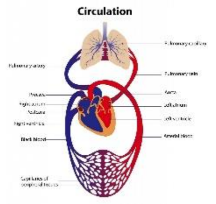
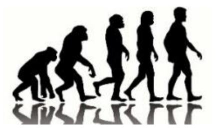
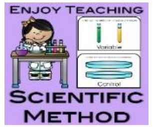
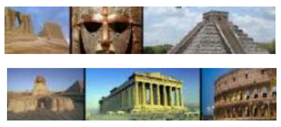
ST ANNE'S & ST JOSEPH'S RC PRIMARY UKS2 THEME LONG TERM PLAN WITH NC COVERAGE – YEAR A

Where Are You From?	Who Do You Think You Are?	Chain Reaction	Making History	Material World	Walk Like an Ancient Egyptian
SCIENCE					
Life Cycles  **<u>Evolution and Inheritance (Y6)</u>** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. **<u>Animals Including Humans (Y5)</u>** Describe the changes as humans develop to old age.	Looking After Your Body  **<u>Animals Including Humans (Y6)</u>** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Adaptation  **<u>Evolution and Inheritance (Y6)</u>** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Earth and Space  **<u>Earth and Space (Y5)</u>** 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.	Properties of Materials  **<u>Properties and Changes of Materials (Y5)</u>** 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Changing Materials  **<u>Properties and Changes of Materials (Y5)</u>** Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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.
HISTORY					
	The Pendle Witches  <u>A local history study</u> A study of an aspect of history dating from a period beyond 1066 that is significant in the locality – Pendle Witches <u>Outcome:</u> Debate in role as someone from Pendle Witch period arguing for and against methods for detection		The Stone Age  Changes in Britain from the Stone Age to the Iron Age This could include: Late Neolithic hunter gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. <u>Outcome:</u> Collaborative information booklet about the era for LKS2		Ancient Egypt  The achievements of the Earliest Civilisations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. <u>Outcome:</u> Write a story clearly set in the ancient Egyptian period for KS1
GEOGRAPHY					
Lancashire and Pendle Hill  <u>Human and Physical Geography</u> Describe and understand key aspects of: -physical geography including hills and valleys (land forms). -human geography, including: types of settlement and land use, economic activity including trade links. <u>Geographical Skills and Fieldwork</u> Use maps and digital/computer mapping to locate Pendle Hill and describe features studied. Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and Lancashire. Use fieldwork to observe, measure, record and present the human and physical features of Pendle Hill and its locality, using a range of methods, including sketch maps, plans and graphs, and digital technologies <u>Outcome:</u> Create tourist information leaflet encouraging visitors to Lancashire and Pendle Hill		Trade Links of the North West and Beyond  <u>Human and Physical Geography</u> Describe and understand aspects of: human geography - economic activity including trade links. <u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Outcome:</u>		Brazil  <u>Locational Knowledge</u> Locate Brazil, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. <u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region within South America – Brazil. <u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate South America and Brazil. <u>Outcome:</u> Create poems with a structure about Brazil	
ART & DESIGN					
		Drawing – Mark Hallett  Use sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing with a range of materials. Learn about great artists, architects and designers in history. <u>Outcome:</u> fossil sketches, design of a new creature (paleoart) use a variety of media to add colour, texture and pattern	Printing and Collage – Wassily Kandinsky  Improve their mastery of art and design techniques, including drawing and painting with a range of materials. Learn about great artists, architects and designers in history. <u>Outcome:</u> print of solar system using blocks with collage added on top to enhance		Digital Media – Sean Charmatz  Improve their mastery of art and design techniques with a range of materials. Learn about great artists, architects and designers in history. <u>Outcome:</u> Digital artwork piece based on Ancient Egypt
DESIGN & TECHNOLOGY					
Textiles  **Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces. **<u>Make</u>** Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of textiles according to their functional properties and aesthetic qualities. **Evaluate** Investigate and analyse a range of existing products. **<u>Outcome:</u>** A fabric doll, with clothing, to represent a member of the family	Food  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 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. **<u>Outcome:</u>** Pasta in sauce			Structures  **Design** Use research and develop design criteria to inform the design of products that are fit for purpose. Generate, develop, model and communicate their ideas. **Make** Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of construction materials, according to their functional properties and aesthetic qualities. **<u>Evaluate</u>** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. **<u>Technical Knowledge</u>** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures **<u>Outcome:</u>** Tree house and bridge small world for EYFS	