

Rolling Programme – KS2 Cycle C

	AUTUMN	SPRING	SUMMER
TOPIC	<p>Focus driver: Create:</p> <p>Theme: Journeys / WW2 / Activism</p> <p>Key question: Should we always express our views?</p> <p>Hook: Eden Camp / Bomber Command</p> <p>Hook lesson: War Day- The Blitz. Air raid siren, take shelter. Ration food throughout day. Lines of enquiry: How can we learn from the past? Has it ever been right to fight? How have wars changed over time? Which wars have affected Britain? Why is it so difficult to be sure what life was really like on the Home Front? Why was it necessary for children to be evacuated throughout the war, and what was the experience of evacuation really like?</p> <p>Class read: Private Peaceful/ Eagle in the Snow/ The Christmas Truce– Michael Morpurgo Miraculous Journey of Edward Tulane Kate DiCamillo</p>	<p>Focus driver: Discover</p> <p>Theme: Tomb Raiders: Ancient Egyptians</p> <p>Key question: The ancient Egyptians were only known for their mummies and pyramids</p> <p>Hook: Create Howard Carters Tomb.</p> <p>Hook lesson: A tunnel using tables and fabric with artefacts and pictures on wall towards end of tunnel. What was it like for Howard Carter and his team? Lines of enquiry: Why does the quest for power usually bring death? What were the earliest civilizations? What can we find out about the Ancient world? How did Ancient Egypt become so powerful? Why build the pyramids? What did the Ancient Egyptians believe? How has the Nile influenced the development of Egypt? What role does mountains and hills play in a river’s journey? What similarities and differences are there between the Trent and the Nile?</p> <p>Class read: Varjak Paw</p>	<p>Focus driver: Explore</p> <p>Theme: Our Wonderful World</p> <p>Key question: Why do oceans matter? Great Barrier Reef and other Oceans</p> <p>Which factors enable wildlife to thrive in the Galapagos? How are the Galapagos islands different to the UK? What measures are needed to ensure the Galapagos stays unaffected by humans? Should the Galapagos islands be used for further scientific study or left untouched by humans?</p> <p>Who lives in Antarctica? North and South Pole – Arctic and Antarctica</p> <p>Class read: The last bear Hannah Gold</p>

LITERACY	<p>Letters from the Lighthouse – Emma Carroll - TWS</p> <p>Thinkers rap TWS (poetry Science - animals)</p> <p>Michael Morpurgo / Michael Foreman WW2 stories</p> <p>Private Peaceful/ Eagle in and Before Time: Galapagos/ Our Frozen Kingdom (Arctic and Antarctic)/The Snow</p> <p>The Christmas Truce – Michael Morpurgo</p> <p>Film: The Piano</p>	<p>I believe in Unicorns – Narrative TWS</p> <p>Wisp - A Story of Hope by Zana Fraillon – Narrative TWS</p> <p>Christmas desert – Social media post (persuasion) TWS</p> <p>Poetry: Refugees – Brian Bilston’</p> <p>War poetry</p>	<p>Hatshepsut Egypt by Kate Pankhurst: Non-fiction- Biography TWS.</p> <p>The Most Dangerous Animal In The World – by Valerie Bloom – poetry TWS</p> <p>Explanation: You wouldn’t want to be an Egyptian Mummy</p> <p>Poetry - The River Valerie Bloom TWS</p> <p>Non-fiction – Once Upon a Raindrop – TWS</p>	<p>Spring poems – Haiku</p> <p>Secrets of a Sun King by Emma Carroll – Non-fiction (Diary) TWS</p> <p>Biography: Howard and the Mummy - Creation Myths</p> <p>Egyptian Cinderella/ Cinderella of the Nile</p>	<p>The Last Bear by Hannah Gold (TWS)</p> <p>The Origin of Species by Sabina Radeva- Non-fiction Non chronological report TWS</p> <p>Stone Girl Bone Girl – A story of Mary Anning of Lyme Regis</p> <p>Darwin’s Dragons – Lindsay Galvin</p> <p>What Mr. Darwin Saw</p> <p>How to Train a Dragon</p>	<p>Emperor Penguins – Non-fiction (Non-chronological report) TWS</p> <p>Scott of the Antarctic by E and J Dowdeswell and Angela Seddon – Non-fiction (Diary) TWS</p> <p>Moth by Isabel Thomas – Narrative poem (Evolution) TWS</p> <p>Kensuke’s Kingdom</p>
SCIENCE	<p>Y3/4 (Autumn 1) Movement and Nutrition</p> <p>Autumn 2) Digestion & Food</p>	<p>Y5/6 (Autumn 1)</p> <p>Animals (Human Timeline/Making Connections)</p> <p>(Autumn 2)</p> <p>Animals (Circulation and Exercise)</p>	<p>Y3/4 (Spring 1) Rocks and Soil</p> <p>(Spring 2) Forces and Magnets</p>	<p>Y5/6 (Spring 1)</p> <p>Mixtures and Separation</p> <p>(Spring 2)</p> <p>Circuits, Batteries and Switches</p>	<p>Y3/4 (Summer 1) Electricity and Circuits</p> <p>(Summer 2) Making Connections</p>	<p>Y5/6 (Summer 1)</p> <p>Living Things (Classifying big and small)</p> <p>(Summer 2))</p> <p>Making Connections</p> <p>Evolution and Inheritance (*Y6 only)</p>

D & T	Structures: Anderson Shelters Textiles: Peg dolls – Links with letters from the lighthouse Food and nutrition– Food poverty, rationing. Reducing waste (bubble and squeak) (Short Unit)	Food and Nutrition – Preserving food. Mummifying a tomato. Making jam.	Food: Cooking and nutrition – Soup (Short Unit) Textiles: Design and make own dinosaur/ polar region stuffed toy.
COMPUTING	Programming -Programming Scratch Computing systems and networks Collaborative Learning Option 1: Google Option 2: Microsoft Office 365 *On-line safety- Y3; Y4; Y5; Y6 *Teach age appropriate	Computing systems and networks Search engines Programming Further coding with Scratch *On-line safety- Y3; Y4; Y5; Y6 *Teach age appropriate	Programming music Option 1: Sonic Pi Option 2: Scratch *On-line safety- Y3; Y4; Y5; Y6 *Teach age appropriate
HISTORY	Evacuation The Blitz Food and rationing Experiences for women and children Wars across history – Mary Seacole to Russai and Ukraine Propaganda	Know about achievements of all early civilizations (Sumer, Shang Dynasty, Indus Valley, Ancient Egypt). Know how Ancient Egypt became so powerful. Know about Egyptian society and beliefs.	Ernest Shackleton – What made him a good leader?
GEOGRAPHY		Know about the River Nile – the importance of this in development of Egypt and trade. Know why people chose to settle next to the Nile. Know about time differences between the UK and Egypt	Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. Know about physical geography including climate zones, biomes and vegetation belts comparing UK, Barrier Reef, Galapagos and Polar regions. Why do oceans matter?

					Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.	
ART	<u>Activism:</u> Look at the messaging from WW2 posters. Propaganda Remembrance Day – paint poppies on stones and hide around the village. Refugees: Drawn across borders – George Butler Consider should we always express our views?		Sandpaper tomb paintings (Art day) Mixed Media Land & Cityscapes Explore how artists use a variety of media to capture spirit of the place.		<u>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments. Explore shades of blue - Create 'blue' collage.	
MUSIC	Wartime songs Traditional instruments and improvisation Changes in pitch, tempo and dynamics			Composition notation	Baroque	
PE	Invasion: Handball Net and wall: Tennis	Invasion: Netball Gymnastics	Dance Invasion: tag rugby	Inclusive sports Invasion-pupil voice Swimming	OAA Cricket	Rounders Athletics
RE	Humanism	Christinas: Religion and the individual- what matters to Christians? Teaching, wisdom and authority- what can we learn by reflecting on words of wisdom from religions and world views?	Beliefs in action around the world- how are religious and spiritual thoughts and beliefs expressed in the environment, charity and generosity?	Easter story and Pentecost	Buddhist Worship and beliefs* Where and how do people worship? Inspirational people Y5.1 Inspirational people * Topic is in addition to the required subjects in the NCC RE Syllabus	Inspirational people, past and present Stories
PSHE / SMSC and RSE	Me and my relationships Journeys: Refugees- should we always express our views	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing

MFL	Y3/4 (Autumn 1) French greetings with puppets (Autumn 2) French adjectives of colour, size and shape	Y5/6 (Autumn 1) Portraits-describing in French (Autumn 2) Meet my French family	Y3/4 (Spring 1) French playground games, numbers and age (Spring 2) In a French classroom	Y5/6 (Spring 1) Clothes-getting dressed in France (Spring 2) French weather	Y3/4 (Summer 1) Bob Appetit (Summer 2) Shopping for French food	Y5/6 (Summer 1) Exploring the French speaking world (Summer 2) Planning a French holiday
------------	---	--	--	--	--	---