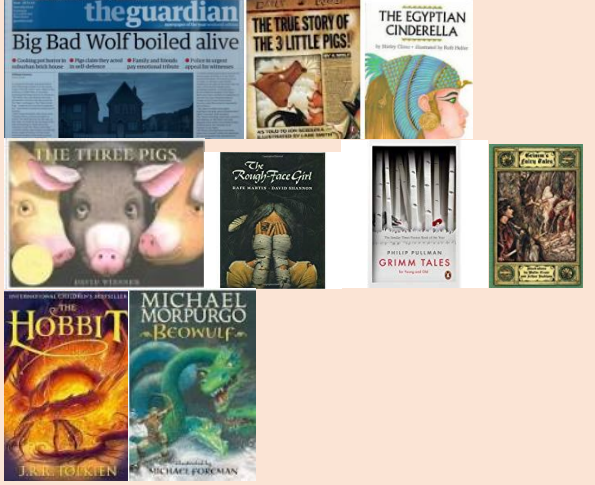


Cycle 1	Autumn Traditional Tales, Myths and Legends	Spring Other Worlds	Summer Environment
Text			
Mandatory Text	May vary depending on whole school week Guardian advert True Story of the Three Little Pigs Alternative Cinderella Original version of a Grimm's fairy tale Beowulf Hobbit	Harry Potter and the Philosophers Stone The Nowhere Emporium The Magic Box – Poem The Magicians Robe - poem A Midsummer Night's Dream	Earth Heroes We are all Greta The Circle Guardians of the planet Nation's Ode to the Coast – John Cooper Clarke Our Tree – David Harmer The Promise
Bible Quote	With many such parables he spoke the word to them, as they were able to hear it. Mark 4.33	<u>Psalm 139:9-10</u> 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	In the beginning, God created the heavens and the earth. Genesis 1.1
Trips	PGL	Shakespeare at the theatre Young Voices Write to a Spanish School on Pen Pal Schools	Lincolnshire Show

Overall theme and focus	Morality of traditional tales. Look at different view points, how they individually feel about things. Sagas, history of oral story-telling, start of English language.		Magic, possibilities, wonder, possibilities.		Look at the problems with land use changes, what is being done and what they can do. Look at palm oil, vegetarian/veganism, deforestation and their consequences, does this move them to think about how they as an individual live their life. .
Courageous Advocacy and Agents for Change	Thinking about the morals explored in the stories, think about how they can be the good guys and stand up for those who may not be able to stand up for themselves and help with a global issue. Watch Newsround every day to find an issue children want to help with.		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. Watch Newsround every day.		Looking at the example of Greta Thunberg and others as an agent for change, children will think how they too can be a guardian of God's creation and how they can have a positive impact on the environment. Watch Newsround every day.
Science	Animals identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans Working Scientifically: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording	Year 6 Evolution and Inheritance recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Scientist: Charles Darwin	Year 6 Electricity associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram Working Scientifically: planning different types of scientific enquiries to answer questions,	Year 6 Light recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Scientists: Isaac Newton	Year 6 Living Things and Their Habitats Also plant things to grow and eat – could be peas/beans/toms/potatoes – need to plant at the start of term. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics Scientists: Carl Linnaeus Working Scientifically: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

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	data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments In this unit, children learn about how blood moves around their body. They have the fascinating experience of dissecting a pig heart to really see how it works and what the chambers are like. This will build on children's understanding of other systems from LKS2, such as digestive or skeletal.	Working Scientifically: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments Building on LKS2 rocks, children will think about what fossils can tell us about life forms in the past. They think about evolution and inheritance relating to their own families and other species. They also look at the work of Charles Darwin and how he came to his ideas about evolution and inheritance.	including recognising and controlling variables where necessary, using test results to make predictions to set up further comparative and fair tests, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments Building on work from LKS2, children further explore electricity. They develop their understanding of	Working Scientifically: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, using test results to make predictions to set up further comparative and fair tests, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments	identifying scientific evidence that has been used to support or refute ideas or arguments planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments Following on from LKS2, the children learn more about classification and identification of animals. They learn about Carl Linnaeus who developed a classification system which is still used as the basis for classification today.
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			components and how they affect the circuits and also move to drawing more technical diagrams.		
Geography			Espanol for geography, comparing human and physical geography of the Catalonia region to their own local region of Lincolnshire. They will compare culture and food, land use, economy, settlements and climate. World map: Catalonia in Spain, Barcelona UK map: Lincolnshire coast and ports Children continue to learn about other parts of the world, undertaking another comparison between their own location of Lincolnshire and the Catalonia region of Spain. Children have learned more and more about Lincolnshire over the previous years, first comparing it to vastly different places and cultures of Beijing, China, then to the Yucatan Peninsula in Mexico. This time, as children are older, they are comparing to another European country where the comparisons may be more subtle. Children will be using new learning to think about land use and economy and bringing their knowledge from prior topics to think about settlements and climate. Children will be using a wide variety of maps, including digital, climate, topographical and road maps and considering which is the best map to use for different purposes. Children will be learning to read maps in more detail as they start to use 8 points on a compass and 6 figure references on maps. Children will be learning to cook a Spanish dish for D&T, learning more Spanish for MFL and studying	Farms, Forests and Trade and land-use patterns; and understand how some of these aspects have changed over time and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied In this fascinating topic, children delve deeper into economy, trade, land use and the human impact of global trade. Children will be looking at the impact of farming, linking to the history of early farming with the Sumerians in history. Children will look at land use in the last 50 or so years and see how it has changed in the UK as well as looking at deforestation since the last ice age and the rise of farming. They will look at the rise in population and look for links using geographical enquiry skills. They will look at how food can travel around the world now a days, as well as other goods and services, and what impact this has on the Earth. Children will then be exploring what people have chosen to do to try to minimise their impact on the Earth by exploring food miles and buying local, vegetarianism/veganism and fair trade. They will be looking in more detail at the UK's trade links with Mexico and Spain. This topic gives children a	

		'Artist of Spain' for art, including Gaudi, from Catalonia. In RE they will be looking at the Sagrada Familia in Barcelona.	real chance to link back through all their learning in geography from EYFS to KS1 and LKS2 looking at the human impact on the environment and what they can do about it.
History	Anglo-Saxons Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Timeline: TBC Children are now in a position to have an in depth look at the Anglo-Saxons. They have learnt about the periods before and after and can now look at this other important culture to come to Britain. Children learn about the culture, beliefs, social structure and dress of these people and learn about Alfred the Great. They consolidate their understanding of the change and periodisation of this period. Children also explore how the English language has changed, linking to Beowulf and then the later modern classic, The Hobbit. Children continue to explore the reliability of sources and second-hand sources as they look at 'The History of the Kings of Britain' by Geoffrey of Monmouth as a source for learning about the Anglo-Saxons.		First Farmers – Ancient Sumerians the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Timeline: TBC Children continue their learning from LKS2 'Ice Age' to study one of the earliest civilisations that settled down to farm. Children learn about Ancient Sumer and how they developed the plough, early maths, cuneiform as the first writing and developed a way to measure time and also the wheel. Children learn when these fundamental ideas were first created and how they still affect life today. Children will revisit the idea of archaeology as they learn about a culture in another part of the world. This links heavily to the idea of farming changing the world and how humans impact the environment in the rest of the UKS2 topic.
Design & Technology	Monster – bulbs for eyes with a switch to turn on and motor to drive forwards on wheels	Spanish Food 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	Farm Food understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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Computing Optional unit 5.6 We are VR designers	Inventors and inventions - understand how key events and individuals in design and technology have helped shape the world Edison and Faraday - electronics understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Make 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 Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Create a motorised dragon/monster. Medium: electronics, woodwork frames and other materials as necessary. Linked to their Traditional Tales topic, children draw on their previous learning of D & T and electronics from science to create a moving model of a monster! They will explore existing dinosaur/dragon/monster toy examples and then design their own, using Tinkercad to aid with the circuit design.		Food is covered each year in D & T as it is so important the t children live well. This heavily Spanish themed topic gives children the chance to learn a savoury staple healthy meal, an omelet. They learn to make a Spanish omelet to their tastes by looking at existing recipes and tailoring the ingredients to their own palette. 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 boil potatoes, soften onions and cook eggs for the omelet. Children will need to adjust seasonings and flavourings to their own tastes. Food is covered each year in D & T as it is so important the t children live well. This heavily Spanish themed topic gives children the chance to learn a savoury staple healthy meal, an omelet. They learn to make a Spanish omelet to their tastes by looking at existing recipes and tailoring the ingredients to their own palette. 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 boil potatoes, soften onions and cook eggs for the omelet. Children will need to adjust seasonings and flavourings to their own tastes.		Medium: food Growing and cooking with what they have grown 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 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Growing and cooking with what they have grown Food is covered each year in D & T as it is so important the children live well. In this unit, children will use food they have grown themselves to explore where food comes from. They might grow and harvest :Peas. Picking a pea-pod; Broad beans. New potatoes. Digging up potatoes;. Strawberries and create a dish with them . They may also make dairy products such as butter or produce their own bread. They also think about other foods from around the world thinking about the ethics of where our food comes from, such as Fair Trade and Food miles. Children also consider the reasons behind people choosing vegetarianism and veganism.	
	Switched on Online Safety – Unit 5 Children start each year with online safety learning, This is planned	Switched on Computing – Unit 5.1 We are game developers	Switched on Computing – Unit 5.2 We are cryptographers	Switched on Computing – Unit 5.3 We architects Children learn how technology can be used to build.	Switched on Computing – Unit 5.4 We are Web developers	Switched on Computing – Unit 5.5 We are adventure gamers Learn to Code PB 2 – Activity 1 and 2



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	to ensure children are reminded each year and have the expectations established before starting any work online.	Children use their learning from previous years to develop a game.	Children use technology to create their own codes.		Children use their previous learning to develop a website.	Children use their prior gaming skills to design a game. They also have a chance to code.
Art and Design	Anglo Saxon Metal Work designs – pendant or brooch to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history Materials: Pencil, sculpture with cardboard and tinfoil to recreate the metal Materials: learning about metal work, but making in cardboard and tinfoil. Artists: N/A In this topic children get to study an art and design technique from the past that is striking and effective and different to any they have studied before. Providing context and deepening understanding of Anglo-Saxons, children will first learn about what was represented by Anglo-Saxons in their art before designing their own. They also learn some of the ideas about how metal can be worked and how designs were accentuated. Children will then have the opportunity to create something like the metal work by using materials we have available in school to make an effective representation. This also ensures children do not understand art and design to only be relevant to paintings and drawings. Children will link back to Salvador Dali and Frida Kahlo in symbolism.		Artists of Spain to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay – sketches of local area and features – link to geography Materials: Pencil, paint, broken china /tiles and clay Artists: Pablo Picasso, Antoni Gaudi As children have a strong Spanish theme to this topic, they learn about some artists from Spain. They study Antoni Gaudi and his works, especially those in Barcelona. They learn about his use of trencardis to decorate the statues and building he designed. They have ago at creating their own trencardis designs on clay sculptures they make. They also learn about the Sagrada Familia, linked to RE and geography, as a great feat of design and construction. Following on from learning about Salvador Dali and surrealism in LKS2, children learn about another modern famous artist, Pablo Picasso and cubism by studying and attempting to copy his style.			

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MFL			Espanol Espanol read carefully and show understanding of words, phrases and simple writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages – key stage 2 Places in a town Transport Saying sentences Writing sentences Building on LKS2 learning, children will learning how to say and write sentences thinking about masculine and feminine and other grammatical considerations. They will be working more on having more back and forth conversations. Children are learning lots about Spain in their other learning this term, particularly the Catalan region.		Yucatán Mexico and Mexican Spanish present ideas and information orally to a range of audiences speak in sentences, using familiar vocabulary, phrases and basic language structures engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Yucatán present ideas and information orally to a range of audiences speak in sentences, using familiar vocabulary, phrases and basic language structures engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Body parts and appearance Saying sentences Writing sentences
PE					

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Music	Roots Linked to traditional tales.	Nativity They take part and perform in the school production. Children take on larger roles as they move through the school and in UKS2 take on the majority of acting parts and may have solos.	World Unite Thinking about other worlds.		Growth Thinking about environment.	Class Awards Thinking about the end of the year and possibly moving on. They take part and perform in the school production. Children take on larger roles as they move through the school and in UKS2 take on the majority of acting parts and may have solos.
PSHE	Being me	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
RE	LAS KS2 Compulsory Life Journey – Hinduism <u>Hinduism</u> : How do Hindus show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives,	LAS KS2 Compulsory Life Journey – Islam <u>Islam</u> : How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove	LAS KS2 Additional Expressing Beliefs through the Arts (including Christianity) 1/2 [How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively?	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? [How do Christians behave/act because of their beliefs about Jesus and the resurrection?] B1, B2a L2, L3, L4a, L4b T1, T2, T3 Easter in the Christian Calendar. Follows on from exploring beliefs and symbolism.	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary? B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3 Furthering the Christian belief in the Trinity, and the idea of God, children explore God as the creator.	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary? B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3 Digging deeper in the idea of God as the creator, literal or figurative?

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	<i>regardless of whether they can prove their beliefs to be true or not]</i> B1, B2a, B2b L2, L3, L4a, L4b T1 In LKS2, children have built a foundation of understanding of Hinduism, they can now deepen their understanding of the Hindu Life Journey as they explore how they celebrate key life events.	<i>their beliefs to be true or not]</i> B1, B2a, B2b L2, L3, L4a, L4b T1 Children continue to explore life journeys as they explore how Muslims show how they belong.	<i>Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</i> B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3 Christian Jewish Following the exploration of Hindu and Muslim beliefs and life journeys, children explore how these beliefs are expressed through art.			
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