



KS2 Long Term Planning 2017-2018: 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 / Suggestions from staff, pupils and parents	UNICEF Rights of the child
Autumn 15 weeks	Survive and Thrive (Animal focus, looking at land animals in Autumn 1 and sea animals in Autumn 2)	<ul style="list-style-type: none"> • Trip to a zoo / animal sanctuary • Visit to the Alpaca sanctuary • Conservation issues • Local environment study for mini-beasts • Individual pupil research project to follow their interests • Focus on different habitats e.g. deserts, mountains etc. • Visitors to come into school e.g. mini zoo, vets, RSPCA, Dogs Trust. 	<ul style="list-style-type: none"> • article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. • article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

			<ul style="list-style-type: none">• article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.• article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.• article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.
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			<ul style="list-style-type: none"> • article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.
<p>Spring 10 weeks</p>	<p>Journey Into Your Imagination (focus on the enjoyment of reading, different authors and fictional worlds)</p>	<ul style="list-style-type: none"> • Whole school topic day on a book theme • Consider looking at mythical creatures • Immerse ourselves in story writing! • Arrange library visit • Link to BBC 500 words • Theatre trip • Focus on ERIC • Set up a book club • Different classes to focus on different authors and share their learning with other classes • Lots of creativity to develop their own magical worlds and creatures • Use of music to create ideas for writing 	<ul style="list-style-type: none"> • article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. • article 29 (goals of education) Education must develop every child's personality, talents and abilities to

		<ul style="list-style-type: none"> • Films to be integrated into the topic 	<p>the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <ul style="list-style-type: none"> • article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
<p>Summer 14 weeks</p>	<p>Evacuate! (World War 2 focus, particularly the experiences of children at the time)</p>	<ul style="list-style-type: none"> • Consider themed trip to station and village hall to evacuate the children, play wartime games, try wartime food etc. • Eden Camp • Beamish • Focus on evacuation – can we have a visitor in who has experienced this? • Parent suggestion: @yorkNormandyVeterans have a gentleman who is willing to come into schools. • Recreate a street party. • Invite Red Cross in to look at first aid. 	<ul style="list-style-type: none"> • article 37 (inhumane treatment and detention) Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison

			<p>with adults.</p> <ul style="list-style-type: none">• article 38 (war and armed conflicts) Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.• article 39 (recovery from trauma and reintegration) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.
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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> We use the White Rose Maths Hub for our medium term planning. If you would like information about what areas are currently being covered in class, please see your class teacher's termly newsletter or pop in for a chat.

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 (15 weeks)	Survive and Thrive	Non Chronological Report Persuasion / Discussion Instructions	<ul style="list-style-type: none"> • Non-chronological reports could focus on favourite animals or animals within a current habitat being studied, developing knowledge of subheadings and conjunctions. • Persuasion / Discussion texts could focus on conservation issues facing individual animals, encouraging recycling and controversial issues with two sides to debate and discuss, for example the use of zoos. • Instructions could focus on how to look after a particular animal / pet or how to survive in a certain habitat • Suggested texts based around an animal theme: The Sheep Pig (Dick King Smith), Charlotte's Web (EB White), Dog in the Dungeon (Lucy Aminta), The Railway Cat (Phyllis Arkle), Wind in the Willows (Kenneth Grahame), The Story of Doctor Dolittle (Hugh Lofting), The Fox and the Ghost King (Michael Morpurgo), The Butterfly Lion (Michael Morpurgo), Journey to the River Sea (Eva Ibbotson), The Peppermint Pig (Nina Bawden), The Great Elephant Chase (Gillian Cross), Running Wild (Michael Morpurgo).
Spring (10 weeks)	Journey Into Your Imagination	Narrative Play scripts Poetry	<ul style="list-style-type: none"> • This topic will focus on imagination therefore it lends itself particularly well to narrative, play scripts and poetry. Themes for this could focus around the class book as well as designing their own imaginary world / characters. • Suggested authors: Roald Dahl, Dick King Smith, David Walliams, CS Lewis, Cressida Cowell, Jacqueline Wilson, JK Rowling Michael Morpurgo (both age brackets).
Summer (14 weeks)	Evacuate!	Recounts Newspaper Reports Information / Explanation	<ul style="list-style-type: none"> • In this topic, there will be a great deal of opportunity to develop recount writing from the perspective of an evacuee child and their experiences. • Newspaper reports could focus on the outbreak of war, applying their factual knowledge of the reasons for this, as well as the Blitz. • Information and explanation texts could link to rationing, wartime games or any aspect of the topic. • Suggested texts: War Game (Michael Foreman), Friend or Foe (Michael Morpurgo), Little Manfred (Michael Morpurgo), The Amazing Story of Adolphus Tips (Michael Morpurgo), Carrie's War (Nine Bowden), Goodnight Mister Tom (Michelle Magorian), An Eagle in the Snow (Michael Morpurgo), A Medal For Leroy / War Horse (Michael Morpurgo).

Art and Design		Objectives	Activity ideas
Autumn Term	Survive and Thrive	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> to create sketch books 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 [for example, pencil, charcoal, paint, clay]. <p><u>Chris Quigley Milestones:</u> To master techniques:</p> <p><u>Painting:</u></p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> Sketching before painting to combine line and colour. Create a colour palette based upon colours observed in the natural world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Use brush techniques and the qualities of paint to create texture. <p><u>Drawing:</u></p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> Use different hardness of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Use lines to represent movement. 	<ul style="list-style-type: none"> Use colour to focus on the animal world. Develop awareness of different colours through watercolour work on animal fur etc. <ul style="list-style-type: none"> Projects to raise awareness for endangered animals? Link with looking at flagship species and importance of other 'less charismatic' species Artwork for books? Stories about animals – could link with English and illustrations for narratives Each class has a focus habitat? Link in artwork with that?
Spring	Journey Into Your	<u>National Curriculum:</u>	<ul style="list-style-type: none"> Create animations and iMovies that

Term	Imagination	<p>To improve their mastery of art and design techniques.</p> <p>To learn about great artists, designers and architects in history.</p> <p><u>Chris Quigley Milestones:</u></p> <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). 	<p>link to class reading books.</p> <ul style="list-style-type: none"> • Resource challenges – give chn a set of resources and ask them to make something from their imagination.
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Design and Technology		Objectives	Activity ideas
Autumn Term	Survive and Thrive	<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>Construction</p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. 	<ul style="list-style-type: none"> • Consider the creation of bird houses and mini-beast houses using wood and practical techniques – link this into geographical local environment study and class Vibrant Village project area. • A DT day or theme morning style mix up where children compete to 'survive and thrive'

		<ul style="list-style-type: none"> • Strengthen materials using suitable techniques. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). 	
Summer Term	Evacuate!	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 • 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 how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><u>Chris Quigley Milestones:</u> <u>To take inspiration from design throughout history</u></p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Identify great designers to generate ideas for discussion. • Improve upon existing designs, giving reasons for their choices. • Disassemble products to understand how they work. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. 	<ul style="list-style-type: none"> • Anderson shelter project – staff to create real life-sized Anderson shelter for pupils to experience and understand/analyse. • Pupils then to re-design this model, thinking about how they would change and improve theirs to create a modern version. • Food and rations as additional focus?

Computing		Objectives	Activity ideas
Spring Term	Journey Into Your Imagination	<p><u>National Curriculum:</u> Design, write and debug programmes ... including controlling or simulating physical items; solve problems by decomposing them 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></p> <p><i>Milestone 2:</i></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. • Control the shade of pens. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. • Use the Reporter operators ()+(),()-(),()*(),()/() to perform calculations. <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. • Combine the use of pens with movement to create interesting 	<ul style="list-style-type: none"> • Whole KS2 focus on developing coding skills. Relate to topic where possible – can any be used in their animation activities? • Online safety focus to continue through PD safeguarding assemblies. • Consider the use of Espresso coding program. • Looking at the way children escape into their imagination in games.

		<p>effects.</p> <ul style="list-style-type: none"> • Set events to control other events by ‘broadcasting’ information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. • Use the Boolean operators $() < ()$, $() = ()$, $() > ()$, $()$ and $()$, $()$ or $()$, Not $()$ to define conditions. • Use the Reporter operators $() + ()$, $() - ()$, $() * ()$, $() / ()$ to perform calculations. • Pick random $()$ to $()$. • Join $()$ $()$ • Letter $()$ of $()$ • Length of $()$ • $()$ Mod $()$ This reports the remainder after a division calculation. • Round $()$. $()$ of $()$. <p><u>To Connect</u></p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online comments and show responsibility and sensitivity when online. 	
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Science		Objectives (National Curriculum)
Autumn Term See separate science plan	Survive and Thrive	<p><u>Animals Including Humans:</u> <u>National Curriculum:</u></p> <ul style="list-style-type: none"> ▪ 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>for further ideas including working scientifically.</p>		<ul style="list-style-type: none"> ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p> <p><u>Plants:</u></p> <p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ 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 ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Living Things and Their Habitats</u></p> <p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals. <p>Pupils should study and raise questions about their local environment throughout the year.</p> <p>They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>
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Spring Term	Journey Into Your Imagination	<p><u>Sound</u></p> <ul style="list-style-type: none"> ▪ 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 strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases. <p>Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p> <p><u>Light</u></p> <ul style="list-style-type: none"> ▪ 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 a solid object ▪ find patterns in the way that the size of shadows change. <p>Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.</p> <p>They should think about why it is important to protect their eyes from bright lights. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p><u>Light</u></p> <ul style="list-style-type: none"> ▪ recognise that light appears to travel in straight lines ▪ 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 ▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects
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		<p>and then to our eyes</p> <ul style="list-style-type: none"> ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p> <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night.</p> <p>Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p> <p>Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p>
Summer Term	Evacuate!	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> ▪ 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 whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles

		<ul style="list-style-type: none"> ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing).</p> <p>They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p> <p><u>Forces</u></p> <ul style="list-style-type: none"> ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Pupils should explore falling objects and raise questions about the effects of air resistance.</p> <p>They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.</p> <p>They should experience forces that make things begin to move, get faster or slow down.</p> <p>Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel.</p> <p>Pupils should explore the effects of levers, pulleys and simple machines on movement.</p> <p>Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> ▪ describe the changes as humans develop to old age. <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p>
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Autumn Term	Survive and Thrive	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using to focus on Europe...concentrating on their environmental regions. - 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). - Understand geographical similarities and differences. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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. <p><u>Chris Quigley Milestone</u></p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digit technologies. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these 	<ul style="list-style-type: none"> • Start with lots of focus on map use and locating countries to develop familiarity that can be revisited throughout the topic with each animal studied then again in Evacuate! • Complete fieldwork study of one area of the local environment e.g. the area behind the old station to look at mini-beast and plant location, drawing maps and covering the key skills. Link to science where possible. Apply grid references / compass work to these through outdoor learning and map creation. • Focus on two key animals in contrasting countries / habitats in order to focus on comparing similarities and differences between countries. <ul style="list-style-type: none"> ○ Changes in temperature, effects of climate change globally, on the environment and on humans, politics and laws associated maybe? ○ Climates and biomes linked to animals – focus on a few in more detail? ○ Survive and thrive from a human point of view if we still have human geography objectives – e.g. trade workers, resource distribution ○ Animals and Us – looking at links between humans and animals e.g. Elephants, sharks etc resources that focus on maths, science, English and geography from International Fund for Animal Welfare
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geographical areas.

- 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.
- Describe geographical similarities and differences between countries.

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.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location (viaduct / local area study).
- 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
- 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 (linked to habitats).
- 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.
- Create maps of locations identifying patterns (such as: land use, climate

<http://www.teachingideas.co.uk/animals-and-habitats/animals-and-us-elephants>

		<p>zones, population densities, height of land).</p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. 	
Summer Term	Evacuate!	Use this term to revisit the learning from Autumn Term in order to deeply embed this knowledge through different countries in the allies and axis etc.	

History		Objectives	Activity ideas
Summer Term	Evacuate!	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. - A significant turning point in British history. <p><u>Chris Quigley Milestones:</u></p> <p><i>Milestone 2:</i></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a timeline using dates. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Focus on the different experiences for men, women and children throughout the war, particularly evacuation. • Do a Junior school evacuation to the sports hall, using the railway line too to explore feelings at the time. In the hall, try foods, games and listen to wartime music – all in fancy dress. • Eden Camp trip. • Fancy dress in school for the term for regular dressing up in role activities, including writing from the viewpoint of an evacuee.

		<ul style="list-style-type: none"> • Use appropriate vocabulary to communicate including dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p><i>Milestone 3:</i></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
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Autumn Term	Survive and Thrive	<ul style="list-style-type: none"> • Orienteering • Hockey 	See below.
Spring Term	Journey Into Your Imagination	<ul style="list-style-type: none"> • Gymnastics • Circuit training 	See below.
Summer Term	Evacuate!	<ul style="list-style-type: none"> • Athletics / Ultimate Frisbee • Danish longball 	See below.

NB: Mrs Garcia will be running dance and gymnastic sessions with each class (approximately 2 per term per class) to supplement the PE already ongoing. Pupils have the optional opportunity to swim every fortnight.

Chris Quigley Objectives

Activity	<i>Milestone 2</i>	<i>Milestone 3</i>
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 opposition. • 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"> • 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. • 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.
Swimming (Optional at a cost, no charge several sessions in Years 3 and	<ul style="list-style-type: none"> • Swim between 25 and 30 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.

4)	<ul style="list-style-type: none"> • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
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 weight to generate power in movements. • 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"> • 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. • 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. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences.

	<ul style="list-style-type: none"> • 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"> • 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).
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PSHE/ SEAL		Objectives	Activity ideas
Autumn Term	Survive and Thrive	<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. <hr/> <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>New class rules. Recap on whole school Rights, responsibilities and rules as well as new school team values School council elections Harvest Trick or treating safety Road Safety for walk to school week in October Community project for every class as part of our topic e.g. gardening for elderly community members etc.</p> <p>Firework safety 17-21 Nov Anti-bullying week – do campaign films using iPads / blogs etc.</p> <p>Zoo debate</p>

Spring Term	Journey Into Your Imagination	<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	Evacuate!	<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; • 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. 	
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RE - From E-riding agreed syllabus for RE 2016 – these units are available online.

RE		Objectives
Autumn Term	Survive and Thrive	<p>Community - explore issues of justice and freedom, explore religious rituals that show identity and belonging in different religious traditions, explore religious stories that identify how believers are expected to behave, explain the significance and use of symbols and artefacts in rites of passage, consider how they are expected to behave and where these rules come from, compare the symbolism associated with rites of passage in three faiths</p> <p>Saints and heroes - explore commitment as demonstrated in the lives and work of significant people of faith, describe the effect of life-changing events on the commitment of significant people of faith, share ideas as to how the lives of significant people of faith have affected the lives of others, explore teachings of other significant religious people, describe the teachings of significant religious people, identifying some similarities and differences, reflect on the teachings of significant religious people and how these teachings impact on society</p>
Spring Term	Journey Into Your Imagination	<p>Our world - explore beliefs about how the universe began, recognise that the Earth is unique and consider the concept of stewardship, compare different faith beliefs about how the universe began, give reasons why people of faith have a sense of awe and wonder about the Earth, explore religious teachings to see how faith members should care for the Earth, investigate how faith members show care for the environment, express thoughts and beliefs about how the universe began, share feelings about the sense of awe and wonder in the natural world, share thoughts on how and why religions treat the world with respect, show understanding of stewardship and suggest actions everyone can take</p> <p>Expressions of faith - explore how people express their beliefs through personal symbols and artefacts, explain how artefacts and symbols express the beliefs of two different faith members, be creative in showing how believers may express themselves through symbols and artefacts, investigate the significance of religious festivals and rituals, show understanding of the way participating in a festival may impact on the life of a faith member, reflect and share how</p>

		religious celebrations have an impact on the community
Summer Term	Evacuate!	<p>Faith in action - consider what motivates faith believers to get involved in different causes, investigate the work of a religious charity, explore the values that motivate people of faith to respond to a cause, say why they think religions do charitable work, give reasons why people may choose to make sacrifices to improve the lives of others, explore commitment as demonstrated in the lives and work of significant people of faith, explain why significant people of faith acted according to their commitments, explain how people are inspired by actions of significant people of faith</p> <p>Pilgrimage - explore how a person of faith may make a special journey, explore the diversity and significance of local religious places to faith groups and members of the community, compare key places of pilgrimage and identify why a faith member might go there, describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage, show understanding of what is sacred for believers in religious places, reflect on the reasons a faith member may make a special journey, suggest ideas about the meaning of pilgrimage to a believer and the impact on their life, explain the impact of a sacred place on believers</p>

Music

Term	National Curriculum	Milestone	Activity for the year
1a – Survive and Thrive	Improvise and compose music using inter-related dimensions of music separately and in combination	<p>LKS2: To compose</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • 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. 	<p>Each child will participate in a performance.</p> <p>Each child will have the opportunity to learn a tuned instrument.</p> <p>Each child will compose, evaluate and assess music.</p> <p>Each child will look at notation either in rhythm or in pitch depending on year group.</p>
	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 	<p>Each child will look at music for mood</p>

		<p>bass clefs and use them in transcribing compositions.</p> <ul style="list-style-type: none"> • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	
1b – Survive and Thrive (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 – Journey into Your Imagination	Play and perform in solo and ensemble contexts using voice with increasing accuracy, control and expression	<p>LKS2: To perform</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • 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. 	LKS2 – Performance Class 3, 4, 4/5
	<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</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

	notations.		
2b – Journey into your imagination	Improvise and compose music using the inter-related dimensions of music separately and in combination.	<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. 	
3a – Evacuate!	<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 history of music.</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> <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 – Evacuate!	<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</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 	Learning a tuned instrument

	the stave and other musical notations.	others.	
	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. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<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. • 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	<ul style="list-style-type: none"> • Give attention to areas of 	<ul style="list-style-type: none"> • Focus on activities. 	<ul style="list-style-type: none"> • Give full concentration.

concentrate	<p>interest.</p> <ul style="list-style-type: none"> • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	<ul style="list-style-type: none"> • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<ul style="list-style-type: none"> • '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. • Begin to try to do something more than once. 	<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. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	<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. • 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.