

LKS2 Cycle 2 LTP

Cycle 2	Autumn Belonging	Spring Hope, Triumph and Heroes	Summer Change
Text Spine			
Mandatory Texts	The Tale of Despereaux Coraline Window Town is the Sea Paul Cookson Poem	Odd and the Frost Giants Fantastic Mr Fox Podkin One Ear	Flora & Ulysses The Firework Maker's Daughter The Secret Garden Willy The Wimp
	Galatians 3:28 There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.	Joshua 1:9 Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go."	Ecclesiastes 3.1 For everything there is a season, and a time for every matter under heaven.
Trips	London Trip	Cinema Trip	
Courageous Advocacy	Children to watch Newsround each day. Children to decide what issue and how they want to help. How can they help people throughout the country who may live in poverty where they belong. Samaritan's Purse Shoe Box Appeal.	Children to watch Newsround each day. Children to decide what issue and how they want to help. Poverty from natural disasters? How they can help and be heroes.	Children to watch Newsround each day. Children to decide what issue and how they want to help. Agents of change for people trying to better themselves or bring about change from within.
Overall theme and	Belonging in Europe and our place in the world. Looking at our major city – London and then others around the world. Celts not thinking the Romans should belong in	Look at heroes from myths and legends. Look at Viking raiders and heroes, especially in the local area. Big focus on burrowing in soils, rocks and geology in this	Individuals' ability to change the wider world, change themselves and people's perceptions. Look at changes in place names through time, changes in

focus plus experience	Britain when they invaded. Look for Roman architecture in London (Buckingham Place, Marble Arch, Natural History Museum, St. Pauls cathedral etc. What about if you don't belong in your family?		topic. Look at what makes a hero in stories. How can you be hero?	geographical features and how they have been used.	
Science	Year 3 Light Light 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 an opaque object find patterns in the way that the size of shadows change 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	Year 3 Forces Forces and Magnets compare how things move on different surfaces notice that some forces need contact between 2 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 2 poles predict whether 2 magnets will attract or repel each other,	Year 3 Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. Scientist: Mary Anning 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, using straightforward scientific evidence to answer questions or to support their findings	Year 3 Animals including humans 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement 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	Science Year 3 – Plants 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 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

	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, 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 undertake their first study of light. They have looked at the sun as the source of light for day length variation in KS1. They will look further into this topic in UKS2. Children will be able to use lots of scientific enquiry skills here to explore the properties of light.	depending on which poles are facing 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	Linking closely with the geography topic of volcanoes and earthquakes, children will be learning about rocks, where they come from, how they can be classified and how they may change. Children will be exploring the processes with some practical activities to explore how things like fossils are formed and rocks deform to become metamorphic. They will learn about a fossil pioneer in Mary Anning.	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 continue to think about how the human body works. They look at the skeletal structure, muscle system and precision of movement. The children will explore what would happen without a skeleton	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, 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
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		presentations of results and conclusions, using straightforward scientific evidence to answer questions or to support their findings Another practical topic for children to see the science behind the everyday. Children learn about forces with a strong focus on magnets and magnetism. They will revisit this learning in UKS2 Forces.			Building on from plants in KS1, children learn about the life cycle of flowering plants, how they make seeds, are pollinated and They will be exploring how plants use capillary action to draw water up the stems with practical experiments. This is a great time of year to be looking at the plant and pollination happening around them.
Geography	Where in the World? locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Children will celebrate Lincolnshire day in school. World map: Spain, Madrid; Russia, Moscow; France, Paris; Germany, Berlin; Ireland, Dublin; Portugal, Lisbon; Brazil, Brasilia; Peru, Lima; USA, Washington D.C.; Canada, Ottawa; Ghana, Accra; Zimbabwe,	What Lies Beneath your Feet? volcanoes and earthquakes use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, World map: Vesuvius, Stromboli, Kilauea, Mount St. Helens, Popocatepetl Children will be introduced to a simple idea of tectonic plates so they have an understanding of how these processes are able to occur. They will be able to discuss the processes which occur when a volcano erupts, different types of volcano and where some volcanoes are located. Children will also look at how earthquakes form and some of the ways people have tried to live with effects of earthquakes. They will look at where	What's Your Best Feature? name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time – Oxbow lakes, river valleys. Link to place names. Link to Roman roads too, Lincoln Castle (on a hill). Old settlements near rivers – Trent Witham, Humber etc. Do people use rivers in the same ways? Trains, canals then roads. Compare historical maps. World Map: Rivers: Amazon, Nile, Yangtze River, The Mississippi, Yenisei.		

	Harare; Kenya, Nairobi; Australia, Canberra; New Zealand Wellington; Japan, Tokyo; Alps, Children follow on their understanding of maps and continents from KS1 to learn to locate several of the world's countries. They will locate the countries of the UK again, then our close neighbours in Europe as this is the continent we belong to, including Spain, as well as Mexico, Ghana, Kenya, Zimbabwe, Russia, China, USA, and Canada amongst others. They will learn the capital cities and some key human and physical features of each, such as rivers, mountain ranges, bridges and buildings. This topic provides a great overview for children and allows lots of consolidation of KS1 work as well as laying strong foundations for locational knowledge. Children are looking at belonging across the curriculum as they look 'Boudicca Vs The Romans' in history, locating where the Romans came from and where their empire spread. Children will celebrate Lincolnshire day in school.	earthquake are more common on a map. This topic links extremely well with the Year 3 science topic of rocks and soil. It is also a good foundation for understanding how mountains are formed in UKS 'Mountains'. Children will also be creating field sketches. In other subjects this term, children will be thinking about how earth can be moved in D & T and creating sketches with their heroes in dangerous geological situations in art! Children will look at ways they can be courageous advocates for people who have been affected by natural disasters.	UK map: Rivers: Thames, Trent, Mountains/hills: Pennines, Cambrian, Snowden, Ben Nevis, Scafell Pike, Grampians, Lincolnshire Wolds Counties: Norfolk, Cambridge shire, South Yorkshire, Nottinghamshire, East Riding of Yorkshire Cities: Manchester, Birmingham, Liverpool, Newcastle, Derby, Nottingham, Leeds, Glasgow, Southampton, Portsmouth. Children will take their understanding of the UK from KS1 and begin to think about England in more detail. They will look at locating the counties for the first time by looking at Lincolnshire and our near neighbours. Children will locate the major cities of the UK and human and physical features, such as mountains, coasts and rivers. In this topic children will look at how river systems and process work, linking to the water cycle. Children will learn how geography is not static and that rivers and water change the landscape, resulting in ox-bow lakes and valleys. Children will think about the significance of rivers to human settlements and how some places names change over time, linking to prior learning and history. Children are looking at change in the landscape. This will give children some insight into the timescales upon which changes in the landscape can occur.
History	Boudicca Vs Romans the Roman Empire and its impact on Britain British resistance, for example, Boudica Timeline: Hill fort begin to be used 800 BC, working iron becomes widespread 750—500 BC, Hillforts	The Vikings are Coming! the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Timeline: Viking first invasion of Lindisfarne 793, TBC	What's in a Name? Changes in Place names - Study Local area names Anglo Saxon/Danish/Norman across the country. Could also look at names in Northern Ireland, Wales and Scotland and consider why they are the same/different. Can also look at old

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	dominate the landscape 500-100 BC, Earliest reference to Druids 200 BC, Julius Caesar raids Britain 54 BC, Emperor Claudius invades Britain 43 AD, King Prasutagus of the Iceni tribe died, Boudicca became Queen AD 60, Children create a small timeline offshoot to show the events of Boudicca's Revolt. Children look at belonging through the idea of people coming to Britain's shores as 'invaders' and those defending it. They will look at London again, but this time as part of the Celtic tribal rebellion lead by Boudicca. They will learn about the end of the iron age and prehistory as written records began. Children will be looking at the accounts by the romans hand starting to think about the bias and reliability of sources. Children will learn about 'civilisation', 'empire' and invaders here to create a strong foundation for further study this year and into UKS2.	The children continue to think about invaders as they learn about the Vikings. Linked heavily to their English texts and the ideas of heroes, children learn about Viking ways of life, culture and how they affected Britain. They will use historical skills to learn about another key period in early English history, exploring the different strata of society and how social hierarchy was established in this time. They will learn how Britain was divided by the Anglo-Saxons and the Vikings to create Danelaw to split the ruling of the country.	Roman names and how Roman roads are part of the features. Link to geographical features. And compare historical changes of land use too. Timeline: TBC Children continue their learning from the Vikings to think about the effects of invaders and changes in ruling population and its effect on the country. They bring their learning about the Romans and Vikings with them and begin to look at the Anglo-Saxons as they study place names the changes in early English history as a whole. This helps children firmly root their understanding of the chronology of this time, periodisation and continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and frame historically valid questions.
Design & Technology	British Stew 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 Medium: food. Food is covered each year in D & T as it is so important the t children live well. Linked to the Celts and the tradition of one pot cooking we have in Britain, children research and make a healthy, nutritious meal from scratch. The research the ingredients and decide their	Moving Earth Cranes and shaduf building build Use pulleys and levers understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] link heavily to science and forces mount it and make it moveable using pulleys and or levers. Medium: Wood and other materials such as string. Children have a strong theme of geology, rocks and soil in this unit and this project links very well. In preparation for later UKS2 forces work, children begin	

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	recipe. They learn about food hygiene and using the correct colour board to avoid contamination.		to explore how levers, pivots and pulleys can be used to make hard work easier, as people would have done in the past. They look at how they can move large amounts of earth, building structures with their wood work skills.			
Computing Optional unit 4.6 We are meteorologists	Switched on Online Safety – Unit 4 Children start each year with online safety learning, This is planned to ensure children are reminded each year and have the expectations established before starting any work online.	Switched on Computing – Unit 4.1 We are software developers Children can use their coding skills in a different way here.	Switched on Computing – Unit 4.2 We are makers Children use technology to be creative.	Switched on Computing – Unit 4.3 We musicians Children use technology to appreciate music.	Switched on Computing – Unit 4.4 We are bloggers Children develop their ability to blog from KS1.	Switched on Computing – Unit 4.5 We are artists Learn to Code PB 1 – Activity 7 and 8 Children use technology to make art and have another opportunity to code.
Art and Design	Architecture in London Materials: clay, Computer Aided Design software - https://www.tinkercad.com/learn/overview/OEUS4QTJ6WGON0Y;collectionId=OY5L5E8IRXTI47Z Artists: Christopher Wren, Roman Architecture Children look at something very old with something very modern. They study different architecture seen in London today and learn about its origins with much influence from the Romans and Ancient Greeks, Christopher Wren as well as modern buildings. Children then have an opportunity to use Tinkercad to design their own building to add to the London skyline. This shows children the great possibilities that can be achieved by man and very modern technical means for achieving a precise design.. Children will use Tinkercad in D&T and Science for electricity too.		Quentin Blake to create sketch books to record their observations and use them to review and revisit ideas – create sketches inspired by Podkin/Mr Fox or BFG. Use their imaginations to sketch their own heroes, incorporate a geological back ground as in underground caves, tunnels or near volcanoes etc to create sketch books to record their observations and use them to review and revisit ideas Materials: Pencil, charcoal, water colour Artists: Quentin Blake Children look at a very famous illustrator as an artist. As they have been reading several books in English with wonderful line drawn illustrations. Children will be attempting to create their own. They will study the work of Quentin Blake and explore how his style is very unique. They will use this to try to develop a stule of		Frida Kahlo Materials: Paint Artists: Frida Kahlo Linking to Mexican culture, children learn about Mexico’s most famous artist and a modern cultural icon – Frida Kahlo. They understand her need to create art and how her life is shown in her art. They learn about artists creating self portraits and using symbolism in their work.	

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		their own to create imagined characters, perhaps in a geological backdrop. Building on their learning from KS1, they will be able to get really creative as they explore charcoal and adding colour wash to bring their illustrations alive.	
MFL		Tengo Tengo, Tengo 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 Greetings Numbers Days of the week Learn Tengo, Tengo Tengo This may be children's first encounter with Spanish, learning some basics of vocabulary such as days of the week, greetings, numbers and look at the song Tengo, Tengo, Tengo.	Los Tres Cerditos Learn Estrellita done estas Read La Gallinita Roja and Los Tres Cerditos 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 Greetings Numbers Colours Animals Clothes Children build on last term's learning to consolidate greetings, days of the week and numbers. They add to the knowledge with colours, animals and clothes. They learn the song Estrellita Donde Estas and look at two more traditional tales of La Gallinita Roja and Los Tres Cerditos.
PE			

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Music	Time 3 and 4 Links to history and maths.	Nativity They take part and perform in the school production. Children take on larger roles as they move through the school.	Ancient Worlds Children are learning about heroes of old.		Human Body Links to science.	Around The World 3 and 4 Links to the idea of change and different places. 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	
RE	LAS KS2 Compulsory Community – Hinduism <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?]</i> Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2 Children have already learnt about Hindu understanding of God, they then get to explore how this belief is expressed.	LAS KS2 Compulsory Community –Islam <i>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?]</i> Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a	LAS KS2 Additional Pilgrimage (including Christianity) 2/2 <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian 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> Hindu Muslim Children have already looked at pilgrimage and	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity? B1, B2a L2, L3, L4a, L4b T1, T2, T3 Near Easter time in the Christian calendar. Follows on from Easter and why Jerusalem is such a special place to Jews and Christians.	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity? B1, B2a L2, L3, L4a, L4b T1, T2, T3 Follows on from the previous term to deepen understanding.	LAS KS2 Additional Big Questions (including Christianity): What does it mean to live a good life? <i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody]</i> B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3 Using all their learning from the year, children explore the meaning of ‘good’ across several religions.

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		T2, T2 Children have learnt about the Hindu ideas around community, they now explore Muslim ideas of community.	what it is, especially for Christians and Jews. Now they have learnt more about Hinduism and Islam, they learn more about Hindu and Muslim pilgrimage. Also the environmental impact of all pilgrimage.			
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