

**Whitfield C of E Primary School**

**Long Term Plan – Lower Key Stage Two ( core) KS2 all other subjects**

<p><b>Cycle A</b></p> <p>2018-2019</p>	<b>Unit title: Eurovision – Geography</b>	<b>Unit title: The arts - History</b>	<b>Unit title: Buildings - History</b>
	<b>Autumn Term 1 – 8 wks (including first short week)</b> <b>Autumn Term 2 – 7 wks</b>	<b>Spring Term 1 – 5 wks</b> <b>Spring Term 2 – 6 wks</b>	<b>Summer Term 1 – 5 wks</b> <b>Summer Term 2 – 7 wks</b>
	<b>Link to Europe</b>	<b>Link to local artists/professional artists</b>	<b>Link to Romans</b>
	<p><b>The big question</b> <b>‘Who has a relative in another country?’</b></p> <p>Maps of the world: Where are main countries, capitals, major cities, airports, landmarks Look at significant human landmarks around Europe eg Eiffel Tower, Paris; St Basil’s Cathedral, Russia; The Shard, London; make comparison studies linked to chns interests. Look at significant physical landmarks around Europe eg Dune of Pilat, how are they formed? Flags and emblems of Europe/compare with emblems of UK eg St. Andrew; make own. Foods and culture around Europe, why are there certain food festivals; compare to Northumberland food; singin hinny scones, Stotty, Pan Haggerty Comparison of weather in Northern and Southern Hemisphere of Europe. Use simple compasses. Why do people choose certain holidays; explore how to book travel, use of passport/make own <b>Driver - creativity real and practical</b> How much does it cost to travel and how long does it take, how far is it? <b>Driver - possibilities.</b> <b>Christian values – courage, willingness to try.</b> Our own responsibility as a worldwide citizen, how do we present ourselves on the ‘worldwide stage’ as a British citizen? <b>Driver - Responsible citizens, SMSC</b></p>	<p><b>The big question</b> <b>‘Who are the artists/craftspeople in our area?’ ‘What skills do artists have?’</b></p> <p>Look at international artists eg Banksy, Dali. Which artists do they know? Why are the arts important? Interview local artists/craftspeople e.g. Mr Anthony Gormley. Art in Great Britain’s history, Cave Art, Stone Age, Bronze Age, Celtic Art, Mosaics (Romans), Lindisfarne Gospels Mini topic linked to Stone Age/Ancient Egypt/Ancient Greece Chronological time lines Compare and contrast different time periods What did all these different eras create that we use now in our modern day arts? Write recounts about the different time periods. <b>Christian values – Thankfulness, creativity</b> <b>Driver – Confident individuals, creativity real and practical: link to artists and craftspeople, what if questions</b></p>	<p><b>The big question</b> <b>‘Which historical feature is the most prominent in our local area?’</b></p> <p>Look at modern prominent buildings around the world eg The Shard, Sydney Opera House, The Empire State Building etc. Chronological timeline of similarities and differences of the buildings through time. Why did GB people make their homes where they did? – hunter/gatherer and amenities. Look at materials used in different buildings/designs – focus on Roman buildings. Observe maps of the local area, noting changes over time. Research/investigate amazing buildings of ancient civilisations eg ziggurat temples of Ancient Sumer (architects of M15 were inspired by), the palace cities of the Shang Dynasty, Pyramids of Ancient Egypt, the Acropolis of Ancient Greece, ‘Round City’ of Ancient Baghdad, Mayan temples etc <b>Christian values – Wisdom, creativity</b> <b>Driver – Confident individuals, possibilities: Testing and trying things out, What about....?</b></p>

	<p>'Green' modes of transport. How can we protect the environment by doing this, especially as we live in an Area of Outstanding Natural Beauty? What can we do every day to help this? Write persuasive letters <b>Driver - Responsible citizens, Worldwide communities</b></p>		
	<p><b>English:</b>  <b>Narrative</b> - 6 wks – Stories in imaginative worlds (The Lion, the Witch and the Wardrobe)  <b>Non-fiction</b> – 5 wks – Reports, presentations, tourist information leaflets  <b>Poetry</b> – 4 wks – Riddles poems by Roger McGough, Free Verse</p>	<p><b>English:</b>  <b>Narrative</b> - 6 wks – Write and perform a play based on a familiar story (Greek legends). Stories focussed on setting  <b>Non-fiction</b> – 5 wks – Persuasive writing, factual recounts  <b>Poetry</b> – 4 wks – Narrative poetry, vocabulary building, rhyming</p>	<p><b>English:</b>  <b>Narrative</b> - 6 wks – Stories with a theme. Write an autobiographical/account reflecting the theme, adventure stories  <b>Non-fiction</b> – 5 wks – Discussion writing, summarising both sides of an argument in a letter, explanation writing (describe details of particular buildings researched)  <b>Poetry</b> – 4 wks – Vocabulary building, rhyming, 'take one poet' – poetry appreciation</p>
	<p><b>Class Novel</b> : Chronicles of Narnia (specifically 'The Lion, the witch and the wardrobe')</p>	<p><b>Class Novel:</b> Greek myths Geraldine McCaughrean. An encyclopaedia of myths and legends, Haydn Middleton. Greek Myths for Young Children, Marcia Williams</p>	<p><b>Class Novel:</b> Adventure stories: Jack Stalwart series, Elizabeth Singer  An encyclopaedia of myths Roman Quests, Caroline Lawrence  'Roman Invasion' by Jim Eldridge  'Across the Roman Wall' by Theresa Breslin.</p>
	<p><b>Maths:</b>  Number operations (addition, subtraction, multiplication and division, including the formal methods)  Number and Place value (including decimals/percentages)  Rounding  Fractions (including decimals/percentages)   Length/height (cm/m/km/miles)  Time (analogue/digital)  Statistics/Data  Properties of shape (2D/3D)  Position and direction (coordinates)  Problem solving including money</p>	<p><b>Maths:</b>  Number operations (addition, subtraction, multiplication and division, including the formal methods)  Number and Place value (including decimals/percentages)  Rounding  Fractions (including decimals/percentages)   Perimeter  Area  Angles/lines: parallel, perpendicular  Symmetry  Position and direction (coordinates, translation)  Mass (g/kg)  Capacity  Money  Time</p>	<p><b>Maths:</b>  Number operations (addition, subtraction, multiplication and division, including the formal methods)  Number and Place value (including decimals/percentages)  Rounding  Fractions (including decimals/percentages)   12hr/24hr time: conversion between the two  Roman numerals  Measurement (temperature, convert between different units of measurement e.g. km to m)  Properties of shape (2D/3D)  Capacity and volume  Scales  Algebra  Interpreting data</p>

	<p><b>Science:</b> Rising stars Y3 Food and our bodies Autumn 1 Y4: Teeth and eating Autumn 2</p>	<p><b>Science:</b> Rising stars Y3 Rocks soils and fossils Spring 1 Y4: What's that sound? Spring 2</p>	<p><b>Science:</b> Rising stars Y3 How does your garden grow? Summer 1 Y4: Living things Summer 2</p>
	<p><b>RE</b> LKS2- Incarnation Unit 2a.3 What is the Trinity? DEEPER  + Yaweh – Jewish ideas about the Godhead UKS2- Incarnation Unit 2b.4 was Jesus the messiah? DEEPER + other faith prophets</p>	<p><b>RE</b> LKS2- salvation Unit 2a.5 Why do Christians call the day Jesus died 'Good Friday'? DEEPER UKS2- salvation Unit 2b.6 What did Jesus do to save human beings? DEEPER</p>	<p><b>RE</b> LKS2- Kingdom of God Unit 2a.6 When Jesus left, what was the impact of Pentecost? CORE UKS2- God What does it mean if God is holy and loving? CORE</p>
	<p><b>SPAG:</b> See MTP Follow Y4 program, differentiate accordingly</p>	<p><b>SPAG:</b> See MTP Follow Y4 program, differentiate accordingly</p>	<p><b>SPAG:</b> See MTP Follow Y4 program, differentiate accordingly</p>
	<p><b>Music:</b> Sing up <b>EYFS/KS1:</b> Song: I've got a grumpy face (3wks)  Song: Witch, witch (3wks)  Song: Row, row, row your boat (3wks)  Song: Wiggle your fingers (3wks)  Song: Christmas production and songs (3wks)  <b>KS2:</b> Song: I've been to Harlem (2wks) Song: Mexican Wave (2wks) Song: Make that sound (2wks) Song: Tell me a story, shining star (2wks) Song: This little light of mine (2wks) Song: Juba (2wks) Song: Plynie Statek (2wks) Song: A young Austrian (2wks) Song: Christmas production and songs (3wks)</p>	<p><b>Music:</b> Sing up <b>EYFS/KS1:</b> Song: The farmer in the dell (3wks)  Song: Shake my sillies out (3wks)  Song: Up and down (3wks)  Song: Five fine bumble bees (3wks)  <b>KS2:</b> Song: My dog (2wks) Song: Step back baby (2wks) Song: Chilled out clap rap (2wks) Song: The bare necessities (2wks) Song: The giant's garden (2wks) Song: My Fantasy football team (2wks) Song: Be cool (2wks) Song: Janie Mama (2wks)</p>	<p><b>Music:</b> Sing up <b>EYFS/KS1:</b> Song: Down there under the sea (3wks) Song: Two little chickens (3wks) Song: Slap, clap, clap (3wks) Song: Bow, bow, bow Belinda (3wks)  <b>KS2:</b> Song: Sunshine in my heart (2wks) Song: Senwa dedende (2wks) Song: Four white horses (2wks) Song: Barbecue blues (2wks) Song: I wish I knew (how it could feel to be free) (2wks) Song: Tongo (2wks) Song: Consider yourself (2wks) Song: Balao de ninar (2wks)</p>
	<p><b>IT:</b> Folder management/computer skills (e.g. copy, paste, save etc.) Presentations</p>	<p><b>IT:</b> Internet research Graphics</p>	<p><b>IT:</b> Internet research/safety Email</p>
	<p><b>Art/DT:</b> <b>DT</b> The Malteser Catapult Challenge (2 weeks).</p>	<p><b>Art/DT:</b> <b>DT</b> Art Bot. Potato Power.</p>	<p><b>Art/DT:</b> <b>DT</b> :How Buildings are Created to withstand an Earthquake. Shake Things Up Challenge.</p>

	<p>Bottle Car Race Challenge (2 weeks). Create a Flappy Bird Toy (2 weeks). The Balloon Blaster Challenge (2 weeks).</p> <p><b>Art</b> Sage building</p>	<p>Create an Electric Car (2 weeks) Create an Intruder Alarm.</p> <p>Art Mondrian</p>	<p>Angry Birds Structures. Sugar Cube Arch Challenge. Paper Chair Challenge. Tin Foil Tower/Spaghetti Structures/House of Cards.</p> <p><b>Art</b> Pointillism</p>
	<b>PSHE:</b> health and wellbeing	<b>PSHE:</b> Relationships	<b>PSHE:</b> living in the wider world
	<p><b>PE:</b> <b>EYFS/KS1:</b> Multi skills Gymnastics <b>KS2:</b> Tag rugby Gymnastics</p>	<p><b>PE:</b> <b>EYFS/KS1:</b> Dance Racquet skills <b>KS2:</b> Dance Racquet skills</p>	<p><b>PE:</b> <b>EYFS/KS1:</b> Athletics Cricket skills <b>KS2:</b> Athletics Cricket skills</p>
	<p><b>French:</b> <b>EYFS/KS1:</b> Greetings, name, family, nos 0-12, nos 11-20, age <b>KS2:</b> Greetings, name, family, nos 0-12, nos 11-20, age</p>	<p><b>French:</b> <b>EYFS/KS1:</b> Body parts, colours, directions, travel <b>KS2:</b> Body parts, colours, directions, travel</p>	<p><b>French:</b> <b>EYFS/KS1:</b> Weather, dates, C'est combiné? Sport, food, animals <b>KS2:</b> Weather, dates, C'est combiné? Sport, food, animals</p>
	<p><b>Possible visits:</b> Newcastle airport Port of Tyne AONB coast Travel agents locally</p>	<p><b>Possible visits:</b> The Hancock Museum The Baltic Centre for Contemporary Art The Biscuit Factory, Gateshead The Laing Art Gallery</p>	<p><b>Possible visits:</b> The Sill Vindolanda</p>
<b>Cycle B</b> 2019-2020	<b>Unit title: Transport and trade – History</b>	<b>Unit title: Language – History</b>	<b>Unit title: Land of hope and glory – Geography</b>
	<b>Autumn Term 1 – Autumn Term 2 –</b>	<b>Spring Term 1 – Spring Term 2 –</b>	<b>Summer Term 1 – Summer Term 2 –</b>
	<a href="#">Link to Vikings</a>	<a href="#">Link to MFL</a>	<a href="#">Link to a study of the UK</a>
	<p><b><u>The big question</u></b> <b>‘What would happen if we travelled to Hexham via space?’</b></p> <p>Transport through time Look at different modes of transport today Observe space transport – passengers in space Look at trade around the world using transport – make transport models, write up instructional text Transport/trade in world history eg on foot/by animals, horses and canal boats. Discover the types of animals and carts used from Stone Age to Viking times and how they developed.</p>	<p><b><u>The big question</u></b> <b>‘How many languages are spoken in our country/the world?’ (Include possibility of dialects – Northumbrian and Cumbrian)</b></p> <p>Languages through time. Map work to observe where languages are spoken today and by who. Look at languages spoken today in multicultural Britain today, including regional dialects (Northumbrian and Cumbrian- write using the dialects). Which languages do we have first-hand experience of? Make welcome posters using</p>	<p><b><u>The big question</u></b> <b>‘How far is it from each capital city in the UK to another?’</b></p> <p>Map out countries and capital cities of the UK. Map out the main transport links around UK – observe road maps to understand a key. Make own map with a key of local area. Map out main airports and ports that link the UK to other countries. Look at and compare differences of land use and economic activity in rural and urban areas. The effects of storms and floods in recent years e.g. Carlisle 2005 and 2015.</p>

	<p>Specifically observe boats through time – Viking boats Discover food and trading were the main reasons for transport and how different historical periods used transport for specific things.</p> <p>Driver – Confident individuals: Creativity/Real and Practical – Life skills, tools and processes Creative thinking – what if questions Enquiry Christian values – creativity</p>	<p>different languages. Explore how story tellers pass on information over centuries – write own traditional story to show how all individuals write/tell different information. Look at how people communicate through signals, gestures – sign language: design their own sign language for key words. Communication through time from Iron age to present day – plan a timeline to show this. Interview Christine Brown from Post Office (location in years gone by, memories of local residents, stamps, and postcards of local area) – write a postcard from a chosen era. Explore different writing implements through time and ancient alphabets – design an alphabet for the future. Look at folded picture books from Mayans. How has language developed? – Look at parts of Macbeth to compare.</p> <p>Driver – Confident individuals: Possibilities – Deeper thinking skills, what about...? Testing and trying things out Christian values – wisdom</p>	<p>Write letters to Environment Agency to see how they are managing flood risk. Contact Border Television (Tim Backshall/Kate Walby) to gain information of reporting of floods. Make own information film/report about flooding – write a script. Look at local areas of amazing beauty (North East Coast, The Lake District) – write an information project about them, including details about how some of these features are formed. Explore some of the changes that have happened in UK over time e.g. Industrial past of coal /mineral mining. Investigate, compare and contrast food, languages, Government and Monarchies, National days and festivals, weather and climate, major sporting events between the UK and France. Explore the network of 53 countries called the Commonwealth.</p> <p>Driver – Confident individuals: Possibilities – Deeper thinking skills Responsible citizens: Worldwide Community – Looking at the bigger picture, world and cultural knowledge, current affairs, environmental issues, what is my part here? Christian values – justice, thankfulness</p>
	<p><b>English:</b> <b>Narrative</b> - 6 wks – Traditional tales, fables, write and perform a play <b>Non-fiction</b> – 5 wks – Recount, instructions – how to make a Viking boat model <b>Poetry</b> – 4 wks – Limericks, Free Verse</p>	<p><b>English:</b> <b>Narrative</b> - 6 wks – Traditional Tales – fairy tales (alternative versions. Write a traditional tale from a key characters perspective. <b>Non-fiction</b> – 5 wks – Explanations, reports <b>Poetry</b> – 4 wks – Haiku, tanka and kennings, Free Verse</p>	<p><b>English:</b> <b>Narrative</b> - 6 wks – Adventure stories <b>Non-fiction</b> – 5 wks – Persuasive texts, persuasive letter writing, reports <b>Poetry</b> – 4 wks – Take one poet – poetry appreciation, class poems from around Europe (writing own)</p>
	<p><b>Class Novel</b> : The saga of Erik the Viking Terry Jones The Last Viking Terry Deary</p>	<p><b>Class Novel</b> : Beowulf, Macbeth</p>	<p><b>Class Novel</b> : The wind in the willows, Kenneth Grahame The river singers, Tom Moorhouse</p>
	<p><b>Maths:</b></p>	<p><b>Maths:</b></p>	<p><b>Maths:</b></p>

	<p>Number operations (addition, subtraction, multiplication and division, including the formal methods)  Number and Place value (including decimals/percentages)  Rounding  Fractions (including decimals/percentages)</p> <p>Length/height (cm/m/km/miles)  Time (analogue/digital)  Statistics/Data  Properties of shape (2D/3D)  Position and direction (coordinates)  Problem solving including money</p>	<p>Number operations (addition, subtraction, multiplication and division, including the formal methods)  Number and Place value (including decimals/percentages)  Rounding  Fractions (including decimals/percentages)</p> <p>Perimeter  Area  Angles/lines: parallel, perpendicular  Symmetry  Position and direction (coordinates, translation)  Mass (g/kg)  Capacity  Money  Time</p>	<p>Number operations (addition, subtraction, multiplication and division, including the formal methods)  Number and Place value (including decimals/percentages)  Rounding  Fractions (including decimals/percentages)</p> <p>12hr/24hr time: conversion between the two  Roman numerals  Measurement (temperature, convert between different units of measurement e.g. km to m)  Properties of shape (2D/3D)  Capacity and volume  Scales  Algebra  Interpreting data</p>
	<p><b>Science:</b> Rising stars  Y3 Forces and magnets Autumn 1  Y4: Power it up Autumn 2</p>	<p><b>Science:</b> Rising stars  Y3 Light and shadows Spring 1  Y4: Looking at states Spring 2</p>	<p><b>Science:</b> Rising stars  Y3 The nappy challenge Summer 1  Y4: The big build Summer 2</p>
	<p><b>RE</b>  LKS2- Gospel  Unit 2a.4  What kind of world did Jesus want?  CORE UKS2- Gospel  Unit 2b.5  What would Jesus do?  CORE</p>	<p><b>RE</b>  UKS2- salvation  Unit 2b.7  What difference does the resurrection make for Christians?  CORE UKS2- salvation  Unit 2b.7  What difference does the resurrection make for Christians?  DEEPER</p>	<p><b>RE</b>  LKS2- Kingdom of God  Unit 2a.6  When Jesus left, what was the impact of Pentecost?  DEEPER Kingdom of God – other religions  What do people who follow Islam believe about God’s kingdom?</p>
	<p><b>SPAG:</b> See MTP  Follow Y3 program, differentiate accordingly</p>	<p><b>SPAG:</b> See MTP  Follow Y3 program, differentiate accordingly</p>	<p><b>SPAG:</b> See MTP  Follow Y3 program, differentiate accordingly</p>
	<p><b>Music:</b> Sing up  <b>EYFS/KS1:</b>  Song: Menu song (2wks)  Song: In the Autumn (2wks)  Song: The king is in the castle (2wks)  Song: Football (2wks)  Song: Tony Chestnut (2wks)  Song: Cauliflowers fluffy (2wks)  Song: Creepy castle (2wks)  Song: Kye, kye kule (2wks)  Song: Christmas production and songs (3wks)</p>	<p><b>Music:</b> Sing up  <b>EYFS/KS1:</b>  Song: Who stole my chickens and my hens? (2wks)  Song: Just like me (2wks)  Song: Acka Backa(2wks)  Song: Come dance with me (2wks)  Song: The friendly robot (2wks)  Song: Grandma rap (2wks)  Song: Here comes Sally (2wks)  Song: Eh memarie (2wks)</p>	<p><b>Music:</b> Sing up  <b>EYFS/KS1:</b>  Song: The animals went in two by two (2wks)  Song: Oats and beans and barley grow (2wks)  Song: Mr Double trouble (2wks)  Song: As I was walking down the street (2wks)  Song: Jump, Jim Joe (2wks)  Song: Minibeasts (2wks)  Song: Tariczymy labada (2wks)  Song: The rockpool rock (2wks)</p>

<p><b>KS2:</b>  Song: Dem bones (2wks)  Song: Poverty knock (2wks)  Song: Keep the home fires burning (2wks)  Song: Winter wonderland (2wks)  Song: Hey Mr. Miller (2wks)  Song: Oleo(2wks)  Song: Touch the sky (2wks)  Song: I wish it could be Christmas everyday (2wks)  Song: Christmas production and songs (3wks)</p>	<p><b>KS2:</b>  Song: Mama don't allow (2wks)  Song: Madina tun nabi (2wks)  Song: Firework (2wks)  Song: Three little birds (2wks)  Song: Dona nobis pacem (2wks)  Song: Wonder (2wks)  Song: Ain't gonna let nobody (2wks)  Song: Anderson's coast (2wks)</p>	<p><b>KS2:</b>  Song: A Keelie (2wks)  Song: Baloo baleriee (2wks)  Song: Kis nay banaayaa (2wks)  Song: Life is a highway (2wks)  Song: We go together (2wks)  Song: Ames au vala tara bal (2wks)  Song: Shabuya (2wks)  Song: We are the champions (2wks)</p>
<p><b>IT:</b>  Folder management/computer skills (e.g. copy, paste, save etc.)  Presentations</p>	<p><b>IT:</b>  Internet research  Graphics</p>	<p><b>IT:</b>  Internet research/safety  Email  Algorithms</p>
<p><b>Art/DT:</b> Viking art/ jewellery</p>	<p><b>Art/DT:</b> The pre-Raphaelites</p>	<p><b>Art/DT:</b> Local and British artists</p>
<p><b>PSHE:</b> Health and well being  Relationships</p>	<p><b>PSHE:</b> Living in the Wider World  Health and Well Being</p>	<p><b>PSHE:</b> Relationships  Living in the Wider World</p>
<p><b>PE:</b>  <b>EYFS/KS1:</b>  Not known yet</p> <p><b>KS2:</b>  Not known yet</p>	<p><b>PE:</b>  <b>EYFS/KS1:</b>  Not known yet</p> <p><b>KS2:</b>  Not known yet</p>	<p><b>PE:</b>  <b>EYFS/KS1:</b>  Not known yet</p> <p><b>KS2:</b>  Not known yet</p>
<p><b>French:</b>  <b>EYFS/KS1:</b> Alphabet, food, journeys, directions, sentences  <b>KS2:</b> Alphabet, food, journeys, directions, sentences</p>	<p><b>French:</b>  <b>EYFS/KS1:</b> Months, weather, seasons, poetry  <b>KS2:</b> Months, weather, seasons, poetry, writing description</p>	<p><b>French:</b>  <b>EYFS/KS1:</b> Telling the time, school, cafes  <b>KS2:</b> Telling the time, school, cafes</p>
<p><b>Possible visits:</b>  Stephenson Railway Museum  Hancock Museum</p>	<p><b>Possible visits:</b>  A visiting story teller  A visiting representative from the Deaf Association  Makaton Club</p>	<p><b>Possible visits:</b>  Carlisle Castle  Tynemouth Castle  Visit to local area/compare with visit to Newcastle/Carlisle</p>