

KS2 Cycle A Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

Global Neighbours Christian Calendar	Celebrating Harvest	Celebrating Advent	Celebrating Epiphany	Celebrating Lent and Easter	Celebrating Pentecost	Celebrating Trinity
National and Whole School Events	Harvest festival Tour of Britain International day of Peace Sukkot Halloween	Christmas worship Christingle Anti Bullying week Road Safety week Remembrance Children in Need	Big Garden Birdwatch World Religion Day Safer Internet Day Valentines Day	Shrove Tuesday Ash Wednesday STEM Week Ecological Challenge week World Book Day Fair Trade Fortnight Passover Holi	St George's Day Mayday Christian Aid Week Ramadan Vesak	Leavers' assembly Eid-il-Fitur
Collective Worship Roots and Fruits 1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Topic	Electricity / Computers	Tremors	Romans	Gods and Mortals	Vikings	Coastal Wildlife
Trips & Visits	Centre for Life Mrs Brainstorm -electricity visit	Dynamic Earth	Hadrian's Wall Housesteads fort Vindolanda Arbeia roman fort(South Shields) Hadrians Wall workshop-online	STEM week visitors and workshops	Lindisfarne -1st invasion of the vikings in British Isle (Lindisfarne Priory/ Monks)	Coastal Wildlife & Bamburgh bones- life as an anglo saxon
Christian vision golden thread	Thinking globally International links Social action and charity links	Spiritual and ethical questions Responding creatively	Spiritual and ethical questions Responding creatively Think globally International links	Uniqueness Dignity and respect Spiritual beliefs Priority of enabling vulnerable pupils. Making positive choices Aspiring to be the best you can be. Positive mental health.	Disagree well, forgiveness and reconciliation. Thinking globally International links	Big questions about exploitation of the natural world International links Charity/social action links.

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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Stories from familiar settings Year 3: Write a story in the third person, organised into paragraphs, ensuring the sequence is clear. Basic dialogue is included. Year 4: Plan and write stories by identifying stages in the telling: introduction, build up, conflict, resolution. Organise paragraphs around a theme and include descriptive detail to make it vivid.</p> <p>Non-chronological report Year 3: Write in an impersonal style, using paragraphs to organise ideas. Year 4: Write a comparative report based on their own notes taken from several sources.</p> <p>Poems for pleasure - research a poet, personal response and recite poetry by heart</p>	<p>Fantasy stories Year 3: Write a story in four parts in the first person with a definite ending. Year 4: Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structure.</p> <p>Explanations Year 3: Write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Create diagrams such as flow charts to support the explanation. Year 4: Write an explanation text in a personal and impersonal style, adapting the use of language and grammar appropriately.</p> <p>Poetry - cinquain</p>	<p>Stories from history Year 3: Retell or write their own story varying voice and information to create effects and sustain interest. Include dialogue to set the scene and present characters. Year 4: Plan a comprehensive story focusing on organisational devices e.g. time of day, repetitive words and phrases, adverbial phrases and use of pronouns.</p> <p>Recount - Diary of Pompeii Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary. Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report..</p> <p>Instructions - Roman banquet Year 3: Write increasingly complicated instructions using a wide range of devices to make them easier to follow. Year 4: Write a procedural text using a range of organisational</p>	<p>Myths and Legends Year 3: Write a five part story, with a strong dilemma. Use the conventions of written dialogue to show the relationship between two characters and move the action forwards. Year 4: Plan and write a longer story including details of setting, using figurative language to evoke mood and atmosphere.</p> <p>Diaries /News report Year 3: Write the same event in a variety of ways in the third person, such as a diary. Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report.</p> <p>Persuasion -best hero/heroine Year 3: Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader. Year 4: Write advertisements focusing</p>	<p>Traditional stories Year 3: Write stories that have a problem and resolution and organise into paragraphs that include adverbs of time. Include detailed descriptions of settings and characters. Year 4: Write in role as a character. Include character descriptions designed to provoke sympathy or dislike in the reader.</p> <p>Discussion - writing in role Year 3: Write a traditional tale or scene from a narrative from two key characters perspectives and viewpoints. Year 4: Write a book review that explores the different viewpoints of a book read.</p> <p>Recount Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary. Year 4: Write the</p>	<p>Traditional stories Year 3: Write a story where dialogue is the drive to move the story on. Year 4: Plan and write a story where the main character faces a problem. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Recount - postcards, letters and emails Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report.</p> <p>Non-chronological report Year 3: Begin to incorporate the language of comparison and</p>

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			<p>devices and language to support clarity and cohesion.</p> <p>Riddles</p>	<p>on how information should best be presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p> <p>Poems for pleasure - research a poet, personal response and recite poetry by heart.</p>	<p>same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report.</p> <p>Poetry structure - haiku, kennings and tanka</p>	<p>contrast.</p> <p>Year 4: Write a non-comparative report in a particular form e.g. a web page.</p> <p>Limericks - animal themed.</p>
Quality Text (based on the Pie Corbett Reading Spine)	Iron man Giraffe, Pelly and me	Flat Stanley Leon and the place inbetween	Escape from Pompeii	Greek Myths and Legends	The Saga of Erik the Viking Viking stories	Song of the Dolphin Boy by Elizabeth Laird
Mathematics	Place Value Statistics (cross curricular)	Addition and Subtraction Area Statistics (cross curricular)	Multiplication and Division Statistics (cross curricular)	Multiplication and Division Time Statistics (cross curricular)	Measurements Length and perimeter Fractions Statistics (cross curricular)	Number:Decimals Decimals (Y4) Measurement-capacity and weight (Y3) Money Geometry and shapes
Science	Electricity	Animals including humans Muscles Bones Healthy Eating	Light	SCIENCE WEEK THEME-TIME 2024 -living things and habitats Food chains Animals including humans Bones	Sound	Living things and habitats Food chains

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History	Robotics The internet Tim Berners Lee Chronological knowledge beyond 1066 Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Significance	Earthquakes and natural disasters - timeline Roman empire Chronological knowledge beyond 1066 Chronology Historical terms Historical enquiry Cause and consequence Similarities and differences	Romans Vesuvius Pompeii Roman empire and its impact on Britain Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Significance - Roman emperors etc.	Ancient Greece Ancient Greece - a study of Greek life and achievements and their influence on the Western world Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences Significance	Vikings The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward and the Confessor Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences	Anglo Saxons and Lindisfarne Britain's settlement by the Anglo Saxons A local history study Historical terms Historical enquiry Cause and consequence Significance - St Cuthbert
Geography	Internet cables across the world Locational knowledge - europe focus Place knowledge Map skills Using maps Map knowledge Concepts Cause and effect Location and place Planning and decision making	Extreme Earth Volcanoes Earthquakes Locational knowledge Human and physical geography Map skills Map knowledge Using maps Concepts Cause and effect Change Location and place Planning and decision making	Invasion maps and plans What the Romans did for us - Roman roads Locational knowledge Place knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Cause and effect Change Location and place	All around the world - geographic Greece Locational knowledge Human and physical geography Map skills Using maps Map knowledge Concepts Cause and effect Change Location and place	Seas and oceans Human geography Locational knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Cause and effect Change	Habitats Climates Biomes Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Cause and effect Change Location and place Planning and decision making
Art	Drawing/ painting European Art and Artists Shapes Portraits	Drawing and Painting Fruit and vegetables sketches	Clay= roman mosaics	Drawing and Painting- Bodies Felt tip outlines,Charcoal,Pen		Drawing/ painting Wildlife Drawing feathers

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		Drawing with charcoal (volcanoes) Printing/ Textile Fabric design (Batik Christmas card design)		=greek gods Sculpture -Maquettes (mini models) =paper mache greek pots		Sculpture Newspaper modelling Printing Clay tile impressions
D & T	Design Make Evaluate Robot building using recycled materials Technical Knowledge Materials and structures	Design Make Evaluate Smoothies Technical Knowledge Food and nutrition	Design Make Evaluate Battery operated lights Catapult- forest links Technical Knowledge Electrical systems Mechanisms- levers and linkages to make movement	Design Make Evaluate Crumble equipment (computing link) Make a mythical creature Technical Knowledge Using crumble equipment and software	Design Make Evaluate Viking ship with Sails Technical Knowledge Textiles Weaving	
PE Get Set 4 PE	Dance Swimming	Gymnastics Swimming	Yoga Co jo	Yoga Cojo	Rugby Cojo	Cricket Co jo
Computing	<u>Information Technology</u> Systems and networks - The internet (Y4) <u>Digital Literacy</u> Self identity and image (Y3)	<u>Computer Science</u> Programming - Sequence in music (Y3) <u>Digital Literacy</u> Online relationships (Y3)	<u>Information Technology</u> Creating Media- desktop publishing Canva <u>Digital Literacy</u> Online reputation (Y3)	<u>Computer Science</u> Programming - events and actions (Y3) Crumble <u>Digital Literacy</u> Online bullying	<u>Information Technology</u> Creating media - photo editing (Y4) <u>Digital Literacy</u> Managing online information	<u>Information Technology</u> Creating media - stop frame animation (Y3) <u>Digital Literacy</u> Health wellbeing and lifestyle
Music Charanga	Mama Mia Harvest Festival	Glockenspiels Christmas Nativity	Stop!	Lean on Me Easter Celebrations	Blackbird	Reflect, Rewind and Replay
RE Understanding	Harvest - multicultural Creation / Fall 2A:1	People of God 2A:2 What is it like to follow	Sikhism What does it mean to be	Salvation 2A:5 What do Christians call	When Jesus left, what	Gospel Unit 2A.4

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Christianity	What do Christians learn from the creation story?	God?	a Sikh in Britain today? F5 Visit to Gurdwara, Sikh house of worship	the day Jesus died Good Friday?	next?	What kind of world did Jesus want?
RSHE Jigsaw Year 3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Forest School Continued throughout the year: <ul style="list-style-type: none"> Seasonal Changes Being Green 	Forest skills Shelter building Tarpaulin and found materials shelters of varying sizes Compare and evaluate shelters: sturdiness, durability, weatherproofing, fir for purpose Knots Y3 Cow hitch Y4 Previous knots independently.	Earthquake rescue shelter Playing and exploring Outdoor challenges Working as a team Shelter building Tarpaulin and found materials shelters of varying sizes Compare and evaluate shelters: sturdiness, durability, weatherproofing, fir for purpose	Roman invasion maps Geographical skills and navigation Y3 Navigate a simple orienteering course Understand 'orientate' and 'setting a map' Partner and group work Record information Y4 Features and symbols on a map Orientate the map Star and line orienteering Partner and group work	Ancient Greek banquet Fire for cooking Y3 Light a fairy fire and keep it going Y4 Cook food on a fire and keep it going	Viking weapons and tools Tools Introduce tools when developmentally appropriate Y4 Loppers Secateurs Knives for whittling	Habitats Plants Plants, structure, growth requirements, habitats Name plants Plant and care for vegetables Trees Name 5 trees Deciduous and evergreen Fruits and seeds

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Languages	Spanish Greetings and name,Family Number 0-12	Spanish -Animals Number 12-20 Christmas	Spanish Look at me,body parts, age and months, Happy Birthday	Spanish Colours Combining colours with body parts	Spanish On my way to school Transport Where in the world is Spanish spoken? Travelling to other places	Spanish Weather Numbers 20-30 Days of the week
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