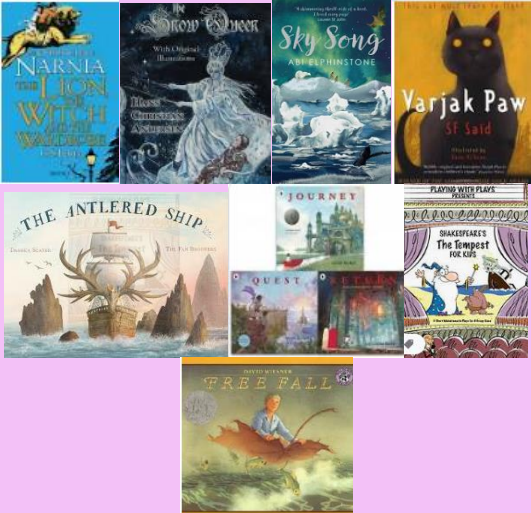


Cycle 1	Autumn Traditional Tales, Myths and Legends	Spring Other Worlds	Summer Environment
Text Spine			
Mandatory Text	May vary: Puss in Boots Three little Wolves and the Big Bad Pig Into the woods The Tinder Box Baba Yaga Traditional African Folk tales selection Lincolnshire Legend	Lion Witch and the Wardrobe Snow Queen Owl and the Pussy Cat Macavity the Mystery Cat - Poem The Antlered Ship The Tempest	Matilda – Hillaire Belloc Rhythm of the Rain The Explorer Caring for the Environment Greta and the Giants A River
	Mark 4.33 With many such parables he spoke the word to them, as they were able to hear it.	Psalm 139:9-10 If I take the wings of the morning and dwell in the uttermost parts of the sea, even there your hand shall lead me, and your right hand shall hold me	Genesis 1.1 In the beginning, God created the heavens and the Earth.
Trips	Trip to the record Office in Gainsborough	Shakespeare Theatre trip Young Voices Writing to children from other parts of the world on PenPal Schools	Creswell Craggs Mexico day

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Overall theme and focus	Looking at additional European Traditional Tales and twisted versions, looking at local myths and legends and then traditional Tales from other cultures – African countries. Exploring the different types of settlements people live in with a focus on those in African countries in both rural locations and big cities. Children will also explore the settlement of Gainsborough through time and how it has changed.		The children will think about the frozen parts of world and ocean voyages, thinking about imaginary journeys that they could take, such as the Snow Queen, The Lion, The Witch and The Wardrobe and the Tempest. Children will learn the geographical names for the different zones of the planet.	Children will explore the connectedness of the world, especially through the water cycle. They will think about human’s impact on the world and what we can do about it. Children will explore the history of climate change and learn about the Ice age. They will also be focusing on Mexico, the rainforests and history of the Mayans.	
Courageous Advocacy – Agents for Change	As children will be learning about different African countries and aspects of their culture, they might choose an issue affecting an African nation or people who they can raise awareness of. They will be watching Newsround each day to ensure they are abreast of current world issues.		As agents for change, the children will look at a topical issue from around the world and complete work on PenPal Schools to share with other children from around the world. They will be watching Newsround each day to ensure they are abreast of current world issues.	Children will be thinking about water usage around the world. They will look at water conservation in the UK and raise awareness. They will be watching Newsround each day to ensure they are abreast of current world issues.	
Science	Year 4 Electricity Working Scientifically: asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions , gathering, recording, classifying and presenting data in a variety of ways to help in answering questions,	Year 4 Sound 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	Science Year 4 – Animals including humans describe the simple functions of the basic parts of the digestive system in humans 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 Working Scientifically: asking relevant questions and using different types of scientific enquiries to answer them, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, identifying differences, similarities or changes related to simple scientific ideas and processes, using straightforward scientific evidence to answer questions or to support their findings	Science Year 4 Living things and their habitat 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 Working Scientifically: asking relevant questions and using	Year 4 science Materials and states of matter 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of

	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, using straightforward scientific evidence to answer questions or to support their findings. In this unit children have their first look at electricity to set them in good stead for UKS2 and also some D&T work. Children look at what appliances use electricity and what are insulators and conductors. Children also begin to see how electricity has to be in a circuit in order to flow. They explore circuits and find out what happens when they change or add components and begin to draw them out.	Working Scientifically: asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, identifying differences, similarities or changes related to simple scientific ideas and processes, using straightforward scientific evidence to answer questions or to support their findings Children also have their first look at how sound works. They will have been studying music in previous year groups, but this is where they begin to see the science behind sound. Children will explore and experiment with	Continuing their learning from KS1, children look at digestion, teeth and food chains. This unit will build really well on foundations made in previous years. They will think about carnivore and herbivore teeth, link this to animals in food chains and learn about digestion.	different types of scientific enquiries to answer them, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, identifying differences, similarities or changes related to simple scientific ideas and processes, using straightforward scientific evidence to answer questions or to support their findings Children use their understanding of the local environment from KS1 to begin classifying animals in different ways. They will link	evaporation with temperature Working Scientifically: asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions , making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams,
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making sounds and how sounds can be changed.

this study of living things to their art skills as they make scientific sketches of what they find. They begin to look at classification keys.

keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, using straightforward scientific evidence to answer questions or to support their findings

Children are learning about the water cycle in geography and this science unit really helps the children understand the changes in state happening between the stages of the cycle. Children will have explored some of these concepts back in EYFS 'Water World' topic. Children may also link this to melting other substances such as chocolate when learning about the Mayans. This should be a very practical unit where children are testing and recording.

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Geography	Settlements	Poles Apart	Rainforests
	human geography, including: types of settlement 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied World map: Kenya, Ghana, Zimbabwe, Mexico, Spain, UK, Russia. Following on from KS1 and EYFS, children look closer at Newton village, spending lots of time developing their fieldwork skills and learning different ways to record the data and present it to others. When they have learnt more about their village, they then compare it to settlements around the world. Linked to the Traditional Tales they are studying and other curriculum themes to provide context, children look at Spain, Kenya, Mexico, England, Ghana and Zimbabwe. Children look at both the rural and urban areas of all these countries and compare the types of settlements around the world. Following on from KS1 and their understanding of the poles and equator and how this determines if places are hot or cold, children begin to look at biome belts across the Earth and use this to explore why the settlements and homes around the world are why they are. This provides children with a great opportunity to explore their geographical enquiry skills and make links between human and physical geography.	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) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied World map: Tropic of Capricorn, Tropic of Cancer, Arctic Circle, Antarctic circle, Northern Hemisphere, Southern Hemisphere, Prime Meridian This topic also requires children to bring their understanding of the poles and equator with them as they look more at the mechanics of the Earth. Children will learn how navigation and locations are denoted with latitude and longitude and how this is used to navigate across the oceans. This topic allows children to understand the tricky concept of time zones and explains why they have been created. This topic provides a great link between KS1 seasonal change in geography and science and Year 5 science Earth and Space topic.	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region, and a region within North or South America (Central America) rivers, and the water cycle physical geography, including: climate zones, biomes and vegetation belts, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied World Map: biomes and key, Yucatan Peninsula, UK map: Lincolnshire Children continue their understanding of biomes by exploring one in more detail, a tropical rainforest. As Mexico is a theme across our curriculum, children study the Yucatan Peninsula and the Maya rainforest. This links with history of the Maya, Spanish and Environment as a whole as children explore deforestation and human impact on the Earth alongside learning about the culture and geography of a region of Mexico. Another key element of this topic is the water cycle and rainforests certainly show a lot of the water cycle in action. This links with science too. In geography, children will be bringing their understanding of Newton and expanding it to Lincolnshire as they compare the region which they live to that of the Yucatan peninsula. They begin to think about what climate means and how certain features like climate links to biomes They will also link it to their understanding of

			latitude and how the biomes fit within the tropics, polar regions and equator. Children will study and compare the human, physical and flora and fauna of the two regions.
History	Gainsborough Through Time - A Local History Study Timeline: Alfred the Great married princess of the Gaini Tribe 868, Gainsborough was the capital of England and Denmark for 5 weeks 1013, Domesday Book written 1086, King John grants Gainsborough a weekly market 1204, Richard III stays in the Old Hall in Gainsborough 1483, Henry VIII stays at the old Hall in Gainsborough 1541, Religious separatists from Gainsborough set sail for the Americas on the Mayflower 1620, The Battle of Gainsborough in the English civil war 1643, Marshalls Engineering started in Gainsborough 1848, William Rose invented the first packaging machine 1893, First Cadbury Roses were sold (named after Rose's packaging) 1938, Gainsborough is bombed in WWII by the Luftwaffe 1942. This unit is designed to give children something of an overview of around the last 1000 years of English history, giving them a sense of chronology and periodisation. It is done with a local town Gainsborough as the focus so children can relate to the events and locations and link to prior knowledge of what they have studied and experienced. Children have a trip to Gainsborough record office here to really see a sense of how historians work, how resources are used and to visit some of the places studied. This links well for further learning of Anglo Saxons, Vikings and WWII.		The Mayans a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 Timeline: Mayan writing developed 700 BC, first temples built 100 BC, Chichen Itza is at its most powerful 1000 AD, contact with Europeans 1502, Ice Age changes in Britain from the Stone Age to the Iron Age Timeline: Paleolithic 2.5million – 10,000 BC, Mesolithic 10,000-8,000 BC, Neolithic 8,000-3000 BC, Early Bronze Age 3000 BC to 750 BC, Late Bronze age 750 BC, Iron Age 750 BC – around 50 BC, Ice age in Britain 110,000 BC - 12,000, First humans found in Britain 500,000 BC, Cave art from Creswell Crags 40,000-14,000, Occupation of Creswell Crags by Neanderthals 40,000 BC, Neanderthals become extinct by 28,000 BC, Occupation of Creswell Crags by Homo Sapiens 22000 BC, Britain becomes an island 6000 BC, Sumerians build large city states 4000 BC, Work on Stonehenge begins 3100 - 2000 BC, Roman Julius Cesar first invaded Britain 55 BC,

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			Children study the Mayans in this unit to deepen their understanding and knowledge of Mexico. They use their knowledge from KS1 to understand the impact of Spanish explorers arriving in what is now Mexico. This links very well to the geography topic where children are comparing the Yucatan peninsula to Lincolnshire. It is the first opportunity children have to consider what is going on in the past in a different part of the world to the UK. Children learn about BC and AD. In 'Ice Age' children learn about the very origins of man and our prehistory. They study this huge amount of time and the technological changes that were achieved in those times as they learn about periodisation. This leads up to the iron age, where 'Boudicca Vs The Romans' begins. Children do a local area study of Creswell Craggs and learn how Humans and Neanderthals lived in the same caves at different times. They learn about the ice age that covered much of the world in Ice, understanding how the climate has changed in the past too, which lends perspective to the climate changes today as children study the environment topic. Children will be learning how historians learn about the past when there is no written record and the huge technological advances and legacies left from our early ancestors. This also sets the background for children learning early farming in UKS with the Sumerian topic.
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Design & Technology	Wax Prints		Bobbing along		Mexican food	
	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 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 This brilliant topic allow children to design and dye their own fabric using the batik process. This Is linked to the country of Ghana and the traditions for creating bold prints with stories behind them. Children will Design their own African wax print and create it using the batik process. They will then turn the fabric into a simple cushion cover. The design should tell a story about the children.		understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Children link to their oceans theme of the other world topic by creating a bobbing boat or sea creature suing cam mechanisms. They will create a frame with their woodworking skills and then use a cam to turn rotational motion into up and down motion to move the figure they have made. Children will explore how different shaped cams can create different effects. The toy should appeal to a child in KS1.		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 Food is covered each year in D & T as it is so important the children learn to live well. In this unit, children explore the food of Mexico and create a fajita. In this unit, children will use a variety of provided recipes for a chicken fajita to create their own version to their own tastes. They will store, prepare and clean up correctly and hygienically throughout. Children will need to create their own recipe with cook times, quantities and preparation instructions. Children will fry chicken and cook onions and peppers for the fajitas. Children will need to adjust seasonings and flavourings to their own tastes. There will need to be opportunities to try recipes and adjust seasonings and ingredients to their own tastes.	
Computing Optional unit 3.4 We are Who We are	Switched on Online Safety – Unit 3	Switched on Computing – Unit 3.1 We are Programmers	Switched on Computing – Unit 3.2 We bug fixers	Switched on Computing – Unit 3.3 We are presenters	Switched on Computing – Unit 3.5 We are co-authors	Switched on Computing – Unit 3.6 We are opinion pollsters
	Children start each year with online safety learning, This is planned to ensure children are reminded each year and have the expectations established before	Children can use their coding skills in another way here.	Children continue to think about programming and what to do when there is a problem.	Children can present what they have found out about other worlds.	Children can write about pressing environmental issues.	Learn to Code PB 1 – Activity 5 and 6 Children can find about peoples’ opinions on environmental issues.



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	starting any work online.					
Art and Design	Sketching Sites Create sketch books and learn sketching skills – Sketch sites of interest in Gainsborough – think archaeological sketches to create sketch books to record their observations and use them to review and revisit ideas Materials: Pencil Artists: N/A This whole year children can really hone their skills in drawing. They first learn to sketch on a larger scale, sketching sites in their fieldwork studies. Following on from KS1 ‘Botanicals’ they learn more about how pencil marks can create effects with more hatching techniques. This will create a solid foundation for ‘Sketch Maps’ in UKS2.	Sketching and Painting Salvador Dali, Light and Shade Sketching skills- fantasy sketches/other worlds and the Arctic – icebergs, light and shading Salvador Dali. Painting/with from sketches Materials: Pencil Artists: Salvador Dali This topic allows children to further develop their skills in sketching, adding to their knowledge of hatching, stippling scumbling etc. They also learn about perspective as they study surrealism and the work of famous Spanish artist Salvador Dali. This links well to later work by Pablo Picasso.	Sketching Animals and People – begin to try to sketch animals and people Materials: Pencil Artists: May recall the work of Ferdinand Bauer Taking their skills from the last two terms, children apply them to drawing something different. Looking at real life, children draw animals and people using the skills taught so far and the also add labels and captions as scientist do when studying animals. This topic really links back to ‘Botanicals’ in KS1 and Robert Bauer.			
MFL		Juan y Los Frijoles Magicos explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language listen attentively to spoken language and show understanding by joining in and responding days of the week	Rainforests explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language listen attentively to spoken language and show understanding by joining in and responding Days of the week			

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			greetings numbers Children have potentially their first look at Spanish, learning some basics of vocabulary such as days of the week, greetings, numbers and look at the story of Jack and The Beanstalk in Spanish - Juan y Los Frijoles Magicos.		Greetings Numbers Colours Animals Learn La Vaco Lola Children build on last term's learning to consolidate greetings, days of the week and numbers. They also learn animals, colours and a song 'La Vaco Lola' and 'Ojos a la Vela' to apply their learnt vocabulary. As they learn about Mexico in many other aspects of this term's learning, children also study 'Dia de los Muertos' (Day of the Dead) to appreciate Mexican culture and their Mayan ancestry. This links back to KS1 and Christopher Columbus.	
PE						
Music	Sound 3 and 4 Linked to Science	Nativity They take part and perform in the school production. Children take on larger roles as they move through the school.	Singing French Links to learning about other worlds.	Communication 3 and 4 Links to travel and other worlds.	Environment 3 and 4 Perfect for the topic children are currently studying.	Singing Spanish Children have a large Mexican focus to this topic and are looking at the Spanish language. They take part and perform in the school production. Children take on larger roles as they move through the school.
PSHE	Being me	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
RE	LAS KS2 Compulsory God – Hinduism [How are deities and key figures described in Hindu sacred texts and stories?	LAS KS2 Compulsory God – Islam [What do the main concepts in Islam reveal about the nature of Allah? What is the	LAS KS2 Additional Big Questions (including Christianity): Why do we celebrate?	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS KS2 Additional Pilgrimage (including Christianity) 1/2 [What is a pilgrimage? What does pilgrimage involve? E.g. Christian

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	<i>What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</i> B1, B2a T2, T3 Children will have a good foundation of a Christian understanding of God from KS1, with some ideas about what Muslims believe. They can now begin to explore a further idea of the Hindu idea of God.	<i>purpose of visual symbols in a mosque?]</i> B1, B2a T2, T3 Children use their ideas about symbols and visual imaginary from the Hindu religion to then learn about the same in the Muslim religion.	<i>[What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</i> B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3 Children will just have celebrated Christmas and other celebrations during the dark - Hanukah and Diwali. Children use their thoughts about God from the last two terms and their ideas from KS1 to think about why any people celebrate. Incorporate visual imagery associated with celebrations.	B1, B2a L2, L3, L4a, L4b T1, T2, T3 Easter Time in the Christian calendar. Links to previous terms on celebration and also ideas of what God is and visual symbols and imagery – crosses. Think about the Trinity.	B1, B2 L2, L3, L4a T2, T3 Following on from the previous learning in EYFS and KS1 and the previous term, children think about the Trinity and God as the creator.	<i>pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i> B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3 Christian Jerusalem Thinking about all they have learnt this year about what different religions understand about their God, and marking years and a life, consider why people might undertake a pilgrimage.
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