



KS2 Long Term Planning 2016-2017: Topic Overview

N.B. See separate attachment for detailed French long term plan.

Strong ideas from staff, parents and pupils

Term	Topic	Possible Events/ Notes
<p>Autumn 14 weeks</p>	<p>Stars and Stripes (Native Americans, Yosemite National Park, Leaders)</p>	<ul style="list-style-type: none"> • Can we get in contact with a school in America to ask questions and learn from a child's view? • American theme day / states day inc school dinner; • Mock presidential election • Mrs Whittaker to talk about trip to Yosemite National Park and share photographs. • Learn about independence, slavery, Rosa Parks, Martin Luther King.
<p>Spring 13 weeks</p>	<p>Breaking News</p>	<ul style="list-style-type: none"> • Exciting launch event with satellite / spaceship collision site in the grounds as pupils arrived and teachers dressed in white suits for an exciting theme day launch! • Parent topic thoughts: Berlin Wall, JFK, Moon Landings, WW I & II, Nelson Mandela, Francis Drake, Richard III Battle of Bosworth; • Technological changes e.g. from telegrams to internet etc.

		<ul style="list-style-type: none"> • Involvement of news studio / reports – trip or getting them into school; • Children to help produce News and Views assemblies.
Summer 12 weeks	Blood, Guts and Gory Bits	<ul style="list-style-type: none"> • Trip to Thackeray Medical Museum? • Bones, muscles and the effects of exercise; • Sports focus; • Early medicine; • Periodic table / elements / metal in blood; • Developing healthy meals plans / making healthy food; • Mrs Knight to visit about any area of the topic and can bring in false bones, medical instruments etc; • Germs / virus / infection; • Donating blood.

Maths: For maths, we follow the national curriculum objectives, focusing on number, place value and the four operations at the start of the year. For the full list, please see <http://www.stamfordbridgeschool.co.uk/curriculum/maths/year-group-objectives> If you would like information about what areas are currently being covered in class, please see your class teacher's termly newsletter.

Code: **Upper KS2**, **Lower KS2**

Note: books and films to be checked to ensure suitability for individual classes as these are suggestions only from recommendations.

English		Text-type	Ideas for books/ stimuli/ writing tasks
Autumn (14 weeks)	Stars and Stripes	Information Texts / Explanations Narrative Non Chronological Report	<ul style="list-style-type: none"> • Information texts / explanations and non-chronological reports could include the water cycle, mountains, rivers, aspects of Yosemite, animals in Yosemite etc. • Narratives could focus on journeys relating to mountains / rivers or adventure stories about being lost in Yosemite etc. Lots of opportunities to develop descriptive writing. • Additional poetry could be considered about geographical features or Yosemite. • Suggested texts based in North America or by North American authors: I Survived

			<p>Hurricane Katrina (Lauren Tarshis), Charlotte's Web (EB White), The Absolute True Diary of a Part-Time Indian (Sherman Alexie), The Sign of the Beaver (Elizabeth George Speare), Bridge to Terebithia (Katherine Paterson), Holes (Louis Sachar), The Hobbit, <u>Island of the Blue Dolphin (Scott O'Dell)</u>, Sing Down the Moon (Scott O'Dell) – both.</p>
Spring (13 weeks)	Breaking News	<p>Recounts</p> <p>Newspaper Reports</p> <p>Persuasion / Discussion</p>	<ul style="list-style-type: none"> This is a topic offering rich developments in English from recounts and newspaper reports of important events to writing persuasive and discursive texts about monumental historical moments, considering how everything has two points of view. Suggested texts: <u>War Game (Michael Foreman) very emotional but recommended</u>, <u>Plague: A Cross on the Door (Ann Turnbull)</u>, <u>Kaspar Prince of Cats (Titanic) (Michael Morpurgo)</u>, <u>Raven Boy: A Tale of the Great Fire of London (Pippa Goodhart)</u>, <u>Journey to Jo'Burg (Beverley Naidoo) (Apartheid)</u>, <u>Goodnight Mr Tom (Michelle Magorian)</u>.
Summer (12 weeks)	Blood, Guts and Gory Bits	<p>Instructions</p> <p>Play scripts</p> <p>Poetry</p>	<ul style="list-style-type: none"> In this topic, there will be a great deal of opportunity to develop instruction writing about exercise, sport or hygiene. Play scripts or poetry / fiction could be developed about monsters, medical discoveries etc. Suggested texts: <u>El Deafo (Cece Bell)</u>, <u>Running Out Of Time (Margaret Peterson Haddix)</u>.

Art and Design		Objectives	Activity ideas
Autumn Term	Stars and Stripes	<p><u>National Curriculum:</u> To learn about great artists in history.</p> <p><u>Chris Quigley Milestones:</u> To develop ideas:</p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources 	<ul style="list-style-type: none"> Look at influential American artists, traditional native American art; <ul style="list-style-type: none"> http://www.kinderart.com/multic/mlkjr_crayons.shtml For textiles, looking at making flags – this could be American flags, designing their own flag for Yosemite National Park, researching a state or city and creating a flag to apply their knowledge etc.

		<p>and present ideas imaginatively in a sketch book.</p> <ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. <p>Textiles:</p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	
Spring Term	Breaking News	<p><u>National Curriculum:</u> To show an increasing awareness of a range of art, craft and design.</p> <p><u>Chris Quigley Milestones:</u></p> <p>Collage:</p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> • Creating collage to represent the emotion of a major historical event e.g. the plague or the titanic. • Using digital media to present English work e.g. a historical recount, putting images on to match the writing.

		<p>Digital Media:</p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	
Summer Term	Blood, Guts and Gory Bits	<p><u>National Curriculum:</u> To learn about great artists in history and experiment with a range of art, craft and design.</p> <p><u>Chris Quigley Milestones:</u></p> <p>Print</p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> • Focus sketching of people, looking at use of perspective; • Printing to convey information about science work.

Design and Technology

Objectives

Activity ideas

Autumn Term	Stars and Stripes	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, 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. - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Chris Quigley Milestones:</u></p> <p>Textiles</p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). 	<ul style="list-style-type: none"> • For textiles, looking at making flags – this could be American flags, designing their own flag for Yosemite National Park, researching a state or city and creating a flag to apply their knowledge etc.
Spring Term	Breaking News	<p><u>National Curriculum:</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. - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers 	<ul style="list-style-type: none"> • Quiz boards where the correct answer lights up about important event of their choice to develop science work on circuits; • Building an alarm system to solve a

		<p>and motors]</p> <ul style="list-style-type: none"> - apply their understanding of computing to program, monitor and control their products. <p><u>Chris Quigley Milestones:</u> Electricals and electronics <i>Milestone 2:</i> <ul style="list-style-type: none"> • Create series and parallel circuits. <i>Milestone 3:</i> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). Computing <i>Milestone 2:</i> <ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. <ul style="list-style-type: none"> - Use software to design and represent product design. <i>Milestone 3:</i> <ul style="list-style-type: none"> • Write code to control and monitor models or products. </p>	<p>historical problem e.g. hurricane warning system for the house etc.</p>
Summer Term	Blood, Guts and Gory Bits	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> - 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. <p><u>Chris Quigley Milestones:</u> Food <i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or 	<ul style="list-style-type: none"> • Developing food for a set purpose to raise awareness about different medical conditions e.g. coeliac, dairy free, for athletes etc.

		<p>down from a recipe.</p> <ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	
Computing		Objectives	Activity ideas
Autumn Term	Stars and Stripes	<p><u>National Curriculum:</u> To understand computer networks, including the internet; how they provide multiple services such as WWW; and the opportunities they make for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>Chris Quigley Milestones:</u> To Connect <i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying; • Understand how online services work. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. <p>Give examples of the risks of online communities and demonstrate knowledge of how to minimise risks and report problems.</p> <ul style="list-style-type: none"> • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. <ul style="list-style-type: none"> • Understand the effect of online comments and show responsibility and sensitivity when online. <ul style="list-style-type: none"> • Understand how simple networks are set up and used. 	<ul style="list-style-type: none"> • Develop and contribute to a class blog; • Developing online awareness; • Develop monitored contact with a school in North America.
Spring Term	Breaking News	<p><u>National Curriculum:</u> Design, write and debug programmes ... including controlling or simulating physical items; solve problems by decomposing them</p>	<ul style="list-style-type: none"> • Whole KS2 focus on developing coding skills. Relate to historical event if possible including Tim Peake

		<p>into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p><u>Chris Quigley Milestones:</u> <u>To Code (using Scratch)</u> Milestone 2:</p> <ul style="list-style-type: none"> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Use IF THEN conditions to control events or objects. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Use IF THEN ELSE conditions to control events or objects. 	<p>controlling a robot on Earth while he was in space.</p>
Summer Term	Blood, Guts and Gory Bits	<p><u>National Curriculum:</u> Select, use and combine a variety of software on a range of digital devices...to accomplish given goals.</p> <p><u>Chris Quigley Milestones:</u> <u>To Collect</u> Milestone 2:</p> <ul style="list-style-type: none"> • Use some and construct databases using applications designed for this purpose in areas across the curriculum. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	<ul style="list-style-type: none"> • Develop databases on preferred food types to link to DT work on designing healthy, savoury food for a purpose.

<p>Autumn Term</p> <p><i>NB: see science plan for full details and additional guidance.</i></p>	<p>Stars and Stripes</p>	<p><u>Living things and their habitats:</u></p> <p><u>National Curriculum:</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. <p><u>Living Things and Their Habitats</u></p> <p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics. <p><u>States of Matter:</u></p> <p><u>National Curriculum:</u></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 or research the temperature at which this happens in degrees Celsius (°C) (<i>extension task, did they do it?</i>) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>Properties and changes of materials:</u></p> <p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> ▪ 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 ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,
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		<p>including metals, wood and plastic</p> <ul style="list-style-type: none"> ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ 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.
Spring Term	Breaking News	<p><u>Electricity</u></p> <ul style="list-style-type: none"> ▪ 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 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. <p><u>Electricity</u></p> <ul style="list-style-type: none"> ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ 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 ▪ use recognised symbols when representing a simple circuit in a diagram.

		<p><u>Rocks</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><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Summer Term	Blood, Guts and Gory Bits	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> ▪ describe the simple functions of the basic parts of the digestive system in humans. [Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.] ▪ 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>Animals Including Humans</u></p> <ul style="list-style-type: none"> ▪ describe the changes as humans develop to old age.

		<ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans.
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Geography		Objectives	Activity ideas
Autumn Term	Stars and Stripes	<p><u>National Curriculum:</u></p> <p>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.</p> <p>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).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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><u>Chris Quigley Milestone</u></p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Name and locate the countries of Europe and identify their main physical and human characteristics. • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 	<ul style="list-style-type: none"> • Start with world geography to develop knowledge of the location of countries, the equator etc before focusing in; • States jigsaw; • Researching a state / city, including use of grid references; • Mountains and rivers to link to Yosemite National Park (YNP); • Conservation issues affecting YNP; • Water cycle link to scientific aspects – make models / explanation posters to really engage with this idea; • World Leaders.

- **human geography**, including: settlements and land use.
 - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
- Milestone 3:*
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
 - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
 - Name and locate the countries of North and South America and identify their main physical and human characteristics.
 - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
 - Understand some of the reasons for geographical similarities and differences between countries.
 - Describe how locations around the world are changing and explain some of the reasons for change.
 - **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
 - **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
 - Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

		<ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
Spring Term	Breaking News	N/A	<ul style="list-style-type: none"> • Plotting each important national or world event on a map display to ensure that word geography in Autumn 1 is still continued.
Summer Term	Blood, Guts and Gory Bits	N/A	

History		Objectives	Activity ideas
Autumn Term	Stars and Stripes (inc. History of Native Americans)	<p><i>Due to the large volume of history studied in 2015-16, this year we will be developing historical skills as part of other themed topics to fill the milestone gaps left from last year without studying an purely historical topic. We will be looking at Stone age to the Iron Age in 2017/18.</i></p> <p><u>Chris Quigley Milestones:</u></p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. 	<p>-Native American history, comparing and contrasting with the modern day as well as its influence on the modern world;</p> <p>- Famous historical leaders.</p>
Spring Term	Breaking News (inc. key events of British History)	<p><u>National Curriculum:</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>Chris Quigley Milestones:</u></p> <p><i>Milestone 3:</i></p>	<p>Link to World War II propaganda – the focus event could be the outbreak of war.</p>

		<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Refine lines of enquiry as appropriate. 	
Summer Term	Blood, Guts and Gory Bits (inc. history of medicine)	<p><u>National Curriculum:</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>Chris Quigley Milestones:</u> <i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<p>-Medicine through time, consider trip to Thackeray Medical Museum to engage learning;</p> <p>-Comparing and contrasting with the modern day.</p>

P.E.		Objectives – see relevant sections below.	Activity ideas
Autumn Term	Stars and Stripes	<ul style="list-style-type: none"> • Tennis / Tag Rugby • Football / Cheerleading 	See below.
Spring Term	Breaking News	<ul style="list-style-type: none"> • Gymnastics • Benchball 	See below.
Summer Term	That's Entertainment	<ul style="list-style-type: none"> • Athletics • Rounders / Three In A Bucket 	See below.

Chris Quigley Objectives

<u>Activity</u>	<u>Milestone 2</u>	<u>Milestone 3</u>
Games	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession.

	<p>opposition.</p> <ul style="list-style-type: none"> • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
Athletics	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
Gymnastics	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements.

	<p>weight to generate power in movements.</p> <ul style="list-style-type: none"> • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). 	<ul style="list-style-type: none"> • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
Dance / Cheerleading	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

PSHE/ SEAL		Objectives	Activity ideas
Autumn Term	Stars and Stripes	<p><u>New Beginnings</u></p> <ul style="list-style-type: none"> • To know I can valued and value others; • To tell people something special about me; • To spot different emotions in myself and others; • To manage my feelings and calm down; • To deal with uncomfortable feelings and calm down; • To work well in a group; • To share problems; • To contribute to school and suggest change. 	<p>New class rules.</p> <p>Recap on whole school Rights, responsibilities and rules</p> <p>School council elections</p> <p>Harvest</p> <p>Trick or treating safety</p> <p>Road Safety for walk to school week in October</p> <p>Community project for every class as part of our topic e.g. gardening for elderly community members etc.</p>

		<p><u>Say No to Bullying - Getting on and Falling Out</u></p> <ul style="list-style-type: none"> • To know how to make and keep friends; • To see things from an alternative viewpoint; • To explain what bullying is and learn to prevent it. • To recognise when some people pre-judge others and challenge this within myself; <ul style="list-style-type: none"> • To recognise rumour-spreading and name-calling as forms of bullying. 	<p>Firework safety 17-21 Nov Anti-bullying week – do campaign films using iPads / blogs etc.</p>
Spring Term	Breaking News	<p><u>Going for Goals</u></p> <ul style="list-style-type: none"> • To know how to learn effectively; • To spot obstacles and persevere; • To identify the consequences of my choices; • To celebrate and recognise when I achieve my goals. • To recognise and celebrate my own achievements; • To set challenges and persist with this; • To create a plan to achieve my goals; • To apply what I have learned. 	
		<p><u>Good To Be Me</u></p> <ul style="list-style-type: none"> • To recognise when a task is difficult. • To identify the feeling of surprise. • To know what hopeful and disappointed mean. • To discuss my worries and be assertive where needed. • To be happy being me! • To tell the difference between being proud and boastful. • To disagree without falling out. • To be assertive when needed. 	
Summer Term	Blood, Guts and Gory Bits	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • To be responsible for my behaviour. • To know what feeling guilty means and how this can affect choices; • To know how people feel when they lose someone they love; • To celebrate those I love; • To make a good choice. • To know what embarrasses me and how to deal with this; • To understand why people grieve; 	

		<ul style="list-style-type: none"> • To know that people show feelings in different ways; • To recognise and challenge stereotyping; • To forgive. 	
		<p><u>Changes</u></p> <ul style="list-style-type: none"> • To know that change can be good; • To explain why come changes may be difficult or scary and know how to deal with this; • To explain what it feels like to be part of a community. • To understand different responses to difficult changes; • To explain why a change of place/school may be difficult and fantastic; • To relate the behaviour of others to how they might be feeling; • To recognise how change can make people feel insecure. 	

RE		Objectives
Autumn Term	Stars and Stripes	<p style="text-align: center;"><u>LKS2 Community</u></p> <p><i>Identity, Diversity & Belonging</i> investigate forms of religious practice that give a sense of identity and belonging to members of a local faith community and to others</p> <p><i>Practices & Ways of Life</i> compare and contrast regular religious practice in the lives of members of different faiths</p> <p><i>Beliefs, Teachings & Sources</i> consider how the teaching of faith founders is reflected in the life of local religious communities</p> <p style="text-align: center;"><u>UKS2 Expressions of faith</u></p> <p><i>Expressing meaning</i> explore the ways in which story, drama, art, dance, may express religious belief</p>

		<i>Identity, Diversity & Belonging</i> investigate a variety of celebrations including religious festivals
Spring Term	Breaking News	<p style="text-align: center;"><u>LKS2 Saints and heroes</u></p> <p><i>Values & Commitments</i> explore commitment as demonstrated in the lives and work of significant people of faith</p> <p><i>Beliefs, Teachings & Sources</i> explore the teachings of significant religious people past and present</p> <p style="text-align: center;"><u>UKS2 faith in action</u></p> <p><i>Values & Commitments</i> explore commitment as demonstrated in the lives and work of significant people of faith explore why and how people of faith commit to causes</p> <p><i>Beliefs, Teachings & Sources</i> find out about the ways in which the writers of some religious texts were influenced</p>
Summer Term	Blood, Guts and Gory Bits	<p style="text-align: center;"><u>LKS2 Our World</u></p> <p><i>Meaning, Purpose & Truth</i> consider beliefs about how the universe might have begun and the ways in which people of faith respond</p> <p><i>Values & Commitments</i> recognise that the Earth is unique and consider the concept of stewardship</p> <p style="text-align: center;"><u>UKS2 Pilgrimage</u></p> <p><i>Expressing meaning</i> investigate the ways believers express their faith through pilgrimage</p> <p><i>Practices & Ways of Life</i> discover the impact of pilgrimage on a person of faith</p>

Music

Term	National Curriculum	Milestone	Activity
1a - Stars and Stripes (1)	Improvise and compose music using inter-related dimensions of	<p>LKS2: To compose</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. 	<p>Outdoor music</p> <p>Native American music</p>

	music separately and in combination	<ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	Creating songs and music
	Use and understand the basics of the stave and other musical notations	<p>UKS2: To transcribe</p> <ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	
1b – Stars and Stripes (2)	Use and understand the basics of the stave and other musical notations	<p>LKS2: To transcribe</p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	
	Improvise and compose music using inter-related dimensions of music separately and in combination	<p>UKS2: To compose</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones and melodic ostinati (based on the pentatonic scale). • Combine a variety of musical devices, including melody, rhythm and chords. 	
2a - Breaking News	Play and perform in solo and ensemble contexts using voice with increasing accuracy, control and	<p>LKS2: To perform</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. 	LKS2 - Performance

	expression	<ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Perform with control and awareness of others. 	
	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Use and understand the basics of the stave and other musical notations.</p>	<p>UKS2:</p> <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). Play notes on an instrument with care so that they are clear. 	Learning a tuned instrument
2b – Breaking News	<p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p>	<p>LKS2</p> <ul style="list-style-type: none"> Create a sequence of long and short sounds. Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. <p>UKS2</p> <ul style="list-style-type: none"> Thoughtfully select elements for a piece in order to gain a defined effect. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. 	Create music jingles and accompaniment for news reports/adverts
3a – Blood, Guts and Gory Bits	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Develop an understanding of the</p>	<p>LKS2: To describe</p> <ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. <p>UKS2: To describe</p>	<p>Listening and appreciating music and taking other opinions.</p> <p>Using music as a stimulus to express their feelings and other art forms.</p>

	history of music.	<ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Choose, order, combine and control sounds to create an effect. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	
3b – Blood, Guts and Gory Bits	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Use and understand the basics of the stave and other musical notations.</p>	<p>LKS2</p> <ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Maintain a simple part within a group. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	Learning a tuned instrument
	Play and perform in solo and ensemble contexts using voice with increasing accuracy, control and expression	<p>UKS2: To perform</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Perform with controlled breathing (voice) • Pronounce words within a song clearly. • Show control of voice. 	UKS2 – musical

APPENDIX

PSHE CQ	Bronze	Silver	Gold
To try new things	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. 	<ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups.

	<ul style="list-style-type: none"> • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Talk about new experiences with others. 	<ul style="list-style-type: none"> • Meet up with others who share interests in a safe environment.
To work hard	<ul style="list-style-type: none"> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. 	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results.
To concentrate	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<ul style="list-style-type: none"> • Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.
To push themselves	<ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. 	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. 	<ul style="list-style-type: none"> • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice.

	<ul style="list-style-type: none"> • Begin to try to do something more than once. 	<ul style="list-style-type: none"> • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	<ul style="list-style-type: none"> • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
To imagine	<ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. 	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.
To improve	<ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). 	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work.
To understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view. 	<ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.

To not give up	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.
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