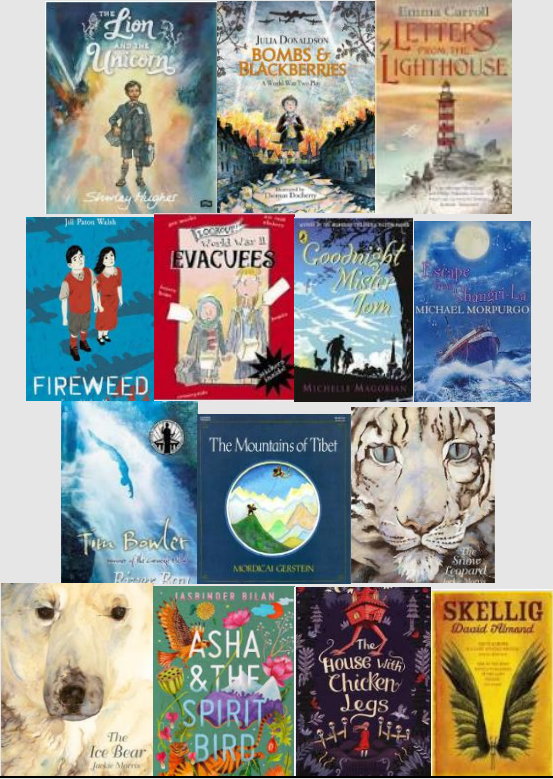


Cycle 2	Autumn Belonging	Spring Hope, Triumph and Heroes	Summer Change
Text			
Mandatory Texts	Here We Are – and watch the Vimeo of Overview (can be covered in science) The Miraculous Journey of Edward Tulane Oliver Twist Street Child Arrival Farther	A child's Garden King of the Sky Wisp A boy Called Hope Holes If Let No-one Steal Your Dreams	Bombs and Blackberries Lion and the Unicorn Letters from the Lighthouse Snow Leopard The Mountains of Tibet House with Chicken Legs

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	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	Sport Stadium Art Gallery		Bomber Command	
Overall theme and focus	When people do not belong in their homes/ lands anymore –refugees and emigrating. Not belonging to anyone/ a family – orphans and the start of the Barnado’s charity (Street Child). Belonging in our universe. Look at London in the industrial revolution (orphan books) and Victorian London class system and inequality.	The power of hope in adversity, people displaced from their homes and finding a new start. Determination and being your own hero. Look at Ancient Greek Heroes.		When change happens around you and you have to deal with it – war as an evacuee Metaphorical and ethereal/ spiritual changes.	
Courageous Advocacy – Agents for Change	Children to watch Newsround each day. Children to decide what issue and how they want to help. Children forced to move from where they belong – refugees. Samaritan’s Purse Shoe Box appeal.	Children to watch Newsround each day. Children to decide what issue and how they want to help. Children forced to move from where they belong – refugees. How do they find hope? Can the children provide hope?		Children to watch Newsround each day. Children to decide what issue and how they want to help. How conflict can affect children’s lives around the world? Think about how evacuees would have felt and relate to refugees. How can they be Change Agents?	
Science	Year 5 Earth and Space describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky Working Scientifically: recording data and results of increasing complexity using scientific diagrams	Year 5 Forces explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Year 5 Materials compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and	Year 5 Animals describe the changes as humans develop to old age Working Scientifically: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs,	Year 5 Living things and their habitat describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals Scientist: Jane Goodall

	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 Children spend a whole term on this topic they only encounter once. However, they will be drawing on some learning from LKS2 geography and KS1 seasonal change. Learning about our place in the universe, they learn about the solar system and how the Earth rotates around the sun. This will also allow children to remember some learning from light units in KS2 as well. Children link this to their English learning with 'Here We Are' by Oliver Jeffers – and watch the Vimeo of Overview.	recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 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, 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	describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda Working Scientifically: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, using test results to make predictions	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	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
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		identifying scientific evidence that has been used to support or refute ideas or arguments Following on from Earth and Space, children can think about the force of gravity and how it affects objects on Earth. They will also be learning about levers and pulleys and other mechanisms in some very practical sessions.	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, 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		
Geography	Lincolnshire and Beyond 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),	Homelands use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using	Mountains use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Himalayas mountains Physical geography - mountains, Russia – Ural Mountains		

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	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Children will celebrate Lincolnshire day in school. UK map: Name all the counties of the UK, rivers, hills, and areas of the coast. Children take their initial learning about counties from LKS2 and develop it further in this topic as they learn to name and locate more of the English counties. They will use a variety of maps to do this. They will also further their understanding and locational knowledge of what is in each county in terms of human and physical geography. Children will continue to deepen their understanding and appreciation of Lincolnshire as the place they belong to by visiting Lincolnshire Day at Lincolnshire showground. Children will be using digital maps to in order to learn more about the English Counties and their features. Lincolnshire day will be celebrated in school too.	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: Greece, Athens; Bulgaria, Turkey, Albania, Hungary, Mediterranean sea Children continue their use of map work and develop their understanding of more detailed maps following on from previous learning as they begin to think about the eight points of a compass, grid references, symbols and keys. They will use this knowledge with the fieldwork they will undertake in their local homeland to use even more ways to represent data and show their findings. Children will also be using maps skills to locate Greece and the neighbouring countries in Europe, revisiting prior learning from LKS2.	World map mountains: Urals, Himalayas, alps, Pyrenees, Rocky Mountains, Atlas and Andes Linking heavily with English, children learn about mountains as the context for two key texts studied. Ensuring children can find Russia on the map, they study the Urals and they also look at the Himalayas. Studying two mountain ranges allows children to deepen their understanding of mountain geography as they compare and contrast the two ranges. Drawing on their learning from LKS2 'What lies beneath Your Feet?' children learn how mountains can be formed in different ways due to the Earth's processes. Children consolidate and add to their prior understanding of biomes as they study a mountain biome, learning about the plants and animals that live in each mountain environment studied. This topic really draws on the range of skills children have learnt through their time at Newton as they bring together map reading skills, geographical enquiry, locational skills, understanding of Earth's processes and what effect it has on the environment.
History	Victorian England a study of an aspect or theme in British history that extends pupils' chronological – knowledge beyond 1066 industrial revolution Timeline: TBC This topic links very well to the English texts studied, providing context to deepen understanding for both subjects. Children build on their understanding of class systems from Anglo-Saxons and Viking topics in LKS2 to see how there was a huge social divide in Victorian London and	Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world Timeline: TBC Children learn about another ancient civilisation which affects our modern lives. They study life in ancient Greece, learning how it was made up of city states and what common culture united the people of Ancient Greece, including the idea of democracy. Children also learn the origins of the Olympic games for sporting heroes as well as learning about mythical heroes. This	Battle of Britain a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Timeline: WWII 1938-1945, Battle of Britain 1940, Operation Chastise 1943, Children also create a small timeline offshoot to sequence the events of the Battle of Britain (see KO) Children look at an important turning point in British history as they study the role of the Lincolnshire air force and the air force in general in

	learn about how Barnardo's was set up to children who 'did not belong to anyone'. This provides a great springboard for children to become courageous advocates themselves. This topic uses the recurring theme of London as a backdrop to base their learning on. They also learn more about the huge advances made by humans in the 'Industrial Revolution' and how it changed the whole country and way people lived.	also provides an interesting parallel to what life was like in Britain during the time of the Celts.	WWII and the Battle of Britain. This fascinating topic provides the children with opportunities to explore propaganda, learn about the hardships of WWII and the idea of make do and mend and how important the air force was in bringing about the end of the war. Children think about how WWII changed the world forever.
Design & Technology	Solar System Toy 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 understand how key events and individuals in design and technology have helped shape the world understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products Use Tinkercad to aid the circuit design. Medium: wood, electronics, fabric and any other materials. Linked to their belonging and space topic, children draw on their previous learning of D & T and electronics from science to create a moving model of the solar system. They will explore existing space toy examples and then design their own, using Tinkercad to aid with the circuit design.	Cake Also look at where cake ingredients come from and make a cake which includes a fruit or vegetable such as carrot cake, beetroot chocolate cake or courgette cake etc 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. Food is covered each year in D & T as it is so important the children live well. Whilst much of the curriculum has a focus on healthy eating and savoury dishes, we feel it is important that children also learn how to enjoy the journey. Baking for others and yourself as a treat is a very special thing to be able to do to provide hope. In this unit, children learn how to make basic cakes, as well as different variations, such as carrot cakes or fruit cakes. Children will also be finding out more about where cake ingredients come from.	Ragdoll Design 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 Textiles – create a rag doll – only allowed to use scraps as in the war, speak to EYFS about what they would like from a doll. Medium: Textiles – old scraps. Children imagine that they have 'to make do and mend' as in WWII to create a toy for the children in EYFS. They use old scraps of fabric to create a doll toy designed to meet the interests and likes of a target audience – a child from EYFS. They will use their sewing skills from 'Wax Prints', 'Puppets' and 'Festivals and Remembrance' to help them stitch the doll.



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Computing Optional unit 6.6 We are AI developers	Switched on Online Safety – Unit 6 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 6.1 We are toy makers Linked to other aspects of the curriculum, children think about making a toy.	Switched on Computing – Unit 6.2 We are computational thinkers Children use their prior learning to think computationally.	Switched on Computing – Unit 6.3 We are publishers Children use technology to publish their writing.	Switched on Computing – Unit 6.4 We are connected Children have another look at the web and how things are all connected.	Switched on Computing – Unit 6.5 We are advertisers Learn to Code PB 2 – Activity 3 and 4 Children have the opportunity to code at the end of each year. They think about propaganda from other areas of learning and relate that to advertising.
Art and Design	William Morris – Victorians, crafts men. Materials: Pencil, block printing with paints Artists: William Morris As children study the Victorians, they learn about a famous designer from that time, William Morris, one of the highest regarded cultural figures of the time. They study mainly his print work of wallpaper and fabric in this topic but also learn about the arts and craft movement. Again, this gives children the understanding that designers and artists design all manner of things. This will in part draw on children's KS1 Botanist topic of plants as they study the environmental inspiration behind much of Morris's work, their well practised drawing skills and provide a new experience as they block print their design to repeat the pattern.		Sketch Maps 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 Artists: N/A A similar topic to that of 'Sketching Sites' in LKS2 which has a scientific sketching focus, this topic encourages children use perspective, various shading techniques and observational skills for geographical sketches, also linking back to LKS2 Quentin Blake. This gives children an opportunity to further hone their sketching skills to draw what is in front of them to record findings of an area.			
MFL			Escrito understand basic grammar appropriate to the language being studied, including (where relevant): feminine,		iOla!	

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			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 School Saying sentences Writing sentences Building on their understanding from LKS2, children will be writing Spanish this term and using lots of prior learnt Spanish to do so. They will be learning new vocabulary about school and writing about it.		develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Feelings Saying sentences Writing sentences Building on their understanding from LKS2, children will be writing Spanish with term and using lots of prior learnt Spanish to do so. They will be learning new vocabulary around feelings and writing about it.	
PE						
Music	Solar System Linked to science.	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.	Keeping Healthy Linked to science and PSHE.		Celebration Linked to science	Life Cycles 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 Being Human – Hinduism <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> B2a L2, L3 T2, T3 Children build on their learning of the Hindu faith from previous years to understand why Hindus live as they do.	LAS KS2 Compulsory Being Human – Islam <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> Children build on their learning of the Muslim faith and explore how Muslims live as they do. Follows on well to compare and contrast with Hinduism.	God UC 2b.1 (core) What does it mean if God is loving and holy? B1, B2a L2, L3, L4a T1, T2, T3 Children continue their learning of beliefs and understand how Christians live their life if God is loving and holy.	Incarnation UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i> B1, B2a L2, L3, L4a, L4b T1, T2, T3 Coincides with Christian Easter. Follows on from God topic of previous term to understand 'faith' and 'belief'.	LAS KS2 Additional Expressing Beliefs through the Arts <i>(including Christianity)</i> 2/2 <i>[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? 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 Hindu Muslim Thinking about the beliefs being explored through the year,	LAS KS2 Additional Unit Designed by the School <i>(including Christianity)</i>: Do you have to believe in God to be good? <i>[Opportunity to study Buddhism/Humanism/a theism and explore e.g. issues of social justice]</i> B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3 Finally summing up all the ideas of beliefs within the religions studied, children explore the idea of having to follow set beliefs to live a good life.
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					children deepen their understanding of how belief is expressed in art.	
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