

## KS2 rolling programme 2016/17 and 2017/18

N.B. Science & Geography – specific focus on the age groups in each class; build on current knowledge. Complete AfL activities before teaching topic/units of learning.

	Autumn		Spring		Summer	
	Year A	Year B	Year A	Year B	Year A	Year B
<b>Topic</b> Title/focus:	<b>Who built the Pyramids?</b>	<b>How has science changed our lives?</b>	<b>What has shaped North Yorkshire?</b>	<b>What have the Greeks and Romans done for modern Britain?</b>	<b>What do we mean by 'culture'?</b>	<b>How does the sea affect life on land?</b>
<b>Stimulus</b> - for topic	Visit to Oriental Museum	Newcastle Life Centre	Local area visits	Local area visits	Visit different places of worship.	Danelaw
<b>Science</b>  Use Twinkl to support planning	<u>Physics</u> Working scientifically through: <ul style="list-style-type: none"> <li>• Sound (Y4)</li> <li>• Light (Y3; Y6)</li> <li>• Forces and Magnets (Y3)</li> <li>• Electricity (Y4; Y6)</li> <li>• Earth and Space, gravity and forces (Y5)</li> </ul>		<u>Chemistry</u> Working scientifically through: <ul style="list-style-type: none"> <li>• Rocks and fossils (Y3)</li> <li>• Water cycle; solids, liquids and gases (Y4)</li> <li>• Properties and changes in materials (Y5/Y6)</li> </ul>		<u>Biology</u> Working scientifically through: <ul style="list-style-type: none"> <li>• Plants (Y3)</li> <li>• Living things and their habitats (Y4,5,6)</li> <li>• Animals incl humans (Y3,4,5,6)</li> <li>• Evolution and inheritance (Y6)</li> </ul>	
<b>D/T</b>	Structures: Link to Egyptians/Mayans	Electrical systems: Link to science	Textiles: materials	Food: Culture and seasonality – link to Geog/RE	Food: healthy diet Link to Science	Mechanical systems Link to history?
<b>ICT</b> – linked to topic and core curriculum subjects	E-safety Coding Word processing		E-safety Coding Word processing		E-safety Coding Word processing	

	Autumn		Spring		Summer	
	Year A	Year B	Year A	Year B	Year A	Year B
<b>History</b>	Earliest ancient civilisations: LKS2Ancient Egypt UKS2Mayans (or non-European society)			Ancient Greece Roman empire and impact on Britain	Significant turning points in British history	Stone age to iron age Anglo Saxons and Vikings
<b>Geography</b>	Autumn : Developing basic knowledge		Spring: Local Fieldwork study		Summer: Global study	
	LKS2 - Map work / Use of compass -Identify human/physical features - Using grid references - Identify Continent / Country / City / Regions		LKS2 - Describe landscapes using vocabulary - Use of camera/rain gauge - Make maps using symbols - Explore weather patterns around world - Explore change and reasons for		LKS2 Study of country in order to explore: - Similarities and differences - Using knowledge to explore quality of life and reasons - Communicate and presenting findings	
	UKS2 - Specific vocab – climate zones, biomes, water cycle, topography - Identify and understand time zones - Recognise shapes of countries - Know Counties/cities/rivers of the UK - Locate Equators / Tropics / Hemispheres		UKS2 - Local Enquiry project using geographical knowledge and use of maps to back up arguments/debates – e.g – Where would be the best location for a bypass? - Recognise urban and rural - Develop knowledge of erosion		UKS2 - Comparison study between European country and Asian/American country – Describe features, similarities and differences building on all knowledge developed across KS2 programme. - Explore Sustainability	

	Autumn		Spring		Summer	
	Year A	Year B	Year A	Year B	Year A	Year B
<b>SMSC/RE</b> 1.1 – 2.8 refer to NY SACRE RE agreed syllabus 2013-18 Also other work around key religious festivals	LKS2 - 2.1: What makes Jesus an inspiration to some people? UKS2 – 2.7 values: what matters most to Christians, to Humanists and to me?	LKS2 – 2.3: How and why do Hindus and Christians see life like a journey? UKS2 – 2.8: what can make our community more tolerant and respectful?	LKS2 – A Muslim Family UKS2 – 2.5: Christian Aid and Islamic Relief: can they change the world?	LKS2 – 2.2: does a beautiful world mean there is a wonderful God? UKS2 – where did the Christian bible come from? Easter – a promise of life after death	LKS2 - 2.4: why do people love their sacred places? UKS2 – how do the beliefs of Christians influence their actions? What can we learn from Christian religious buildings?	LKS2 – How and why do Hindus worship at home? What is faith and does it make a difference? UKS2 – 2.6: why are there over 50 mosques in Yorkshire
<b>PSHCE</b> Ref: NYCC PSHE and Citizenship entitlement framework	- Keeping myself safe - Becoming an active citizen		- My healthy lifestyle - Me and my relationships		- Me and my future - Moving on	
	Make appropriate references to British values in PSHE and across the curriculum as appropriate.					
<b>Art and Design</b>	Sculpture & Drawing <i>Bodies(LKS2)</i> <i>Ancient Egypt (UKS2)</i>	Colour theory and painting & Printing <i>Autumn (LKS2)</i> <i>Wildlife (UKS2)</i>	Collage & Colour theory and painting <i>British Art (LKS2)</i> <i>Southern Central America (UKS2)</i>	Textiles & Drawing <i>Fruit &amp; vegetables (LKS2)</i> <i>North America (UKS2)</i>	Drawing & Sculpture <i>European Art (LKS2)</i> <i>Plants &amp; flowers (UKS2)</i>	Drawing & Sculpture <i>Insects (LKS2)</i> <i>The Seaside (UKS2)</i>
<b>Music</b> Informed by NYCC scheme of work and 'Charanga'	Pulse Pitch		Rhythm Structure		Mood Musical elements	

	Autumn		Spring		Summer	
	Year A	Year B	Year A	Year B	Year A	Year B
<b>MFL</b>  NYCC scheme of learning for French	Ma Famille et Moi	Bon appetit	Le monde des animaux	Le temps libre	Les Fetes	Destination vacances
<b>PE</b>  (Linked to PESSCL Core Tasks)	<u>Invasion games</u> Y5/6 – <b>Call The Shots OR On The Attack</b> Y3/4 – <b>Three Touch Ball OR On The Attack</b>	<u>Invasion games</u> Y5/6 – <b>Call The Shots OR On The Attack</b> Y3/4 – <b>Three Touch Ball OR On The Attack</b>	<u>Dance</u> Y5/6 – <b>Making The Grade OR Invasion</b> Y3/4 – <b>Round The Clock OR Indian Delight</b>	<u>Dance</u> Y5/6 – <b>Making The Grade OR Invasion</b> Y3/4 – <b>Round The Clock OR Indian Delight</b>	<u>Athletics</u> Y5/6 – <b>Three Jump Challenge OR Developing Athletes</b> Y3/4 – <b>Furthest Five OR Pass The Baton OR Take Aim</b>	<u>Athletics</u> Y5/6 – <b>Three Jump Challenge OR Developing Athletes</b> Y3/4 – <b>Furthest Five OR Pass The Baton OR Take Aim</b>
Throughout the year – Plan opportunities for children to develop Fitness skills, Outdoor and Adventurous activities and sessions for children to reflect using PE Records						
	<u>Gymnastics</u> (Y3/4) – <b>Partner Work OR Balancing Act</b> <u>Swim</u> (Y5/6) – Developing strokes / stamina	<u>Gymnastics</u> (Y3/4) – <b>Partner Work OR Balancing Act</b> <u>Swim</u> (Y5/6) – Developing strokes / stamina	<u>Gymnastics</u> (Y5/6) – <b>Acrobatic Gymnastics OR Group Dynamics</b>  <u>Swim</u> (Y3/4) – Developing strokes / stamina	<u>Gymnastics</u> (Y5/6) – <b>Acrobatic Gymnastics OR Group Dynamics</b>  <u>Swim</u> (Y3/4) – Developing strokes / stamina	<u>Striking and fielding games / Net and wall games</u> Y3/4 – <b>Run The Loop OR Long/Thin/Short/Fat</b> Y5/6 – <b>Pairs Play OR On Target</b>	<u>Striking and fielding games / Net and wall games</u> Y3/4 – <b>Run The Loop OR Long/Thin/Short/Fat</b> Y5/6 – <b>Pairs Play OR On Target</b>

	Autumn		Spring		Summer	
	Year A	Year B	Year A	Year B	Year A	Year B
<p><b>Enrichment</b> – visits and visitors</p> <p>Complete across two year programme to inform future planning cycles</p>	<p>Y6/5 residential (19-21 Sept)</p> <p>YSC – Twelfth Night (3rd Oct)</p> <p>Lempen puppet theatre (10<sup>th</sup> Oct)</p> <p>KS2 visit to Oriental Museum (17<sup>th</sup>/20<sup>th</sup> Oct)</p>	<p>Y6/5 residential Sept 2017</p>				