

## Federation Context Plan (FCP)

				Key Stage 2			
		Year A	Year B	Year A	Year B	Year C	Year D
History	Thread	<b>Families, Famous families, changing families</b>	<b>Toys, Superheroes, Toy Story</b>				
	Detail	My family timelines; family trees; comparison of famous family tree Royal significant individuals . Events GFOL	development of toys over the last 2/3 generations; what was first toy?; favourite toys?; purpose of toys	Impact of war on people, refugees; reasons for war;	Adventures of Cpt J Cook (local link); links to trade; other explorers/explorations/trade links	Stone/Iron age inventions; Roman legacy in Britain; anglo-saxon legacy/local history; timelines	How has war developed over time? (weapons, tactics, scale, communication); key war leaders over time; timelines
Geography	Thread	<b>Families around the world</b>	<b>Seven Continents, One World</b>	Welcome to America	<b>Exploring and discovering</b>	<b>Landmarks</b>	<b>Protecting our Planet</b>
	Detail	Where do you live? Where did your family live? Look at a simple map. N E S and W (Left and right) Fieldwork and observation skills to study the geography of their school and their surrounding environment London other countries	Saints days for UK countries. Capital cities of UK countries. 7 continents and 5 oceans. (David Attenborough/recycling) Geographical similarities and differences. Toys around the world linked to continents and 5 oceans. (David Attenborough/recycling) Toys made out of plastic link	Comparison between North and South America. How would you get there?	Local study and orienteering. How does our food get here? (trade links). Link to history of the local area.	UK City Landmarks (Skara Brae, Stonehenge Piecebridge, Hadrians wall) Compare to Italy (link to Rome and history) Compare to Scandinavia	Energy sources and recycling (solid, wind farms, wave farms, land fill) Climate zones, biomes and vegetation belts.
	Unit 1:	<b>Drawing/Painting</b>	<b>Painting</b>	<b>Drawing/Painting</b>	<b>Painting and ICT</b>	<b>Painting</b>	<b>Drawing/Painting/ ICT</b>
Art and Design	Detail	A study of Pop Art portraits using the work of Andy Warhol and Roy Lichtenstein. Pupils will use images of themselves and others to create their own art work in the 'Pop Art' style, developing their drawing and painting skills.	Develop use of tone and colour mixing through appraising the work of Van Gogh. Walt Disney	A study of American female 20th Century artist Georgia O'Keeffe. Pupils will use her work as stimulus to develop their use of complementary/shades colours, using a range of paints and ICT.	A study of Leonardo Da Vinci (inventor, ink drawing, painter). Develop skills using different drawing implements, focusing on tone/texture. Link to history thread.	A study of the work of LS Lowry and local artist Barbara Lamb. Pupils will learn about developing their perspective skills and then use them to create a range of artistic works in the style of these artists, using a range of different media.	A study of Mackenzie Thorpe. Develop painting techniques, using different types of paints and tools/techniques.
	Unit 2:	<b>Drawing/Painting/Collage</b>	<b>3D/Collage</b>	<b>Sculpture</b>	<b>Textiles/ 3D work</b>	<b>Painting/ICT</b>	<b>Textiles/Drawing</b>
	Detail	A study of Pablo Picasso's cubism portrait work. Pupils will develop their skills and create artwork in the style of this famous artist.	Pupils will develop their textiles skills in order to support their D&T project on making a toy.	A study of fashion designing over the recent years. Pupils to create own item of clothing, utilising plenty of sketchbook designs/work.	A study of Aboriginal Art - link to the history thread. Develop use of 3D/textiles work/techniques.	A study of our local artist, Lucy Pittaway. Use IT and paints to experiment with the outcomes of different tools (e.g. charcoal, pencil, crayon, pastels)	Yorkshire Sculpture Park, Famous Sculptors (Richard Stainthorpe), Make own landmark. Link to outdoor schools.
Design & Technology	Design, make and evaluate projects	Mechanisms - Make your own vehicle. Structures - Challenge: who can make the tallest self-supporting structure which will support an egg (or similar).	Mechanisms - Make a toy using levers, sliders etc.. Textiles - make a fabric animal puppet.	Textiles - make a clothing accessory (link to art project) Electrical -make a circuit	Structures - How have boats changed over time? Make a wind powered boat (focus on individual designers and/or key events eg. Vasa warship)	Electrical -make a circuit Mechanical - Build your own crane using mechanisms, hinges, rollers and sliders	Structures- Investigate green industries, design an eco house. Mechanical - investigate levers and pulleys
	Cooking and Nutrition	Nutrition- understand the basics of a healthy diet, trying different recipes - building a love of food!	<b>Ready, steady, Cook!</b> Design and make a balanced cold lunch	Ready, steady, cook! Design and make a balanced meal on a budget	Ready, steady, cook! Design and make some home-made soup. Packaging (link to Harvest)	Learning about where food comes from - farm to plate.	Further learning about nutrition including specific diets.
Science		Seasonal Changes My Pets/ Animals around Everyday Materials Plants Humans Health	Uses of Everyday Materials to make toys  Animals Sea /habitats Living Things and their Habitats Africa	<b>Y3/4</b> States of Matter Animals Including Humans Living Things and Their Habitats Electricity  <b>Y5/6</b> Living Things and Their Habitats Animals including Humans Electricity	<b>Y3/4</b> Forces and Magnets Rocks Plants Light  <b>Y5/6</b> Forces Evolution and Inheritance Earth and Space	<b>Y3/4</b> States of Matter Animals Including Humans Living Things and Their Habitats Electricity  <b>Y5/6</b> Living Things and Their Habitats Animals including Humans Electricity	<b>Y3/4</b> Forces and Magnets Rocks Plants Light  <b>Y5/6</b> Forces Evolution and Inheritance Earth and Space

				Properties and Changes of Materials	Light	Properties and Changes of Materials	Light
		KS2 Half Term Unit Headings					
Physical Education	Sports Units	Multi Skills Dance Gymnastics Brilliant Ball Skills Throwing and Catching Active Athletics	Multi Skills Dance Gymnastics Brilliant Ball Skills Throwing and Catching Active Athletics	Invasion Games Dance Gymnastics Striking and Fielding Net/Wall Games Athletics	Invasion Games Dance Gymnastics Striking and Fielding Net/Wall Games Athletics	Invasion Games Dance Gymnastics Striking and Fielding Net/Wall Games Athletics	Invasion Games Dance Gymnastics Striking and Fielding Net/Wall Games Athletics
	Fitness Units	Daily Mile Skip 2B Fit Boogie Bounce Circuits Yoga Swimming	Daily Mile Skip 2B Fit Boogie Bounce Circuits Yoga Swimming	Daily Mile Skip 2B Fit Boogie Bounce Circuits Yoga Swimming	Daily Mile Skip 2B Fit Boogie Bounce Circuits Yoga Swimming	Daily Mile Skip 2B Fit Boogie Bounce Circuits Yoga Swimming	Daily Mile Skip 2B Fit Boogie Bounce Circuits Yoga Swimming
Music		What music do you hear at home? Family favourites and different genres	Classical - Listen to music that tells a story (e.g. Peter and the Wolf by Prokofiev)	Soundtracks - Listen to music from different film genres - investigate how music sets a mood	Investigate World music (e.g. Folk, indigenous etc)	Investigate a Junk Band (e.g. STOMP the musical)	Jazz - Big Band/Swing (historic and modern)
		Playground - chants and rhymes (historic and modern)	Look at the life and works of a classical composer (e.g. Prokofiev)	Film composers (e.g. John Williams - Star Wars, Harry Potter/Randy Newman - Toy Story, Bug's Life, Monsters Inc.)	Learn about a well known musician/band (World music link)	Life and works of a musical theatre composer e.g. Andrew Lloyd Webber (link to different styles of music)	Life and works of a jazz musician (e.g. Ella Fitzgerald)
		Investigating instruments, use picture and word notation to tell a familiar story e.g. 3 Little Pigs	Use instruments to play a song as a class/group.	Use instruments to perform music that sets a mood	Life of David Bowie (link to Electro Pop/digital music) Compose digital music (ICT link)	Perform their own piece of musical theatre	Compose and perform a piece of Jazz music
MFL French				<b>Year 3/4</b> Moi/Le Monstre Les Couleurs/Le Calendrier La Jungle/Les Animaux Tutti Frutti/Au Marche Vive le Sport/Le Suis le Musicien Le Meteo/a la mode	<b>Year 3/4</b> Moi/Le Monstre Les Couleurs/Le Calendrier La Jungle/Les Animaux Tutti Frutti/Au Marche Vive le Sport/Le Suis le Musicien Le Meteo/a la mode	<b>Year 3/4</b> Moi/Le Monstre Les Couleurs/Le Calendrier La Jungle/Les Animaux Tutti Frutti/Au Marche Vive le Sport/Le Suis le Musicien Le Meteo/a la mode	<b>Year 3/4</b> Moi/Le Monstre Les Couleurs/Le Calendrier La Jungle/Les Animaux Tutti Frutti/Au Marche Vive le Sport/Le Suis le Musicien Le Meteo/a la mode
				<b>Year 5/6</b> Ma Famille/Les Portraits On fait la fete/Les Cadeaux Cher Zoo/Le Carnaval Le Petit Dejeuner/Au Café Le temps libre/Tour de France A la Plage/Les Desinations	<b>Year 5/6</b> Ma Famille/Les Portraits On fait la fete/Les Cadeaux Cher Zoo/Le Carnaval Le Petit Dejeuner/Au Café Le temps libre/Tour de France A la Plage/Les Desinations	<b>Year 5/6</b> Ma Famille/Les Portraits On fait la fete/Les Cadeaux Cher Zoo/Le Carnaval Le Petit Dejeuner/Au Café Le temps libre/Tour de France A la Plage/Les Desinations	<b>Year 5/6</b> Ma Famille/Les Portraits On fait la fete/Les Cadeaux Cher Zoo/Le Carnaval Le Petit Dejeuner/Au Café Le temps libre/Tour de France A la Plage/Les Desinations
Religious Education		F5 Being special: Where do we belong 1.7 What does it mean to belong to a faith community? *faith visit	UC1.1 What do Christians believe God is like? God 1.1 Who is a Christian and what do they believe? UCF! Why is the word "God" so important to Christians?	L2.7 What does it mean to be a Christian living in Britain today?	UC2a.2 What is it like to follow God? People of God	U2.1 Why do some people believe God exists? (Christian and non-religious e.g. Humanist)	UC 2a.1 What do Christians learn from the Creation Story? UC2b.2 Creation and Science: conflicting or complementary? Creation and fall
		UC 1.3 Why does Christmas matter to Christians? Incarnation	UC F2 Why do Christians perform nativity plays? Incarnation F1 Which stories are special and why? Link to Christmas story too.	U2.4 If God is everywhere, why go to a place of worship? (Christian, Hindus and Jewish worship)	L2.5 Why are religious festivals important to religious communities? (Christians/ Hindus/ Jewish/Muslim)	UC 2b.8 What kind of king is Jesus? Kingdom of God	L2.3 Why is Jesus inspiring for some people?

	1.5 What makes some places sacred? * visit sacred places. FS link to F3 What places are special and why?	UC1.4 What is the "good news" Christians believe Jesus brings? Gospel 1.4 What can we learn from sacred books?	UC2a.3 What is the Trinity? Local area - our church and the Trinity. Incarnation	U2.3 What do religions say to us when life gets hard? (Christian and non-religious e.g. Humanist)	L2.4 Why do people pray? ( Christians, Hindus and Muslims)	UC2b.5 What would Jesus do? Gospel	
	UC F3 Why do Christians put the cross in the Easter garden? Salvation UC 1.5 Why does Easter matter to Christians? Salvation	1.6 How and why do we celebrate special and sacred times? FS link to F4 What times are special and why?	UC2a.5 Why do Christians call the day Jesus died good Friday? Include Eucharist and Salvation.	UC2b.1 What does it mean if God is holy and loving? God	UC2b.6 What did Jesus do to save Human Beings? UC2b.7What difference does the resurrection make for Christians? Salvation	L2.8 What does it mean to be a Hindu living in Britain today? * Visit a Hindu place of worship.	
	F6 What is special about our world? UC 1.2 Who made the world? Creation	1.2 Who is a Muslim and what do they believe?	U2.6 What does it mean to be a Muslim in Britain today? * Visit a Mosque, Muslim visitor.	UC2b.4 Was Jesus the Messaiah? Incarnation	UC2a.4 What kind of world did Jesus want? Gospel	UC 2a.6 For Christians, when Jesus left, what was the impact of Pentecost? Kingdom of God	
	1.3 Who is Jewish and what do they believe?	1.8 How should we care for others and the world why does it matter?	UC 2b.3 How can following God bring Freedom and justice? People of God	L2.9 What can we learn from religions about deciding what is right and wrong? (Christian and non-religious e.g. Humanist)	L2.6Why do some people think that life is a journey? What significant experiences mark this? (Christian and non-religious e.g. Humanist)	U2.5 Is it better to express your religion in art and architecture or in charity and generosity? (Christian and non-religious e.g. Humanist)	
	Programmable Toy - Bee Bot/Roamer (Barefoot Computing)	Use logical reasoning to solve coding problems (Scratch jr etc.)	<b>Y3/4</b>	<b>Y3/4</b>	<b>Y3/4</b>	<b>Y3/4</b>	
Computing	Unit 1 Coding - control a character on screen (Lightbot)	Create and debug simple programmes (e.g. using Lightbot)	Rapid Router (finding and correcting bugs in programmes)	Coding - creating a simple game (Switched on Computing)	Rapid Router (finding and correcting bugs in programmes)	Coding - creating a simple game (Switched on Computing)	
	Unit 2 Word Processing (Pupils are given the basic knowledge to use a word processor)	Using email (teach the basic skills of sending/receiving emails)	Programming an Animation (creating a short animated gif)	Coding - using repeats and procedures (Rapid Router)	Programming an Animation (creating a short animated gif)	Coding - using repeats and procedures (Rapid Router)	
	Unit 3 Finding images on the Internet (Use the basic skills required in order to search for and locate and use appropriate topic images from Internet browser)	Word Processing (Pupils ensure that they are able to independently able to utilise MS Word, using its basic functions)	ICT/Art (using Sketchable/Concepts etc. to recreate in the style of a local artist - see Art link)		Presenting the Weather (combining different types of information)	ICT/Art (using Sketchable/Concepts etc. to recreate in the style of a local artist - see Art link)	Presenting the Weather (combining different types of information)
	Unit 4 PowerPoint - Create short presentation to aid feedback to group/class about a topic.	Using the Internet to find answers (teach the effective and safe use of Internet browser)	Collecting and Analysing Data (Use Excel - to collect data, tabulate and make a usable graph, see data change)		Producing Digital Music (Music Maker Jam)	Collecting and Analysing Data (Use Excel - to collect data, tabulate and make a usable graph, see data change)	Producing Digital Music (Music Maker Jam)
	Unit 5 E-Safety - Know how to use technology safely and respectfully	E-Safety - Keep personal information private; identify where to go for help and support if they have concerns	Word Processing/Email (Pupils develop their keyboard skills and ensure they can use more advanced functions of MS Word and Outlook)		Using Sway on Office365 to present findings from other subjects/topics	Word Processing/Email (Pupils develop their keyboard skills and ensure they can use more advanced functions of MS Word and Outlook)	Using Sway on Office365 to present findings from other subjects/topics
	Unit 6		E-Safety: Be Internet Legends (Y3/4 Series 1)		E-Safety: Be Internet Legends (Y3/4 Series 2)	E-Safety: Be Internet Legends (Y3/4 Series 1)	E-Safety: Be Internet Legends (Y3/4 Series 2)
			<b>Y5/6</b>	<b>Y5/6</b>	<b>Y5/6</b>	<b>Y5/6</b>	
Unit 1			Coding/Logical Reasoning (Using logical reasoning to de-bug algorithms, using Scratch - Barefoot Computing)	Coding (Making a text-based adventure game)	Coding/Logical Reasoning (Using logical reasoning to de-bug algorithms, using Scratch - Barefoot Computing)	Coding (Making a text-based adventure game)	
Unit 2			Coding/Writing Simulations (Children view and then write simulations - Barefoot Computing)	Coding - controlling external devices (knowing that computers can control inputs and outputs)	Coding/Writing Simulations (Children view and then write simulations - Barefoot Computing)	Coding - controlling external devices (knowing that computers can control inputs and outputs)	

Unit 3		ICT/Art (using the advanced features of an art package - Sketchable/Concepts etc. to recreate work in the style of G O'Keefe)	Creating a short TV Advert (Movie Maker)	ICT/Art (using the advanced features of an art package - Sketchable/Concepts etc. to recreate work in the style of G O'Keefe)	Creating a short TV Advert (Movie Maker)
Unit 4		Use graphic Design software in order to creating and market a brand (Affinity Designer/Lunacy)	Using the advanced features of Sway to utilise a multimedia approach to presenting research	Use graphic Design software in order to creating and market a brand (Affinity Designer/Lunacy)	Using the advanced features of Sway to utilise a multimedia approach to presenting research
Unit 5		Online Collaboration - children utilise O365 collaboration tools to complete team tasks (Teams, SharePoint etc.)	Creating a Year Book - documenting their time in primary education (Publisher)	Online Collaboration - children utilise O365 collaboration tools to complete team tasks (Teams, SharePoint etc.)	Creating a Year Book - documenting their time in primary education (Publisher)
Unit 6		E-Safety: Be Internet Legends (Y5/6 Series 1)	E-Safety: Be Internet Legends (Y5/6 Series 2)	E-Safety: Be Internet Legends (Y5/6 Series 1)	E-Safety: Be Internet Legends (Y5/6 Series 2)
	<b>Year A</b>	<b>Year B</b>	<b>Year A</b>	<b>Year B</b>	<b>Year C</b>
	<b>Resilient</b>	<b>Confident</b>	<b>Resilient</b>	<b>Confident</b>	<b>Resilient</b>
	Keep on Going Who can help? Meeting the challenge	Leading others Listening to my team Keep calm and ask for help	Keep on Going Who can help? Meeting the challenge	Leading others Listening to my team Keep calm and ask for help	Keep on Going Who can help? Meeting the challenge
	<b>Inquisitive</b>	<b>Independent</b>	<b>Inquisitive</b>	<b>Independent</b>	<b>Inquisitive</b>
	An enquiring mind Investigating Exploring curiosity	Organising myself Showing initiative Taking responsibility	An enquiring mind Investigating Exploring curiosity	Organising myself Showing initiative Taking responsibility	An enquiring mind Investigating Exploring curiosity
	<b>Respectful</b>	<b>Creative</b>	<b>Respectful</b>	<b>Creative</b>	<b>Respectful</b>
	Communicating with others Knowing my audience Sharing my opinion	Experimenting with new ideas Use my imagination Expressing myself	Communicating with others Knowing my audience Sharing my opinion	Experimenting with new ideas Use my imagination Expressing myself	Communicating with others Knowing my audience Sharing my opinion
					<b>Year D</b>
					<b>Confident</b>
					Leading others Listening to my team Keep calm and ask for help
					<b>Independent</b>
					Organising myself Showing initiative Taking responsibility
					<b>Creative</b>
					Experimenting with new ideas Use my imagination Expressing myself