas and costs etc.) <p>Human and Physical</p> <ul style="list-style-type: none"> How does the location affect/influence where the settlements are (rivers and trade for example) <p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four figure grid references 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> Locate key countries of the Roman empire their major geographical features <p>Human and Physical</p> <ul style="list-style-type: none"> How does the location affect/influence where the settlements are and their lifestyle – especially Italy. <i>Why did they not invade Scotland? - climate</i> <p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four figure grid references
Design Technology	<p>Mechanism</p> <ul style="list-style-type: none"> Research, design and make a pneumatic types of coffins opening to reveal mummies. 	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> Savoury and sweet recipes based on seasonally available, locally sourced ingredients. Understand seasonality and know where and how a variety of ingredients are grown/reared caught and processed. 	<p>Structure</p> <ul style="list-style-type: none"> Research, design and make mosaic patters and translate this onto larger scale projects (ie slabs, goblets etc.)
Art and Design	<p>Create Sketch books to record observations</p> <ul style="list-style-type: none"> Drawing /Painting - Hieroglyphic Art 3D art – runes and jewellery <p>Art History/Artist Study</p> <ul style="list-style-type: none"> Egyptian Art – inside the pyramids 	<p>Create Sketch books to record observations</p> <ul style="list-style-type: none"> Drawing and Printing – buildings and landscapes, architecture <p>Art History/Artist Study</p> <ul style="list-style-type: none"> Lowry buildings 	<p>Create Sketch books to record observations</p> <ul style="list-style-type: none"> Drawing and sketching – Roman sculptures Wall paintings
Music	<p>Play and Perform</p> <ul style="list-style-type: none"> tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas Understanding notation - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc. 	<p>Play and perform</p> <ul style="list-style-type: none"> notated, repeated rhythms – derived from UK cities/places: Sequence-structure-create textures (say/play) <p>Listen and appraise</p> <ul style="list-style-type: none"> regional songs/dances - folk and national music 	<p>Play and Perform</p> <ul style="list-style-type: none"> Word rhythms (counting syllables) repeat, create textures. (say – play in ensemble) <p>Listen to and appraise</p> <ul style="list-style-type: none"> Italian music notated rhythms: using Roman/Italian words (foods, places, features..)

MFL	Lightbulb Unit 1/2 <ul style="list-style-type: none"> • Names and Greetings • Numbers -20 • My Family • Masculine/Feminine 	Lightbulb Unit 2/3 <ul style="list-style-type: none"> • Numbers -20 • Playground Games • Preferences • How I look • My Birthday 	Lightbulb Unit 3/4 <ul style="list-style-type: none"> • My Birthday cont'd • Months of the Year • Colours • The body • Descriptions of People
PE	See separate PE Long Term Plan		
RE	See Whole School RE Long Term Plan		
PSHE/Safety	See whole school PSHE and Safety Long term plan		

Lower Key Stage 2 Long Term Curriculum Map Cycle B 2016-17

	Autumn	Spring	Summer
Suggested Topic	The Iron Man	It's Cold Down Here!	Who's invading now?
Possible Texts	The Iron Man; Dr Xargle Series	The Penguin Who Wanted to Find Out; Ice Bear; Me; Selection Non-fiction texts	How to Train your Dragon; How to Speak Dragonese.
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> Forces and Magnets Attraction and repel <p>Investigation</p> <ul style="list-style-type: none"> magnetic materials, magnet reacting towards each other <p>Sound</p> <ul style="list-style-type: none"> exploring how sound is made changing sounds http://www.stevespanglerscience.com/lab/experiments/category/light-and-sound <p>Investigation</p> <ul style="list-style-type: none"> patterns in sound and sound insulation (earmuffs) 	<p>States of Matter</p> <ul style="list-style-type: none"> solids, liquids and gases heating and cooling water cycle <p>Investigation</p> <ul style="list-style-type: none"> See Steve Spangler Science http://www.stevespanglerscience.com/lab/experiments/category/states-of-matter 	<p>Light</p> <ul style="list-style-type: none"> light is reflected from surfaces find patterns that determine the size of shadows. <p>Investigation</p> <ul style="list-style-type: none"> http://www.stevespanglerscience.com/lab/experiments/category/light-and-sound <p>Animals , including humans</p> <ul style="list-style-type: none"> Skeletons, muscles <p>Investigation</p> <ul style="list-style-type: none"> identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.
Computing (ICT)	<p>Year 4</p> <ul style="list-style-type: none"> Creating and combining sounds to create a radio advert Use DTP software to combine text and images to create an advertising/information leaflet Writing algorithms using Scratch that include user input and repeated instructions Email and Blogging to communicate <p>E/S Rings of Responsibility ; Private and Personal Information</p> <p>Year 3</p> <ul style="list-style-type: none"> Developing Word Processing and formatting skills Internet and CD Rom Research Text, Images and Multimedia – presentation Spreadsheet modelling and creating simple graphs Using email to share learning. <p>E/S Things for Sale; Writing Good Emails</p>	<p>Year 4</p> <ul style="list-style-type: none"> Internet research for information and sourcing suitable images; accuracy and reliability; bookmarking sites Using master slides and templates to create a consistently laid out presentation combining text, images, sound and video Explore a range of numerically controlled simulations to observe impact of variables Create and populate simple spreadsheets to answer questions using + - = and create simple graphs Email and Blogging to communicate <p>E/S The Key to Key Keywords; Whose Is It Anyway</p> <p>Year 3</p> <ul style="list-style-type: none"> Creating and composing music for a set purpose Combining video clips to edit together a overall video, including the music composed Sourcing images from the Internet and other digital sources Image manipulation to create 'spot the differences' Using email to share learning. <p>E/S My Online Community; Powerful Passwords</p>	<p>Year 4</p> <ul style="list-style-type: none"> Explore online databases. Add information to pre-created databases and use it to answer questions and check for errors Use digital recording devices Combine text and images to create posters Plan and create simple stop-frame animation Email and Blogging to communicate <p>E/S The Power of Words</p> <p>Year 3</p> <ul style="list-style-type: none"> Undertake survey to gather data, and use it to populate a pre-started database. Search and sort the database to answer questions (most, least, earliest etc). Review simple algorithms using beebots/probots. Write simple algorithms to control sprites using scratch. Include simple user input to change colour etc. Using email to share learning. <p>E/S How to Cite a Sight; Picture Perfect</p>
History	<p>Change from Stone to Iron Age</p> <ul style="list-style-type: none"> Who was here before me? Iron Age hill forts Tribal kingdoms Farming, art and culture 	<ul style="list-style-type: none"> Key treks to the Antarctic – ie Scott of the Antarctic 	<p>Anglo Saxon and Scots settlement</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life Laws and Justice <p>Viking and Anglo-Saxon struggle for power</p> <ul style="list-style-type: none"> Viking raids and invasion How vicious were the Vikings? Alfred the Great
Geography	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> Locate key settlements of the iron age story and their major geographical features <p>Human and Physical</p> <ul style="list-style-type: none"> How does the location affect/influence where the settlements are and their lifestyle. <p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four figure grid references 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> identify the position and significance of longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. <p>Human and Physical</p> <ul style="list-style-type: none"> Why do these conditions affect the inhabitants of the climate? <p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four figure grid references 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> locate the European countries, using maps to focus on Europe and major cities <p>Human and Physical Geography</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of Europe <p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital media to locate countries Use four figure grid references
Design Technology	<p>Construction</p> <ul style="list-style-type: none"> Research, design and make models of prehistoric buildings. 	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> Impact of canned goods Simple recipes that 'could' be canned and unperishable 	<p>Textiles</p> <ul style="list-style-type: none"> Research, design and make an item of Viking clothing Design a Viking tapestry.
Art and Design	<p>Create Sketch books to record observations</p> <ul style="list-style-type: none"> Drawing /Painting – ice age cave paintings Creating media – making ice age paints Sculpture Ice age sculptures. <p>Art History/Artist Study</p> <ul style="list-style-type: none"> Ice Age paintings and sculpture (portable art). 	<p>Create Sketch books to record observations</p> <ul style="list-style-type: none"> Drawing /Painting – ice patterns Collage – ice scapes <p>Art History/Artist Study</p> <ul style="list-style-type: none"> Ice Age paintings and sculpture (portable art). 	<p>Create Sketch books to record observations</p> <ul style="list-style-type: none"> Drawing /Painting – shading – light and dark Using media –chalk, pastels <p>Art History/Artist Study</p> <ul style="list-style-type: none"> Michelangelo sketches
Music	<p>Play and perform</p> <ul style="list-style-type: none"> rhymes/raps/action songs including 'Cave man song' – keeping pulse/beat <p>Improvise and Compose</p> <ul style="list-style-type: none"> percussion band/ensemble – playing word rhythms using Stone-Iron Age ideas 	<p>Play and perform</p> <ul style="list-style-type: none"> Simple 'exploration' songs Repeated percussive patterns <p>Improvise and Compose</p> <ul style="list-style-type: none"> Sound scape compositions 	<p>Play and Perform</p> <ul style="list-style-type: none"> Traditional songs: folk music – Lambton Worm, Bamburgh... Dun Cow... <p>Improvise and Compose</p> <ul style="list-style-type: none"> create chords/ melodic ideas

MFL	Lightbulb Unit 5 <ul style="list-style-type: none"> • Days of the week • Travelling to School • The Weather 	Lightbulb Unit 6/7 <ul style="list-style-type: none"> • Pocket Money • Like and dislikes • Healthy Food and Drinks 	Lightbulb Unit 8/9 <ul style="list-style-type: none"> • Descriptions • Pronouns • Movement • Animals and their habits • Verbs and adverbs
PE	See separate PE Long Term Plan		
RE	See Whole School RE Long Term Plan		
PSHE/Safety	See whole school PSHE and Safety Long term plan		