

Rolling Programme – KS2 Cycle D

	AUTUMN		SPRING		SUMMER	
TOPIC	<p>Focus driver: Create</p> <p>Theme: Local History / Victorians / Inventions</p> <p>Key question: How have our lives been changed by the Victorians?</p> <p>Hook: Victorian school - Perlethorpe</p> <p>Class read: Street Child</p>		<p>Focus driver: Explore</p> <p>Theme: North America – Mojave Desert</p> <p>Key question: Where does our energy come from? Would you like to live in the desert? Are we able to control the Earth?</p> <p>Hook: Peter Thorpe – Space art Visit from mobile Planetarium</p> <p>Natural disasters, Sustainability, Environmental issues.</p> <p>Lines of Enquiry: Why are some countries more vulnerable to earthquakes than others?</p> <p>What measures are needed to ensure populated places near volcanoes are as safe as possible?</p>		<p>Focus driver: Discover</p> <p>Theme: Prehistoric Time- Stone Age to Iron Age</p> <p>Key question: Why is it important for civilization to evolve?</p> <p>Hook: Trip to Cresswell Craggs</p> <p>Hook Lesson - Set up book corner as a Stone Age cave - cave paintings</p> <p>Lines of enquiry: What was new about the new Stone Age? Did Stone Age Man wear animal furs and carry a club? Which is better bronze or iron? When do you think it was better to live, the Stone Age, Bronze Age or Iron Age’</p> <p>Class read: Wild way home Podkin One-Ear –Kieran Larwood</p>	
LITERACY	<p>The Journey by Francesca Sanna Narrative (New start) TWS</p> <p>Non-fiction – Letter to Mr Scrooge – persuasive letter - TWS</p>	<p>A Christmas Carol</p> <p>The Nowhere Emporium – Narrative (Mystery) TWS</p> <p>Still I Rise by Maya Angelou (Poetry PHSE)</p> <p>Historical stories – Street Child</p>	<p>News report: The Creature Newspaper Report TWS</p> <p>Non Fiction – Biography – David Attenborough - TWS</p> <p>Earthquakes by Robin Jacobs (TWS Non- Chronological report)</p>	<p>Non-fiction: Transmission from Mars -TWS</p> <p>The Boy, The Mole, The Fox and The Horse by Charlie Mackesy – Narrative (Friendship) TWS</p>	<p>Ug: Boy genius of the stone age.</p> <p>Should we feed animals at National Parks? by Chris Turnham (TWS) Non-fiction Balanced Argument</p> <p>Holiday brochure: Skara brae - TWS</p>	<p>Adventure: Stone Age Boy /Stig of the dump (TWS)</p> <p>Street Beneath My Feet by Charlotte Guillain and Yuval Zommer: Non- fiction Explanation– TWS</p>

	The Firework makers daughter by Philip Pullman (narrative) TWS				Class read: Wolf Brother or Wild Way Home	Performance poetry – Michael Rosen I was born in the Stone Age.
SCIENCE	Y3/4 (Autumn 1) Light and Shadows (Autumn 2) Sound and Vibrations	Y5/6 (Autumn 1) Properties and Change (Autumn 2) Light and Reflection	Y3/4 (Spring 1) States of Matter (Spring 2) Plants (Reproduction)	Y5/6 (Spring 1) Forces and Space (Earth and Space) (Spring 2) Forces (Imbalanced Forces)	Y3/4 (Summer 1) Classification and Changing Habitats (Summer 2) Making Connections	Y5/6 (Summer 1) Life Cycles and reproduction (Summer 2) Making Connections Evolution and Inheritance (*Y6 only)
D & T	Mechanisms: Investigate steam power. Create a steam-powered vehicle.	Create a 3-course Victorian menu using local ingredients. Investigate local foods and produce. Investigate foods from Lincolnshire and Nottinghamshire (Plum bread with poacher cheese.) (Short Unit)	Food: Food in Space – STEM Heston Blumenthal space feast. Watch video – food in ISS (Short Unit)	Mechanisms / Parachutes/ Rocket Mice	Food – How was their diet different to ours today? Cooking Mesolithic stewed fruits with honey and seeds. Neolithic oatcakes (Short unit)	Materials/ Structure: Sculpture- Inukshuk Rock Art Mechanisms – pop ups (Short Unit)
COMPUTING	Computing systems and networks Journey inside a computer Computing systems and networks Bletchley Park *On-line safety- Y3; Y4; Y5; Y6		Creating media History of computers Data handling Big data 1		Data handling Big data 2 Skills showcase	

	*Teach age appropriate	*On-line safety- Y3; Y4; Y5; Y6 *Teach age appropriate	*On-line safety- Y3; Y4; Y5; Y6 *Teach age appropriate
HISTORY	<p>Know about Queen Victoria & The British Empire and why it was so powerful.</p> <p>Know about education and how it has changed from the Victorian period – Local history study: Victorian schools.</p> <p>Know about Victorian toys.</p>		<p>Know about different tribes and how evidence found tells us about their way of life.</p> <p>Know about the growth of trade</p> <p>Know about hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion.</p> <p>Know about Skara brae and Stonehenge and Cresswell Craggs their importance about knowing so much about the Stone Age.</p> <p>Know about the prehistoric beasts of this period.</p> <p>Know how Stone Age leads into Bronze age and Iron age.</p>
GEOGRAPHY		<p>Know about mountains and volcanoes around the world - How have people adapted to environment.</p> <p>Know that plate tectonics and the ring of fire influence physical geography (Volcano and Earthquakes).</p> <p>Know about and locate Equator, lines of latitude and longitude.</p> <p>Know that seasons and extreme weather impact on challenges of life in some countries.</p> <p>Know about natural disasters such as hurricanes and earthquakes and consider how countries prepare for future disasters and earthquake activity.</p>	<p>Know about National Parks - Know locations and reasons for the distribution of National Parks; why National Parks are known as Britain's 'breathing spaces'.</p> <p>Know about the local area and how the landscape has changed over time.</p> <p>Know that some natural events and human activity have changed the local area.</p> <p>Know locations and reasons for National parks and how they are looked after.</p>

			<p>Know about climate change, describe how countries have agreed to work together to reduce global warming and analyse evidence and draw conclusions.</p> <p>Know why ice caps are melting and empathise with different viewpoints.</p>			
ART	<p>Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2D or 3D models to share our vision of imagined installations with others.</p> <p>Investigate artwork of William Morris and LS Lowry.</p> <p>Silhouette art - Victorians</p> <p>Know how art can show emotion (facial expression / clothes)</p> <p>Consider – Is art important?</p>		<p>Using Natural Materials to Make Images: Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.</p>	<p>Making Animated Drawings. Explore how to create simple moving drawings by making paper ‘puppets’ and animate them using tablets. Link with Frida Khalo</p>	Cave painting	Festival Feasts - How might we use food and art to bring us together?
MUSIC	Instrumental scheme unit 1	Harvest / Christmas Festival	Instrumental scheme unit 2 Instrumental scheme unit 3		Instrumental scheme unit 4 Instrumental scheme unit 5 or Summer production	
PE	Invasion-Lacrosse Net and wall-badminton	Gymnastics Invasion-Unihoc	Dance Invasion-Pupil Voice	OAA Tri Golf	Inclusive sports Cricket	Invasion-Quidditch Athletics
RE	Beliefs and questions: What difference does it make to be a Christian? (Intro to World Religions & Creation Stories	Christmas story	Hinduism: Where and how do people worship?	Hinduism How do Hindu families practice their faith? How do people’s beliefs about God, the world and others have impact on their lives?	Symbols and religious expression- how do people express their religious and spiritual ideas on pilgrimages?	Exploring faith through the arts

PSHE and RSE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
MFL	Y3/4 (Autumn 1) This is me (Autumn 2) School days	Y5/6 (Autumn 1) Verbs in a French week (Autumn 2) French transport	Y3/4 (Spring 1) Birthday celebrations (Spring 2) Colourful creatures	Y5/6 (Spring 1) In my French house (Spring 2) French music celebrations	Y3/4 (Summer 1) Fabulous French food (Summer 2) Gourmet tour of France	Y5/6 (Summer 1) Visiting a town in France (Summer 2) French sports and the Olympics