

**Rolling Programme – KS2 Cycle A**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>TOPIC</b>	<p><b>Focus driver: Discover</b></p> <p><b>Theme: Europe and the explorers- Italy/Romans</b></p> <p><b>Key Question: Does an invasion create change for the better?</b> <b>Why do people live near volcanoes?</b></p> <p><b>Hook: Trip Collection museum- Lincoln</b></p> <p>Class read: Queen of Darkness Lines of enquiry: If you were Julius Ceasar would you have invaded Britain? 'Why do we remember Boudicca?' 'What was life like for a Roman in Britain?' 'What was life like for the Romans in Lincoln/ Newark?' 'What did the Romans leave us?'</p>	<p><b>Focus driver: Create</b></p> <p><b>Theme: Mountains and Alps</b></p> <p><b>Key Question: What is life like in the Alps?</b> <b>What makes things different and unique?</b></p> <p><b>Hook: My Wonderful Me picture</b></p> <p>What is the difference between a hill and a mountain? Why does the top of a mountain have such cold temperatures if it is closer to the sun?</p>	<p><b>Focus driver: Explore:</b></p> <p><b>Theme: South America / Rainforests</b></p> <p><b>Key Question – Is everywhere on earth different?</b></p> <p><b>Why are rainforests important to us?</b></p> <p><b>What are rivers and how are they used?</b></p> <p>Is the Amazon rainforest becoming wetter as the climate becomes warmer?</p>

<b>LITERACY</b>	<p>The Journal of Iliona - A Young Slave by Richard Platt ( Non-fiction Diary) TWS</p> <p>Autumn is Here – TWS</p> <p>Escape from Pompeii – TWS</p> <p>Digestion Explanation based on Gut Garden – A Journey into the Wonderful World of your Microbiome by Katie Brosnan – Non-fiction (Explanation) TWS</p> <p>Persuasive writing – Christmas Adverts</p>		<p>The Colour Collector – poetry (based on The Sound Collector by Roger McGough) TWS</p> <p>The Magic Paintbrush by Julia Donaldson - Traditional Tale (TWS)</p> <p>Cosmic – Frank Cottrell Boyce – TWS Climate Action - Non-fiction magazine article TWS</p> <p>Wolves in the Walls by Neil Gaiman- Narrative (Suspense) TWS</p>		<p>News report/ Environment: The Creature Write – News report -TWS</p> <p>Non Fiction – Biography – David Attenborough – TWS</p> <p>Flood- picture book – TWS</p> <p>Moral Dilemma: The Great Kapok Tree Rhythm of the Rain</p> <p>The Explorer – Katherine Rundell / Journey to the River Sea –Eva Ibbotson</p>	
<b>SCIENCE</b>	<p><b>Y3/4 (Autumn 1)</b> Movement and Nutrition</p> <p><b>(Autumn 2)</b> Digestion &amp; Food</p>	<p><b>Y5/6 (Autumn 1)</b> Animals (Human Timeline/Making Connections)</p> <p><b>(Autumn 2)</b> Animals (Circulation and Exercise)</p>	<p><b>Y3/4 (Spring 1)</b> Rocks and Soil</p> <p><b>(Spring 2)</b> Forces and Magnets</p>	<p><b>Y5/6 (Spring 1)</b> Mixtures and Separation</p> <p><b>(Spring 2)</b> Circuits, Batteries and Switches</p>	<p><b>Y3/4 (Summer 1)</b> Electricity and Circuits</p> <p><b>(Summer 2)</b> Making Connections</p>	<p><b>Y5/6 (Summer 1)</b> Living Things (Classifying big and small)</p> <p><b>(Summer 2)</b> Making Connections  Evolution and Inheritance (*Y6 only)</p>
<b>D &amp; T</b>	<p>Structures: Making Aqueducts (Short Unit) Food: Making pesto with basil from Secret Garden. Create packaging using computer software.</p>		<p>Mechanisms: Mountain cable cars</p>		<p>Food: Rainforest food - Fair trade Sweetcorn frittas (Short unit) Textiles: Batik</p>	
<b>COMPUTING</b>	Computing systems and networks		Programming		Data Handling	

	<p>emailing</p> <p>Option 1: Google</p> <p>Option 2: Microsoft Office 365</p> <p>Creating media</p> <p>Video trailers</p> <p>Option 1: Using devices other than ipads</p> <p>Option 2: Using iPad</p> <p>*On-line safety- Y3; Y4; Y5; Y6</p> <p>*Teach age appropriate</p>	<p>Computational thinking</p> <p>Programming</p> <p>Micro: bit</p> <p>*On-line safety- Y3; Y4; Y5; Y6</p> <p>*Teach age appropriate</p>	<p>Skills showcase</p> <p>*On-line safety- Y3; Y4; Y5; Y6</p> <p>*Teach age appropriate</p>
<b>HISTORY</b>	<p>Romans invasion of Britain and other countries.</p> <p>Know about the effect the Roman Empire had on Britain today. What did they leave behind?</p> <p>How did the Roman invasion change Britain?</p> <p>British resistance – Boudica</p>		<p>Know why the ancient Maya civilization were so important</p> <p>Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion.</p> <p>Know about trade and fair trade today</p>
<b>GEOGRAPHY</b>	<p>Natural disasters: Volcanoes (Pompeii and Vesuvius) and understand the main cause</p> <p>Know about Volcanic eruptions – positive effect on fertility of land compared to negative effect -disruption and death</p> <p>Know how to use maps/atlases/globes to find out about Italy and the features.</p> <p>Know how to compare and contrast location of active volcanoes around the world and identify and describe similarities and differences.</p>	<p>Human and physical features of the Alps</p> <p>Know about the landscape - Mountains and volcanoes</p> <p>Know about weather and climate (hot, dry, humid, tropical, arid) and how people are affected by changes in the weather.</p> <p>Know about economic activity and understand trade links.</p>	<p><b>Why are rainforests important to us?</b></p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon’s resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast different types of forest.</p> <p>Know about Deforestation: How is the rainforest in danger? Use satellite images to understand changes to the environment.</p> <p><b>What are rivers and how are they used?</b></p>

					Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. Compare the Amazon to the River Trent.	
<b>ART</b>	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.  Roman villas				Artist: Art of Rousseau  Biomes in a Box – 3 D collages  Hokusai – Japanese artist – The Wave Typography and maps. Explore how typography is created through drawing and design. Create own maps.	
<b>MUSIC</b>	Ballads Pentatonic melodies		Samba and the carnival sounds		Composition to represent the festival of colour Dynamics, pitch and tempo	
<b>PE</b>	Invasion: Handball Net and wall: Tennis	Invasion: Netball Gymnastics	Dance Invasion: tag rugby	Inclusive sports Invasion-pupil voice Swimming	OAA Cricket	Rounders Athletics
<b>RE</b>	Where, how and why do people worship?  How do religious families and communities practice their faith? The example of prayer	Islam:  Inspirational people from the past- What can we learn from inspiring people in sacred texts and in the history of religions?  Stories	Spiritual expression- Christianity, music and worship: what can we learn?	Jewish worship and community: Inspirational people from the past-What can we learn from inspiring people in sacred texts and in the history of religions	Justice and Freedom	Religious beliefs in action (Persecution of the Jews- What was the Kindertransport?)
<b>PSHE and RSE</b>	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing

<p><b>MFL</b></p>	<p><b>(Autumn 1)</b> French greetings with puppets</p> <p><b>(Autumn 2)</b> French adjectives of colour, size and shape</p>	<p><b>(Autumn 1)</b> Portraits-describing in French</p> <p><b>(Autumn 2)</b> Meet my French family</p>	<p><b>(Spring 1)</b> French playground games, numbers and age</p> <p><b>(Spring 2)</b> In a French classroom</p>	<p><b>(Spring 1)</b> Clothes-getting dressed in France</p> <p><b>(Spring 2)</b> French weather</p>	<p><b>(Summer 1)</b> Bob Appetit</p> <p><b>(Summer 2)</b> Shopping for French food</p>	<p><b>(Summer 1)</b> Exploring the French speaking world</p> <p><b>(Summer 2)</b> Planning a French holiday</p>
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