

Key Stage Two Topic Cycle Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	World at War!	World at War!	Dinosaurs	Famous Authors (David Walliams)	Ancient Civilisations (Egyptians)	Around the world (Different Countries)
Events	Bonfire night, Diwali, Christmas					
English						
Geography and History	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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
Science	Y3 Rocks Y4 Sound Y5 Animals, inc Humans Y6 Animals, inc Humans	Y3 Light Y4 Electricity Y5 Forces Y6 Electricity	Y3 Animals, inc Humans Y4 Animals, inc Humans Y5 Earth & Space Y6 Evolution & Inheritance	Y3 Forces & Magnets Y4 State of Matter Y5 Properties and changes of materials Y6 Light	Y3 Plants Y4 Living things and their habitats Y5 Living things and their habitats Y6 Living things and their habitats	Y3 Working Scientifically Y4 Working Scientifically Y5 Working Scientifically Y6 Working Scientifically
Art and DT						
Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Under the Sea	Does Ice Burn?	Space and Beyond!	Famous Authors	Ancient Civilisations (Greeks)	Around the world (Different Countries)
Events	Bonfire night, Diwali, Christmas					
English						
Geography and History	Rivers and the water cycle	changes in Britain from the Stone Age to the Iron Age			use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ancient Greece – a study of Greek life and achievements and their influence on the western world	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
Science	Y3 Animals, inc Humans Y4 Animals, inc Humans Y5 Animals, inc Humans Y6 Animals, inc Humans	Y3 Rocks Y4 State of Matter Y5 Properties and changes of materials Y6 Evolution & Inheritance	Y3 Light Y4 Sound Y5 Earth & Space Y6 Light	Y3 Forces & Magnets Y4 Electricity Y5 Forces Y6 Electricity	Y3 Plants Y4 Living things and their habitats Y5 Living things and their habitats Y6 Living things and their habitats	Y3 Working Scientifically Y4 Working Scientifically Y5 Working Scientifically Y6 Working Scientifically
Art and DT						
Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Roald Dahl / Shakespear	Computer Games	Rise of the Robots	Famous Authors	Ancient Civilisations (Mayans)	Around the world (Different Countries)
Events	Bonfire night, Diwali, Christmas					
English						

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Geography and History					use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	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) physical geography, including: climate zones, biomes and vegetation belts
Science	Y3 Animals, inc Humans Y4 Animals, inc Humans Y5 Animals, inc Humans Y6 Animals, inc Humans	Y3 Rocks Y4 State of Matter Y5 Earth & Space Y6 Light	Y3 Light Y4 Electricity Y5 Properties and changes of materials Y6 Electricity	Y3 Forces & Magnets Y4 Sound Y5 Forces Y6 Evolution & Inheritance	Y3 Plants Y4 Living things and their habitats Y5 Living things and their habitats Y6 Living things and their habitats	Y3 Working Scientifically Y4 Working Scientifically Y5 Working Scientifically Y6 Working Scientifically
Art and DT						
Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Pirates	Pirates	Extreme Earth!	Famous Authors	Famous Artists	Around the world (Different Countries)
Events	Bonfire night, Diwali, Christmas					
English						
Geography and History	Britain's settlement by Anglo-Saxons and Scots	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Mountains, volcanoes and earthquakes,	the Roman Empire and its impact on Britain	a local history study	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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 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.
Science	Y3 Animals, inc Humans Y4 Animals, inc Humans Y5 Animals, inc Humans Y6 Animals, inc Humans	Y3 Rocks Y4 State of Matter Y5 Properties and changes of materials Y6 Evolution & Inheritance	Y3 Forces & Magnets Y4 Sound Y5 Forces Y6 Electricity	Y3 Light Y4 Electricity Y5 Earth & Space Y6 Light	Y3 Plants Y4 Living things and their habitats Y5 Living things and their habitats Y6 Living things and their habitats	Y3 Working Scientifically Y4 Working Scientifically Y5 Working Scientifically Y6 Working Scientifically
Art and DT						
Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	World at War!	World at War!	Dinosaurs	Famous Authors (David Walliams)	Ancient Civilisations (Egyptians)	Around the world (Different Countries)
Events	Bonfire night, Diwali, Christmas					

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English						
Geography and History	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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
Science	<p>Y3 Animals, inc Humans</p> <p>Pupils should be taught to:</p> <p>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> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Y4 Animals, inc Humans</p> <p>Pupils should be taught to:</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Y5 Animals, inc Humans</p> <p>Pupils should be taught to:</p> <p>describe the changes as humans develop to old age.</p> <p>Y6 Animals, inc Humans</p> <p>Pupils should be taught to:</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Y3 Light</p> <p>Pupils should be taught to:</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p> <p>Y4 State of Matter</p> <p>Pupils should be taught to:</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Y5 Properties and changes of materials</p> <p>Pupils should be taught to:</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and</p>	<p>Y3 Rocks</p> <p>Pupils should be taught to:</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p> <p>Y4 Sound</p> <p>Pupils should be taught to:</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Y5 Forces</p> <p>Pupils should be taught to:</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Y3 Forces & Magnets</p> <p>Pupils should be taught to:</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Y4 Electricity</p> <p>Pupils should be taught to:</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Y3 Plants</p> <p>Pupils should be taught to:</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed</p> <p>Y4 Living things and their habitats</p> <p>Pupils should be taught to:</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Y5 Living things and their habitats</p> <p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p> <p>Y6 Living things and their habitats</p> <p>Pupils should be taught to:</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on</p>	<p>Y3 Working Scientifically</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Y4 Working Scientifically</p>

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		<p>evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Y6 Light</p> <p>Pupils should be taught to:</p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Y6 Evolution & Inheritance</p> <p>Pupils should be taught to:</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Y5 Earth & Space</p> <p>Pupils should be taught to:</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Y6 Electricity</p> <p>Pupils should be taught to:</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Y5 Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Y6 Working Scientifically</p>
Art and DT						
Computing						