

Pickhill and Leeming and Londonderry Long Term Plan KS2

British Values		British values running through all topics: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.					
		Autumn		Spring		Summer	
2017-2018	Topic	Evolving Earth		Arctic Explorers		Magical Me	
	Big Questions	What would the world be like if dinosaurs still roamed the land? Was life designed or developed?		How important are the polar regions to the rest of the world?		Why is health important?	
	Engagement	Hook: Trixie		Hook: Children to watch a video of the effects of climate change on the Arctic. They will then be given the task (by a real explorer from the Caitlain expedition) to explore the polar regions.		Hook: 1 st session of Couch to 5k With the support of the visitor, design a health and fitness plan.	
	Experience	Trip: Walking with dinosaurs/ Hancock museum etc...		Trip: Snozone		Trip: A sporting event (relevant at the time)	
	Intent	Purpose: Children will create a museum: exhibitions, guided tours etc		Purpose: Become an eco-warrior and host a campaign day.		Purpose: For fitness to have improved since the last time couch to 5k was completed (improved time or distance able to run). Healthy Snack.	
	NC Objectives	<p>Science + Scientific enquiry objectives</p>	<p>Evolution and Inheritance Pupils should be taught to: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Y6) identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6)</p> <p>Rocks Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3) describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3) recognise that soils are made from rocks and organic matter. (Y3)</p>	<p>Science</p> <p>States of Matter Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases (Y4) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) (Y4) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4)</p> <p>Properties and Changes of Materials Pupils should be taught to: 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 (Y5) know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Y5) use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Y5) give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Science</p> <p>Animals including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3) identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3) describe the simple functions of the basic parts of the digestive system in humans (Y4) identify the different types of teeth in humans and their simple functions (Y4) identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3) construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4) Describe the changes as humans grow to old age.: (Y5) identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Y6) recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Y6) describe the ways in which nutrients and water are transported within animals, including humans. (Y6)</p> <p>Sound Pupils should be taught to:</p>		

			<p>demonstrate that dissolving, mixing and changes of state are reversible changes (Y5)</p> <p>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. (Y5)</p>		<p>identify how sounds are made, associating some of them with something vibrating.(Y4)</p> <p>recognise that vibrations from sounds travel through a medium to the ear.(Y4)</p> <p>find patterns between the pitch of a sound and features of the object that produced it.(Y4)</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it.(Y4)</p> <p>recognise that sounds get fainter as the distance from the sound source increases.(Y4)</p>
History	<p>Developing Humans Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</p>	History	<p>Famous explorers Aims: To know and understand the achievements and follies of mankind: <i>Possibly look at famous explorers in the past!</i></p>	History	<p>History of the NHS! To understand historical concepts such as continuity and change, cause and consequence. <i>Just touch on this in this unit.</i></p>
Geography	<p>Location of dinosaur skeletons, how was the world different then? describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	Geography	<p>Where in the World? locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	Geography	<p>Map my run! use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <i>Possibly map out a route for the 5K run.</i></p>
Art	<p>Sculpture of a dinosaur Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	Art	<p>Diorama of the Arctic Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	Art	<p>Packaging design for the snack. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>
DT	<p>Design and make some shoes/clothes for a cave man! Design, Make, Evaluate, Technical knowledge (see curriculum)</p>	DT	<p>Design and make an Arctic Shelter Design, Make, Evaluate, Technical knowledge (see curriculum)</p>	DT	<p>Design, make, market and sell a healthy snack/ drink. 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</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Computing	<p>Use search engines to create a non-chronological report use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	Computing	<p>Make a map for an explorer on scratch design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	Computing	<p>Keeping safe online use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Spreadsheet for the healthy snack use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>

		RE	See North Yorkshire Syllabus		See North Yorkshire Syllabus		See North Yorkshire Syllabus
		PE	Invasion Games Outdoor and adventure Continuation of multi-skill development		Gymnastics Dance Net/wall games Outdoor and adventure Continuation of multi-skill development		Striking/fielding Games Athletics Outdoor and adventure Swimming Continuation of multi-skill development
		Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations develop an understanding of the history of music		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations Music 4 Life appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations Sports chants/songs improvise and compose music for a range of purposes using the inter-related dimensions of music
2018-2019	Topic	British History		Space (Main Topic)	India (Cultural Week)	Africa	
	Big Questions	How did the world wars shape our lives today?		Big bang or bible?	How have we helped the children of Mettupalayam?	What is life like in Africa?	
	Engagement	Hook: Re enactment of The Blitz or evacuation (use Wensleydale Railway.		Hook: Children to become Space Reporters. Watch a rocket launch	Hook: Visitor to school to talk about the children of Mettupalayam. Children asked to fundraise.	Hook: Watch The Lion King: explain to the children that they will be performing the play and it is their job to find out as much as possible about Africa.	
	Experience	Trip: Eden Camp		Trip: Centre for Life planetarium.	Trip: Cultural day/ visit to Bradford.	Trip: Alternative school production. Trip to theatre if possible	
	Intent	Children to recreate a day in the life of a WW2 evacuee. Host "A day in the life of..."		Supper with the stars: children host a space event where they teach their parents all about space.	Purpose: See the impact of the fundraising through photographs and letters to the children.	Production of the Lion King. Children to successfully and accurately produce The Lion King.	
	NC Objectives	Science + Scientific enquiry objectives	Forces and magnets: Pupils should be taught to: compare how things move on different surfaces (Y3) notice that some forces need contact between two objects, but magnetic forces can act at a	Science	Earth and Space Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Y5) describe the movement of the Moon relative to the	Science	Living things and their habitats recognise that living things can be grouped in a variety of ways (Y4) explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment(Y4) recognise that environments can change and that this can

		<p>distance (Y3)</p> <p>observe how magnets attract or repel each other and attract some materials and not others (Y3)</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Y3)</p> <p>describe magnets as having two poles (Y3)</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3)</p> <p>Electricity Pupils should be taught to: identify common appliances that run on electricity (Y4)</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Y4)</p> <p>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 (Y4)</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Y4)</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors. (Y4)</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (Y6)</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (Y6)</p> <p>use recognised symbols when representing a simple circuit in a diagram.(Y6)</p>		<p>Earth (Y5)</p> <p>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.(Y5)</p> <p>Forces Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Y5)</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Y5)</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.(Y5)</p> <p>Light Pupils should be taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		<p>sometimes pose dangers to living things. (Y4)</p> <p>Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Y5) describe the life process of reproduction in some plants and animals.(Y5)</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (Y6)</p> <p>give reasons for classifying plants and animals based on specific characteristics.(Y6)</p> <p>Plants Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)</p> <p>investigate the way in which water is transported within plants (Y3)</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.(Y3)</p>
	History	<p>World War 1 and World War 2 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>a significant turning point in British history</p>	History	<p>The history of space travel Aims: To know and understand the achievements and follies of mankind:</p>	History	<p>Benin a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
	Geography	<p>Allies and axis - which countries were on which side use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	Geography	<p>The battle to be in space: Countries around the world who have made it in to space locate the world's countries, using maps to focus on Europe (including the location of Russia) and North</p>	Geography	<p>All about Africa physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

			and South America , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Art	Blitz silhouettes Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	Art	Robert Mccall or Peter Thorpe space art Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	Art	Edward Said Tingatinga (African artist) Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
DT	Design a WW2 meal/ cake 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 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	DT	Moon buggy/ rocket design Design, Make, Evaluate, Technical knowledge (see curriculum)	DT	Costume design Design, Make, Evaluate, Technical knowledge (see curriculum)
Computing	Create a WW2 themed game select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Computing	Hour of Code Space themed programming design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Computing	Keeping safe online (stand alone) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected, ranked and be discerning in evaluating digital contents.
RE	See North Yorkshire Syllabus	RE	See North Yorkshire Syllabus	RE	See North Yorkshire Syllabus
PE	Invasion Games Outdoor and adventure Continuation of multi-skill development		Gymnastics Dance Net/wall games Outdoor and adventure Continuation of multi-skill development		Striking/fielding Games Athletics Outdoor and adventure Swimming Continuation of multi-skill development
Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations WW2 songs develop an understanding of the history of music	Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations Music 4 Life appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and	Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations African drumming improvise and compose music for a range of purposes using the inter-related dimensions of music

			musicians		
2019-2020	Topic	Egyptians KS2		Escape to the Country (our local area)	The Olympics (Japan)
	Big Questions	What can we learn from the Egyptians?		What secrets are hidden in our local area?	How has the Olympics changed over time?
	Engagement	Children to excavate a tomb		! Take the children for a walk in the local area - what can you see that you haven't noticed before?	Ask the children to complete a series of Athletics challenges. Over the next few weeks they will try to beat their personal bests.
	Experience	Hancock Museum in Newcastle		Night Forest School Regular walks and field work in the local area.	Trip to an Athletics stadium (possibly Gateshead)
	Intent	Host a presentation evening (Walk like an Egyptian)		Escape to the country (holiday programme).	Pickhill Olympics (chn to host their own mini Olympics)
	NC Objectives	<p>Science</p> <p>Forces and magnets: Pupils should be taught to: compare how things move on different surfaces (Y3)</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance (Y3)</p> <p>observe how magnets attract or repel each other and attract some materials and not others (Y3)</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Y3)</p> <p>describe magnets as having two poles (Y3)</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3)</p> <p>Electricity Pupils should be taught to: identify common appliances that run on electricity (Y4)</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Y4)</p> <p>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 (Y4)</p>	<p>Science</p> <p>+ Scientific enquiry objectives</p> <p>Living things and their habitats recognise that living things can be grouped in a variety of ways (Y4) explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment(Y4) recognise that environments can change and that this can sometimes pose dangers to living things. (Y4)</p> <p>Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Y5) describe the life process of reproduction in some plants and animals.(Y5)</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (Y6)</p> <p>give reasons for classifying plants and animals based on specific characteristics.(Y6)</p> <p>Plants Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)</p>	<p>Science</p> <p>Animals including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3) identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)</p> <p>describe the simple functions of the basic parts of the digestive system in humans (Y4) identify the different types of teeth in humans and their simple functions (Y4)</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3) construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4)</p> <p>Describe the changes as humans grow to old age.: (Y5)</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Y6)</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Y6)</p> <p>describe the ways in which nutrients and water are transported within animals, including humans. (Y6)</p> <p>Sound Pupils should be taught to: identify how sounds are made, associating some of them with</p>	

		<p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Y4)</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors. (Y4)</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (Y6)</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (Y6)</p> <p>use recognised symbols when representing a simple circuit in a diagram.(Y6)</p>	<p>investigate the way in which water is transported within plants (Y3)</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.(Y3)</p>	<p>something vibrating.(Y4)</p> <p>recognise that vibrations from sounds travel through a medium to the ear.(Y4)</p> <p>find patterns between the pitch of a sound and features of the object that produced it.(Y4)</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it.(Y4)</p> <p>recognise that sounds get fainter as the distance from the sound source increases.(Y4)</p>
	History	<p>Ancient Egypt Pupils will be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Children will look at how the locality has changed over time. A local history study: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Ancient Greece - A study of Greek life and achievements and their influence on the western world</p>
	Geography	<p>Egypt use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>	<p>Study of Pickhill name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>A Study of Japan Build on last term's work. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>
	Art	<p>Cartouche Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	<p>Landscapes of the local area (Lucy Pettway) Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	<p>Hokusai: The Great Wave Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>
	DT	<p>Design a shaduf/ bread Design, Make, Evaluate, Technical knowledge (see curriculum)</p>	<p>Shelter for a camp out Design, Make, Evaluate, Technical knowledge (see curriculum)</p>	<p>Design an energy snack for an athlete 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</p> <p>understand seasonality, and know where and how a variety of</p>

						ingredients are grown, reared, caught and processed
	Computing	Present work select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		Create a movie using IMOVIE select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		Keeping safe online (stand alone) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
	RE	See North Yorkshire Syllabus		See North Yorkshire Syllabus		See North Yorkshire Syllabus
	PE	Invasion Games Outdoor and adventure Continuation of multi-skill development		Gymnastics Dance Net/wall games Outdoor and adventure Continuation of multi-skill development		Striking/fielding Games Athletics Outdoor and adventure Swimming Continuation of multi-skill development
	Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations Egyptian Music develop an understanding of the history of musicplay		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations Music 4 Life appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations A Pickhill Anthem for the mini olympics improvise and compose music for a range of purposes using the inter-related dimensions of music
2020-2021	Topic	Rome now and then		The Vikings		Where in the World? Pirates
	Big Questions	How have the Roman's shaped our lives today?		How did the Vikings change Britain?		If a pirate was to retire to land, where would they go?
	Engagement	Arrive to school dressed as Romans.		A Viking treasure hunt looking for buried clues (archaeological dig)		Children receive a letter in a bottle from a feared pirate (asking the children to find a suitable home).
	Experience	Hadrian's Wall		Jorvik in York		Whitby
	Intent	To host a pop-up Italian Café.		To re enact a Viking invasion.		To find a suitable retirement home for feared pirate (Arabella Drummond)
	NC Objectives	Science	States of Matter Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases (Y4) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) (Y4) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4)	Science	Earth and Space Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Y5) describe the movement of the Moon relative to the Earth (Y5) 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.(Y5)	Science + Scientific enquiries objectives

		<p>Properties and Changes of Materials Pupils should be taught to: 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 (Y5)</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Y5)</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Y5)</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes (Y5)</p> <p>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. (Y5)</p>	<p>Forces (link with Earth and Space Science) Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Y5)</p> <p><i>(possibly incorporate into Victorian toys)</i> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.(Y5) Forces (when designing the ship) identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Y5)</p> <p>Light Pupils should be taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Rocks Pupils should be taught to:</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3)</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)</p> <p>recognise that soils are made from rocks and organic matter. (Y3)</p>
	History	<p>The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Britain's settlement by Anglo Saxons and Scots Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire</p>	<p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	<p>Look at the history of Whitby a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>
	Geography	<p>Compare London to Rome understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p>Link to history of how Britain has changed because of the Romans. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Using maps/ fieldwork trip/ research, the children will find the perfect place for a pirate to retire to look at somewhere to hide fleets of ships(caves), watch out for incoming enemy pirates (cliffs), find somewhere to hide precious treasure(erosion) etc. possible trade links for other pirates. Children to study Whitby. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
	Art	<p>Create a Roman Mosaic to display in the café Pupils should be taught:</p>	<p>Viking ships Pupils should be taught:</p>	<p>Landscapes of Whitby (see local artists at the time) Pupils should be taught:</p>

		to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
	DT	Italian Café 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 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Design and make a Viking Ship Design, Make, Evaluate, Technical knowledge (see curriculum)		Design and make a pirate hat for all weathers. Design, Make, Evaluate, Technical knowledge (see curriculum)
	Computing	Present work select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		Create a Viking themed game select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		Keeping safe online (stand alone) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Research on Whitby use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
	RE	See North Yorkshire Syllabus		See North Yorkshire Syllabus		See North Yorkshire Syllabus
	PE	Invasion Games Outdoor and adventure Continuation of multi-skill development		Gymnastics Dance Net/wall games Outdoor and adventure Continuation of multi-skill development		Striking/fielding Games Athletics Outdoor and adventure Swimming Continuation of multi-skill development
	Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations Roman Music develop an understanding of the history of music		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations Music 4 Life appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations Pirate sea shanties improvise and compose music for a range of purposes using the inter-related dimensions of music