

**KS2 YEAR A**

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>English</b>	Writing focus from Babcock Teaching and Learning Sequences Make links to topics below where possible Ensure full range of writing genres: fiction/non-fiction/poetry across a full term – see Writing Genres document as a guide					
<b>English Units</b>	<p><b>The Tear Thief</b></p> <p><b>Fiction (Narrative)</b> <b>Descriptive writing</b></p> <p><b>Outcome- To write a story about a different emotion thief.</b></p>	<p>Volcanos By Izzy Howell</p> <p>Non-fiction Non-chronological report</p>	<p>Tales from Outer Suburbia – Undertow by Shaun Tan (Templar)</p> <p>Fiction-Write a story in the style of Tan</p>	<p>The Genius of The Ancients- Ancient Greeks Izzy Howell</p> <p>Non-fiction Expert Voice Present a double page spread on an area of innovation.</p>	<p><b>Straw Into Gold-Fairy Tales Respun by Hilary McKay</b></p> <p><b>Fiction-Traditional Tales- Creating Atmosphere</b></p>	<p>Where My Wellies Take Me by Clare and Michael Morpurgo Part 1 (Templar)</p> <p>Non-fiction-Recount</p>
<b>Cross-curricular Writing</b>	recount	<b>Instructions</b>	dialogue	<b>Adventure Story</b>	<b>Persuasive Writing</b>	Play script
<b>Whole Class Reading Enrichment</b> Geography/History Link Science Link	<p style="text-align: center;"><b>We will cover a range of texts throughout the year using our whole class reading scheme.</b></p>					
<b>Maths</b>	Maths focus from White Rose Maths Hub Make links to topics where possible Ensure full range of coverage of maths topics					
<b>Cross-curricular Maths</b>	<p><b>Scaling</b> <b>Temperature</b> <b>Negative Numbers</b></p>			<b>Measuring</b>	<b>Statistics</b>	<b>Roman Numerals</b>

<b>Science</b>	Y 6	Electricity & Circuits <b>Could we cope without electricity for one day?</b>	Y 6	Sight, Light & Shadow <b>How far can you throw your shadow?</b>	Y6	Evolution & Inheritance <b>Have we always looked like this? (Spring 1))</b>	Y 6	Classification of Living things <b>Could Do all animals and plants start life as an egg?</b>	Y 6	Respiratory System <b>What would a journey through your body look like?</b>
	Y 4	Electricity & Circuits <b>Could we cope without electricity for one day?</b>  <ul style="list-style-type: none"> <li>• Can I identify common appliances that run on electricity?</li> <li>• Can I construct a simple series electric circuit?</li> <li>• Can I identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?</li> <li>• Can I identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?</li> <li>• Can I recognise that a switch opens and closes a circuit?</li> <li>• Can I associate a switch opening with whether or not a lamp lights in a</li> </ul>	Y 3	Light & Shadow <b>How far can you throw your shadow?</b>  <p>Can they use a range of equipment (including a datalogger) in a simple test?</p> <p>Can they suggest how to improve their work if they did it again?</p> <ul style="list-style-type: none"> <li>• Can they suggest how to improve their work if they did it again?</li> </ul>	Y3	Rocks & Fossils <b>What do rocks tell us about the way earth was formed? (Spring 2)</b>  <p>Can they set up a simple fair test to make comparisons?</p> <ul style="list-style-type: none"> <li>• Can they explain why they need to collect information to answer a question?</li> <li>• Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?</li> <li>• Can they explain their findings in different ways (display, presentation, writing)?</li> </ul> <p>Can they suggest improvements and predictions for further tests?</p>	Y 4	Habitats <b>Do all animals and plants start life as an egg?</b>  <ul style="list-style-type: none"> <li>• Can I recognise that living things can be grouped in a variety of ways?</li> <li>• Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</li> <li>• Can I compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)</li> <li>• Do I recognise that environments can change and this can sometimes pose a danger to living things?</li> </ul>	Y4	Life Cycle of a Human (SRE) <b>How different will you be when you are as old as your grandparents?</b>  <p>Can I describe the changes as humans develop to old age?</p>

	<p>simple series circuit?</p> <ul style="list-style-type: none"> <li>• Can I recognise some common conductors and insulators?</li> <li>• Can I associate metals with being good conductors?</li> </ul> <p>Can they use different ideas and suggest how to find something out?</p> <ul style="list-style-type: none"> <li>· Can they make and record a prediction before testing?</li> <li>· Can they set up a simple fair test to make comparisons? ·</li> </ul> <p>Can they explain why they need to collect information to answer a question?</p>					<p>Can they set up a simple fair test to make comparisons ?</p> <ul style="list-style-type: none"> <li>· Can they explain why they need to collect information to answer a question?</li> <li>· Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables</li> </ul>	
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<b>History</b>		Theme of British History: Monarchy <b>Why should gunpowder treason and plot never be forgotten?</b>		Ancient Greece <b>Has Greece always been in the news?</b>		Roman Empire <b>Why were the Romans so powerful and what did we learn from them?</b>
<b>Geography</b>	Volcanoes & Earthquakes <b>What makes the earth angry?</b>		Local Geography <b>The clue's in the name. What do the local names tell us about our past and our area?</b>		Map and Fieldwork Skills <b>Why should the rainforest be important to us all?</b>	
Local History Week						
<b>Art</b>		Drawing & Painting Portraits		Mixed Media (e.g. Bren Unwin)		Journeys (Aboriginal Art)
<b>DT</b>	Lighting Up: Torches		Pneumatics: Moving Monster		(Musical Instruments)	
<b>Computing</b>	Unit 3:1 Coding (5 weeks)  Unit 5:1 Coding (6 weeks)	Unit 3:2 Online Safety (3 weeks) Unit 3:3 Spreadsheets (3 weeks)  Unit 5:2 Online Safety (4 weeks) Unit 5:3 Spreadsheets (5 weeks)	Unit 3:4 Touch Typing (4 weeks) Unit 3:5 Email (6 weeks)  Unit 5:3 cont. Spreadsheets (5 weeks) Unit 5:4 Data Bases (3 weeks)	Unit 3:5 Email cont. (6 weeks) Unit 3:6 Branching Databases (4 weeks)  Unit 5:5 Games Creator (5 weeks)	Unit 3:7 Simulations (3 weeks) Unit 5:1 Unit 3:8 Graphing (2 weeks)  Unit 5:6 3D modelling (4 weeks) Unit 5:7 Concept maps (4 weeks)	Unit 3.9 Presenting (5 weeks)  Unit 5:8 Word Processing (8 weeks)
<b>E-Safety</b>	Purple Mash/Google Legends/Think U Know					
<b>R.E.</b>	L2.1 – What do Christians learn from the creation story?	L2.2 – What is it like for someone to follow God?	L2.9 – How do festivals and worship show what matters to a muslim?	L2.10 – How do festivals and family life show what matters to Jewish people?	L2.4 – What kind of world did Jesus want?	L2.12 – How and why do people try to make the world a better place? (C, M/J, NR)
<b>PSHE (Jigsaw)</b>	Being Me in My World (Year 3 and 5 units)	Celebrating Difference (Year 3 and 5 units)	Dreams and Goals (Year 3 and 5 units)	Healthy Me (Year 3 and 5 units)	Relationships (Year 3 and 5 units)	Changing Me (Year 3 and 5 units)
<b>Music (Charanga)</b>	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay

<b>MFL French (Language Angels) Year 3&amp;4</b>	Phonic lesson 1&2 (C) Shapes (E)	Musical instruments (E)	Vegetables (E)	Ancient Britain (E)	In class (I)	Habitats or Goldilocks (I)
<b>Year 5&amp;6</b>	Phonics lesson 1&2 (C) The date (I)	My home (I)	Clothes (I)	Planets (I)	Healthy living (P) or regular verbs (P)	Me in the world (P)