

LKS2 Long Term Planning Cycle 1

Arnold Mill Primary School

| | Autumn 1 and Autumn 2 LOCATION, LOCATION, LOCATION (HISTORY DRIVER) | Spring 1 WATER WATER EVERYWHERE (SCIENCE/GEOGRAPHY) | Spring 2 THE PEAK DISTRICT (GEOGRAPHY) | Summer 1 RIVERS (GEOGRAPHY) | Summer 2 EGYPTIANS (HISTORY) |
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| English Key texts | <p><u>Non-Fiction</u> First week - write about themselves (baseline assessment) Non-chronological report about Arnold (linked with topic work) Persuasive text/letter - Persuade people to visit Arnot Hill Park</p> <p>Write real letter to Derbyshire school about Arnold (return letters used in spring topic)</p> <p><u>Narrative</u> Town Mouse and Country Mouse (Setting / character description, informal letter as mouse) The Incredible Book Eating Boy (Science link)</p> | <p><u>Non-Fiction</u> The Water Cycle (Explanation text) <u>Poetry</u> Water poem (Pobble) Water description / the journey of water (Pobble) <u>Narrative</u> The Silent Blue Book Zahra (Literacy Shed)</p> | <p><u>Non-Fiction</u> Non-chronological report about Matlock Bath Tourist leaflet / Persuasive text- Visit Matlock Bath / Visit Peak District <u>Narrative</u> King of the Fishes</p> | <p><u>Non-Fiction</u> Non-chronological report / leaflet about Rivers / River Nile <u>Narrative</u> The Iron Man (Newspaper report, description, menu)</p> | <p><u>Non-Fiction</u> Newspaper /Diary - Howard Carter Instructions - How to build a pyramid <u>Narrative</u> The Time Slip Scarab Story (Pie Corbett) Possible texts: Secrets of a Sun King by Emma Carol; Marcy and the Riddle of the Sphinx by Joe Todd Stanton;</p> |
| Hook Days / Visits | <p>Arnold town walks x 2 (one land use / Geography focus, one History focus) Arnold town walks x 1 (Arnot Hill Park)</p> | <p>Severn Trent Water workshop (in school)</p> | <p>Visit Peak District / Carsington Water</p> | | <p>Egyptians workshop (in school)</p> |
| Maths | <p>WHITE ROSE Maths See Y3 and Y4 schemes of learning</p> | | | | |
| Science | <p>Moving and Growing - The Skeleton, Digestion and Teeth -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. -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 and name the parts of the human digestive system -Know the functions of the organs in the human digestive system -Identify and know the different types of human teeth -Know the functions of different human teeth -Use and construct food chains to identify producers, predators and prey</p> | <p>Solids, Liquids and Gases - States of Matter Group materials based on their state of matter (solid, liquid, gas) Know the temperature at which materials change state Know about and explore how some materials can change state Know the part played by evaporation and condensation in the water cycle</p> | <p>Forces, magnets and electricity Know about and describe how objects move on different surfaces Know how a simple pulley works and use to on to lift an object Know how some forces require contact and some do not, giving examples Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason</p> | | |

LKS2 Long Term Planning Cycle 1

Arnold Mill Primary School

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| History | History - A Local Study Curriculum <i>A local study that could extend beyond 1066</i> Know how to place historical events and people from the past societies and periods in a chronological framework | None this term | | None this term | Egyptians Curriculum Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of Ancient Egypt |
| | Skills <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe changes that have happened in the locality of the school throughout history. Place events, artefacts and historical figures on a time line using dates. <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. | None this term | | None this term | Skills <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history. Place events, artefacts and historical figures on a time line using dates. <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. |
| Geography | Curriculum Locational knowledge -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and fieldwork | Curriculum Place knowledge Human and physical geography -Describe and understand key aspects of: physical geography, including: rivers and the water cycle | Curriculum Place knowledge -Understand geographical similarities and differences through the study of human and physical geography of a region of the United | Place knowledge Human and physical geography -Describe and understand key aspects of: physical geography, including: rivers and the water cycle (The River Nile) | None this term |

LKS2 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps)</p> <p>-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.</p> <p>-Describe how the locality of the school has changed over time</p> | | | Kingdom (The Peak District) | | |
| | <p><u>Skills</u></p> <ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of a location (Arnold)• Explain own views about locations, giving reasons.• Use a range of resources to identify the key physical and human features of Arnold.• Name and locate geographical regions of the UK and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | | <p><u>Skills</u></p> <ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of a location (The Peak District)• Explain own views about locations, giving reasons.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features• Use a range of resources to identify the key physical and human features of a location.• Name and locate geographical regions of the UK and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | | | <p><u>Skills</u></p> <ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of a location (Egypt, the river Nile)• Explain own views about locations, giving reasons.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features• Use a range of resources to identify the key physical and human features of a location. |
| Computing | Connecting computers | Animation | Desk top publishing | Branching databases | Sequencing music | Events and actions |
| Art | <p>Art-portrait</p> <p>Sketching, moving figures</p> <p>Draw portrait</p> <p>Pastels / moving figure</p> <p>Skills:</p> <ul style="list-style-type: none">-know how to show facial expressions in art.-know how to use different grades of pencil to shade and to show different tones and textures-Use sketchbooks to help create facial expressions-know how to use line, tone, shape and colour to represent figures and forms in movement | <p>Art Cityscapes- Lowry</p> <ul style="list-style-type: none">-know how to use sketches to produce a final piece of art-know how to identify the techniques used by different artists-know how to compare the work of different artists-recognise when art is from different cultures-recognise when art is from different historical periods-experiment with the styles used by other artists.-explain some of the features of art from historical periods. | <p>Landscapes and Water Reflections- water colour painting</p> <ul style="list-style-type: none">• know how to use sketches to produce a final piece of art• use sketchbooks to experiment with different texture• use photographs to help create reflections• know how to use marks and lines to show texture in my art. | | <p>Egyptian art – oil pastels</p> <ul style="list-style-type: none">• know how to print onto different materials using at least four colours. | None this half term |

LKS2 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | -know how to show facial expressions and body language in sketches and paintings | -know how different artists developed their specific techniques | | | |
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LKS2 Long Term Planning Cycle 1

Arnold Mill Primary School

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| DT | <p>Creating a maquette</p> <ul style="list-style-type: none"> -know how to sculpt clay and other mouldable materials. -prove that a design meets a set criteria. -design a product and make sure that it looks attractive -choose a material for both its suitability and its appearance -use ideas from other people when designing -produce a plan and explain it -persevere and adapt work when original ideas do not work -communicate ideas in a range of ways, including by sketches and drawings which are annotated | None this half term | None this term | | <p>3D camel origami / pyramids</p> <p>Egyptian hieroglyphs in clay</p> <p>Skills:</p> <ul style="list-style-type: none"> -know how to sculpt clay and other mouldable materials. -know which tools to use for a particular task and show knowledge of handling the tool -know which material is likely to give the best outcome -measure accurately | <p>Cooking</p> <p>Building robots</p> <p>Skills:</p> <ul style="list-style-type: none"> -describe how food ingredients come together -weigh out ingredients and follow a given recipe to create a dish -can talk about which food is healthy and which food is not -know when food is ready for harvesting -know how to be both hygienic and safe when using food -bring a creative element to the food product being designed -follow a step-by-step plan, choosing the right equipment and materials -select the most appropriate tools and techniques for a given task -make a product which uses both electrical and mechanical components -work accurately to measure, make cuts and make holes |
| RE | <p>Unit 4.2 Symbols and religious expression</p> <p><i>How do people express their religious and spiritual ideas on pilgrimages?</i></p> <p>Religions: Islam and, Hinduism, Christianity, non-religious worldviews (Hajj/Lourdes)</p> | <p>Unit 4.4 Religion, family, community, worship, celebration, ways of living</p> <p><i>How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</i></p> <p>Religion: Hinduism and Christianity (Diwali/Christmas)</p> <p>Inspiring RE Hindus</p> | <p>Unit 4.3 Spiritual expression: Christianity, Music and Worship: What can we learn?</p> <p>Religion: Christianity and also the idea of being 'spiritual but non-religious' (Easter)</p> | | <p>Unit 3.3 Worship and Sacred Places</p> <p><i>Where, how and why do people worship?</i> Investigating places of worship in Nottingham City and Nottinghamshire</p> <p>Religion: Sikhism, Christianity, Islam, Hinduism</p> | |
| PSHE | See CORAM for planning details | See CORAM for planning details | See CORAM for planning details | See CORAM for planning details | See CORAM for planning details | See CORAM for planning details |
| Music | Charanga: Little Birds | Lowry song | Wagner - The Ring Cycle | | Linked with computing topic. | Noah's Rap |

LKS2 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | <p>Sing songs from memory with accurate pitch. Create repeated patterns with different instruments. Listen carefully and recognise high and low phrases. Use musical words to describe a piece of music and say what they like and do not like.</p> | <p>Sing songs from memory with accurate pitch. Create repeated patterns with different instruments. Listen carefully and recognise high and low phrases. Use musical words to describe a piece of music and say what they like and do not like.</p> | <p>To recognise the work of a famous composer</p> | | | |
| PE | <p>Handball Badminton Dance / Tag Rugby Throw and catch accurately with one hand Be aware of space and use it to support their mates and cause problems for the opposition. Know and use rules fairly. Imporvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Remember and repeat dance perform phrases.</p> | <p>Floor Gymnastics / Apparatus Basketball / Orienteering Adapt sequences to suit different types of apparatus Explain how strength and suppleness affect performance Move in a controlled way Include a change of speed and direction in a sequence Work with a partner to create, repeat and improve a sequence with at least three phrases Follow a map in a familiar context. Use clues to follow a route. Follow a route safely. Follow a route within a time limit.</p> | | <p>Tennis Athletics Football Be aware of space and use it to support team mates and to cause problems for the opposition. Know and use rules fairly. Run at fast, medium and slow speeds changing speed and direction. Take part in a relay remembering when to run and what to do.</p> | | |
| FRENCH | <p><u>YEAR 3</u> Use greetings, respond to classroom instructions, listen to songs, poems and stories, read aloud some words from these with reasonable accuracy, ask and answer simple questions</p> <p><u>YEAR 4</u> Understand higher numbers up to 31, respond to a wider range of classroom instructions, understand key points in simple texts using familiar language, follow a text such as a song or a poem whilst listening to it at the same time</p> <p>N.B First half of each year group will do French in Autumn 1 Second half of each year group will study the curriculum shown above but in Autumn 2</p> | <p><u>YEAR 3</u> Recognise numbers 1-20, begin to understand numbers to 31, express likes and dislikes, fill in a gapped text</p> <p><u>YEAR 4</u> Use strategies to work out the meaning of new words, experiment with writing new words, place familiar adjectives in correct order, match correct definite/indefinite article to nouns</p> <p>N.B. First half of each year group will do French in Spring 1 Second half of each year group will study the curriculum shown above but in Spring 2</p> | <p><u>YEAR 3</u> Colours, parts of the body, use of simple verb phrases, write simple sentences using a model, position of adjectives in sentences</p> <p><u>YEAR 4</u> Ask and answer questions to seek help in the classroom, use a wider range of nouns and adjectives, express preferences about what they like, begin to understand how the negative is formed</p> <p>N.B. First half of each year group will do French in Summer 1</p> | | | |

