

LKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

	Autumn 1 and Autumn 2 We Will Rock You (HISTORY - Stone Age, Bronze Age, iron Age / GEOGRAPHY - Land Use / Settlements)	Spring 1 and Spring 2 Up Pompeii (HISTORY - Romans / GEOGRAPHY - Physical Geography / Volcanoes)	Summer 1 and Summer 2 Invade, Raid, Stayed (HISTORY - Anglo-Saxons / GEOGRAPHY - Locational Knowledge / Geographical Skills)
English Key texts	<p>Narrative Stone Age Boy The Stone Trolls Under the bed If you find a rock</p> <p>Non-Fiction Explanation text: Rock types and formations</p> <p>(For activities and skills see termly planning)</p>	<p>Narrative Films: The Lighthouse (links to Science) Books: Escape from Pompeii (History link) The Magic PaintBox, The Darkest Dark</p> <p>Non-Fiction Letter: Roman soldier Newspaper: Recount: Southwell Minster trip Explanation text: Volcanoes Instructions:</p> <p>Poetry The Sound Collector by Roger McGough</p> <p>(For activities and skills see termly planning)</p>	<p>Narrative Films: The Windmill Farmer (Science link) Books: The Flower, Bee and Me, Tuesday (Science link)</p> <p>Non-Fiction Explanation text: flowers, life cycles, importance of bees</p> <p>(For activities and skills see termly planning)</p>
Hook Days / Visits	Cresswell Craggs MAGNA The Stone Centre Stone Age Day Dress as a rock legend	Roman Day - Southwell Minster	Anglo-Saxon Day Countryside walk
Maths	WHITE ROSE Maths See Y3 and Y4 schemes of learning		
Science	<p>Rocks Pupils should be taught to: -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</p>	<p>Light Pupils should be taught to: -notice that light is reflected from surfaces -find patterns that determine the size of shadows.</p>	<p>Sound Pupils should be taught to: -identify how sounds are made, associating some of them with something vibrating -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the</p> <p>All living things -identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups -recognise that environments can change and that this can sometimes pose dangers to living things. -construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Plants -identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</p>

LKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

			vibrations that produced it.	-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.
	<u>Skills</u> -Recognise that soils are made from rocks and organic matter -Compare and group rocks based on their appearance and physical properties, giving reason -Know how soil is made and how fossils are formed Know about and explain the difference between sedimentary, metamorphic and igneous rock	<u>Skills</u> -Know that dark is the absence of light -Know that light is needed in order to see and is reflected from a surface -Know and demonstrate how a shadow is formed and explain how a shadow changes shape -Know about the danger of direct sunlight and describe how to keep protected	<u>Skills</u> -Know how sound is made, associating some of them with vibrating -Know how sound travels from a source to our ears -Know the correlation between pitch and the object producing a sound -Know the correlation between the volume of a sound and the strength of the vibrations that produced it -Know what happens to a sound as it travels away from its source	<u>Skills</u> -Use classification keys to group, identify and name living things -Know how changes to an environment could endanger living things
History	Changes in Britain from the Stone Age to the Iron Age This could include: -late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae -Bronze Age religion, technology and travel, e.g. Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture	The Roman Empire and its impact on Britain This could include: -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, e.g. Boudica -"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	Britain's settlement by Anglo-Saxons and Scots This could include: -Roman & Scots invasions from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements and kingdoms: place names and village life -Anglo-Saxon art and culture -Christian conversion - Canterbury, Iona and Lindisfarne	

LKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

		Hadrian's Wall, roads, religion, villas, aqueducts	
	<u>Skills</u> -Know how Britain changed between the beginning of the stone age and the iron age -Know the main differences between the stone, bronze and iron ages -Know what is meant by 'hunter-gatherers'	<u>Skills</u> -Know how Britain changed from the iron age to the end of the Roman occupation -Know how the Roman occupation of Britain helped to advance British society -Know how there was resistance to the Roman occupation and know about Boudica -Know about at least one famous Roman emperor	<u>Skills</u> -Know how Britain changed between the end of the Roman occupation and 1066 -Know about how the Anglo-Saxons attempted to bring about law and order into the country -Know that during the Anglo-Saxon period Britain was divided into many kingdoms -Know that the way the kingdoms were divided led to the creation of some of our county boundaries today -Use a time line to show when the Anglo-Saxons were in England
Geography	<u>Curriculum</u> - human geography , including: types of settlement and land use Geographical skills and fieldwork - human geography , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<u>Curriculum</u> Describe and understand key aspects of: -identify time zones (including day and night) Spring 1 - physical geography , including: volcanoes: Mt Vesuvius Geographical skills and fieldwork	<u>Curriculum</u> Describe and understand key aspects of: -physical geography, including: climate zones/ biomes Geographical skills and fieldwork
	<u>Skills</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use fieldwork to observe, measure and record the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Ask and answer geographical questions about the physical and human characteristics of locations. • Explain own views about locations, giving reasons.	<u>Skills</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Name and locate geographical regions of the Roman Empire 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.	<u>Skills</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge of the United Kingdom. Ask and answer geographical questions about the physical and human characteristics of a location (Anglo-Saxon settlements) • Explain own views about locations, giving reasons.

LKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

					<ul style="list-style-type: none"> • 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	<p>The Internet</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -recognise acceptable and unacceptable behaviour using technology - use technology respectfully and responsibly -Know different ways they can get help if concerned -navigate the web to complete simple searches -know how to search for specific information and know which information is useful and which is not 	<p>Audio Editing</p> <ul style="list-style-type: none"> -produce and upload a podcast <p><u>Skills</u></p> <ul style="list-style-type: none"> -select and use software to accomplish given goals -use a range of software for similar purposes 	<p>Creating media photo editing</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -use technology respectfully and responsibly -Know different ways they can get help if concerned -recognise acceptable and unacceptable behaviour using technology 	<p>Data and information - Data logging</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -understand what computer networks do and how they provide multiple services -collect and present information 	<p>Programming A repetition and shapes.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -write programs that accomplish specific goals 	<p>Programming B - Repetition and games</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -give an 'on-screen' robot specific instructions that takes them from A to B -design a sequence of instructions, including directional instructions -experiment with variables to control models
Art	<p>Harvest</p> <p>Still life observational drawings</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -know how to show facial expressions and body language in sketches and paintings 	<p>Tribal art /culture</p> <p>Use sketch books to record their observations on natural patterns (rocks) from observation</p> <ul style="list-style-type: none"> -Improve their mastery of art and design techniques -To learn about art in history; Early at forms/ cave paintings using oil pastels <p><u>Skills</u></p> <ul style="list-style-type: none"> -Develop shading skills, understanding of pattern and form, -pencil and paint skills 	None this half term	<p><u>Kandinsky</u></p> <p>(links to Science and The Magic PaintBox)</p>	<p>Watercolours</p> <p>Use sketch books to record observations of flowers techniques</p>	None this half term

LKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

	-know how to use marks and lines to show texture in my art. -know how to use line, tone, shape and colour to represent figures and forms in movement					
DT	None this half term	None this half term	DT Shadow Puppets Skills Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Roman art and culture- Mosaics	Textiles Flower sewing Use sketch books to record observations Improve mastery of techniques Focus: sewing/ textiles	DT Cooking -understand and apply the principles of a healthy and varied diet -prepare a variety of predominantly savoury dishes -understand seasonality, and know where and how a variety of ingredients are grown Focus: salad/ school garden
RE	Unit 3.1 Beliefs and Questions <i>What difference does it make to be a Christian? How do people's beliefs about God, Jesus, the world and others have an impact on their lives?</i> Religion: Christianity (Harvest) Inspiring RE Christians	Unit 3.4 Inspirational people from the past <i>What can we learn from inspiring people in sacred texts and in the history of religions?</i> Religions: Christianity, Islam, Judaism, Humanism, Sikhism (Black History Month) Inspiring RE Inspirational People	Unit 4.1 The Journey of Life and Death <i>Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</i> Religion: Christianity (Easter), Hinduism, Islam Example planning	Unit 3.2 Religion, Family and Community: Prayer <i>How do religious families and communities practice their faith? The example of prayer</i> Religion: Christianity and Islam Inspiring RE Muslims Inspiring RE Christians		
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	Famous rock legends Skills -listen carefully and recognise high and low phrases -explain why silence is often needed in music and explain what effect it has	Christmas carols/ music -sing songs from memory with accurate pitch	Instruments Explore musical instruments (inc those made in DT) to plan/ compose and perform Focus-pitch, patterns, rhythms and notation Skills	Composing Compose music using a programme- computing -combine different sounds to create a specific mood or feeling	Carnival of the Animals Skills -create repeated patterns with different instruments -improve my work; explaining how it has been improved	

LKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

	<ul style="list-style-type: none"> -use musical words to describe a piece of music and compositions -use musical words to describe what they like and do not like about a piece of music -identify and describe the different purposes of music 		<ul style="list-style-type: none"> -play clear notes on instruments and use different elements in composition -create repeated patterns with different instruments 	<ul style="list-style-type: none"> -use notation to record compositions in a small group or individually 	
PE	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. Improvise 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.		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.		Tennis Athletics Football Swimming (Yr 4) 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.
FRENCH	YEAR 3 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 YEAR 4 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 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	YEAR 3 Recognise numbers 1-20, begin to understand numbers to 31, express likes and dislikes, fill in a gapped text) YEAR 4 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 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	YEAR 3 Colours, parts of the body, use of simple verb phrases, write simple sentences using a model, position of adjectives in sentences YEAR 4 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 First half of each year group will do French in Summer 1

