

Long Term Plan - Lower Key Stage 2 (Year A)

	Autumn 1 & 2 (Main Topic: Vikings)	Spring 1 (Main Topic: Volcanoes & Eruptions)	Spring 2 (Main topic: Rise of the Robots)	Summer 1 (Main Topic: Let's Rock)	Summer 2 (Local area and Plants)
English	<p><u>Stories with a familiar setting</u></p> <ul style="list-style-type: none"> Describe settings from familiar stories Use clear settings in story writing Understand the importance of settings <p><u>Newspapers</u></p> <ul style="list-style-type: none"> Identify the main features of newspaper reports Write newspaper reports linked to the Vikings 	<p><u>Adventure Stories</u></p> <ul style="list-style-type: none"> Explore the key features of adventure stories Write an adventure story <p><u>Diaries</u></p> <ul style="list-style-type: none"> Write diary entries linked to eye witness accounts of volcanic eruptions 	<p><u>Conquering the monster story</u></p> <p>The Iron Man by Ted Hughes –</p> <p><u>Non fiction Newspaper article</u> – recount of the farmers digging the enormous hole.</p>	<p><u>Historical Story</u></p> <ul style="list-style-type: none"> Explore the key features of stories which raise issues and dilemmas. Link to Stig of the Dump Proof read, draft and re-draft stories set in Stone Age <p><u>Information Texts</u></p> <ul style="list-style-type: none"> Identify how texts are organised Create information texts about the Stone Age 	<p><u>Persuasive texts</u></p> <ul style="list-style-type: none"> Using persuasive language (write a travel brochure for Guilden Morden) Understand and use key features including rhetorical questions to engage the reader <p><u>Portal story</u></p> <ul style="list-style-type: none"> Leon and the place between <p><u>Poem</u></p> <p>The Magic Box</p>
Skills	<p>I can orally rehearse a sentence or a sequence of sentences.</p> <p>I can identify how settings are used to create atmosphere</p> <p>I can compose sentences using a range of sentence structures.</p>	<p>I can write a narrative with a clear structure, setting and plot.</p> <p>I am starting to use paragraphs.</p>	<p>I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.</p> <p>I can compose sentences using a wider range of structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can infer meanings and begin to justify them with evidence from the text.</p> <p>I can comment on the use of similes in the text</p>	<p>I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I can retrieve information from non-fiction texts.</p>	<p>I can express time, place and cause by using conjunctions, adverbs and prepositions.</p> <p>I can use direct speech in my writing and punctuate it correctly.</p> <p>I can spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>I can use fronted adverbials.</p> <p>I can comment on the use of alliteration in the text</p> <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
Maths	<ul style="list-style-type: none"> Place Value and Number Addition and subtraction Multiplication and division Measurement 	<ul style="list-style-type: none"> Multiplication and division Fractions, decimals, percentages Geometry 	<ul style="list-style-type: none"> Fractions Decimals Statistics Money 	<ul style="list-style-type: none"> Multiplication and division Time 	<ul style="list-style-type: none"> Geometry – angles and 2D shapes Year 4: Statistics Year 3: Mass

	<ul style="list-style-type: none"> Using known facts and skills to solve real life problems 	<ul style="list-style-type: none"> Using known facts and skills to solve real life problems 	<ul style="list-style-type: none"> Measure 		
Skills	<p>I can add and subtract numbers with any number of digits using formal written methods.</p> <p>I can recognise the value of each digit in a 3-digit number.</p> <p>I can add and subtract mentally combinations of 1-digit and 2-digit numbers.</p> <p>I can add and subtract numbers with up to 3-digits using formal written methods.</p> <p>I can solve two step addition and subtraction problems in context.</p> <p>I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.</p>	<p>I can calculate 2-digit x 1-digit.</p> <p>I can solve problems involving multiplication.</p> <p>I understand and can count in tenths, and find the fractional value of a given set.</p> <p>I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.</p>	<p>I can recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>I can add and subtract fractions with a common denominator.</p> <p>I can measure and calculate the perimeter of a rectilinear figure in cm and m.</p> <p>I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.</p> <p>I can measure, compare, add and subtract using common metric measures.</p>	<p>I can read, write and convert between analogue and digital 12 and 24 hour times.</p> <p>I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.</p> <p>I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables</p> <p>I can recall all multiplication facts to 12 x 12.</p>	<p>I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>I know that angles are measured in degrees and can identify acute and obtuse angles.</p> <p>I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.</p>
Science	<p>Autumn 1</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things <p>Autumn 2</p> <ul style="list-style-type: none"> <u>States of Matter</u> compare and group materials together, according to whether they are solids, liquids or gases 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) 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> Understand how the properties of certain rocks make them good for use in certain jobs. Understand why rocks are not all the same. Understand that different rocks have different strengths. Understand what erosion is Know how different rocks are used around the home. To know the names of the different parts of the Earth's interior. To understand how 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series 	<p><u>Sound</u></p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Investigate the way in which water is transported within plants. Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Soils</u></p> <ul style="list-style-type: none"> Recognise that soils are

	<ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	different rocks are made	circuit some = common conductors and insulators and associate metals with being goodconductors.		made from rocks and organic material.
History	<p style="text-align: center;"><u>Vikings</u></p> <ul style="list-style-type: none"> Know when the Vikings lived Know why they invaded and settled in England Understand how they lived and what they believed in; religion, laws and justice Learn about some significant people from this time 		Topic – Robots topic planning (cross curricular)	<p style="text-align: center;"><u>Changes in Britain</u> <u>Stone Age – Iron Age</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history Identify similarities and differences between then and now. Generate questions about changes that have taken place since the Stone Age. Note connections, contrasts and trends since the Stone Age Select relevant information to answer questions about the Stone Age Understand how our knowledge of the Stone Age is constructed from a range of sources. 	
Skills	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can explain some of the times when Britain has been invaded.</p>		<p>I can explain how an event from the past has shaped our life today.</p> <p>I can use my mathematical knowledge to work out how long ago events happened.</p>	<p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>I can use research skills to find answers to specific historical questions.</p> <p>I can research in order to find similarities and differences between two or more periods of history.</p>	

Geography	<p><u>The Vikings and their impact on Britain</u></p> <ul style="list-style-type: none"> • Use maps, atlases and globes to locate countries and cities. • Understand and map the journey taken by the Vikings to Britain. 	<p><u>Volcanoes</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of volcanoes • Use maps, atlases, globes and computer mapping to locate volcanoes of the world • Begin to understand how tectonic plates work • Understand what happens when a volcano erupts and why this happens 			<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to name and locate counties and cities of the UK and relate these places to Guilden Morden and Cambridge. • To identify the similarities and differences between Guilden Morden, Cambridge and other places in the UK, Europe and the world. • To complete a local study looking at physical and human geography of Guilden Morden.
Skills	I can use an atlas by using the index to find places.	<p>I can describe how volcanoes are created.</p> <p>I can locate and name some of the world's most famous volcanoes.</p> <p>I can describe how earthquakes are created.</p>			<p>I can explain why people may choose to live in one place rather than another.</p> <p>I can carry out research to discover features of villages, towns or cities.</p> <p>I can find at least six cities in the UK on a map.</p> <p>I can use grid references on a map.</p>
D & T	<p><u>Making Viking Longboats</u></p> <ul style="list-style-type: none"> • Use, research and develop design criteria to inform the design of Viking longboats • Select from and use a wider range of tools and equipment to perform practical tasks accurately • Evaluate their ideas and finished model 	<p><u>Making a volcano</u></p> <p>Design and make an erupting volcano</p>	<p><u>Designing and creating robots</u></p> <ul style="list-style-type: none"> • Design a robot including electrical circuit • Make a robot selecting appropriate tools and equipment • Evaluate ideas and success of project 	<p><u>Make rock buns/bread</u></p> <ul style="list-style-type: none"> • Understand what is meant by a healthy, varied diet. • Prepare and cook stone age flat bread and modern bread • Understand the importance of hygiene, nutrition and safety. 	Making props and scenery for the school play. Link to rainforests (school trip)
Skills	I can use ideas from other people when I am designing.	I can evaluate and suggest improvements for my designs.	I can produce a plan and explain it. I can evaluate and suggest	I know how to be both hygienic and safe when using food.	I can evaluate and suggest improvements for my designs.

			improvements for my designs. I can persevere and adapt my work when my original ideas do not work.			
Computing	Class Democracy Young coders	E- safety - ACE	<ul style="list-style-type: none"> Robots 	<ul style="list-style-type: none"> Making games We built this city 		
Art	Leaf printing	<u>Study of Indian Artist</u> <ul style="list-style-type: none"> To learn about Manjay Ray – Indian artist Study of work portraits and abstract art work To improve mastery of art including drawing and painting. 	<u>Eric Joyner</u> Creating artwork inspired by Eric Joyner Chalk drawings of The Iron Man	Cave art Clay model replica of stone age lion head	Sketching plants, buildings, and the local area. Painting a landscape based on Gainsborough Mr and Mrs Andrews	
Skills	I can print onto different materials using at least four colours.	I can experiment with the styles used by other artists.	I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms in movement.	I can sculpt clay and other mouldable materials.	I can experiment with the styles used by other artists.	
Music	<u>Autumn 1</u> Play musical instruments <ul style="list-style-type: none"> Compose and perform – using the pentatonic scale Listen and respond to music 	<u>Autumn 2</u> Learn and perform songs and carols for the Christmas production	<ul style="list-style-type: none"> Improvise and compose music using pitched and un-pitched instruments 	<ul style="list-style-type: none"> Explore and research different composers – William Bird Explore and research the '10pieces' of classical music 	Use and understand musical notation <ul style="list-style-type: none"> Write and compose music using simple musical notations 	<ul style="list-style-type: none"> Listen to music from different traditions, countries and cultures Singing for school play

	<p>using musical vocabulary</p> <ul style="list-style-type: none"> • Make comparisons between Rock Music and Classical 					
PE	<p>Autumn 1</p> <p>Year 3</p> <ul style="list-style-type: none"> • Invasion games • Gymnastics • Dance <p>Year 4</p> <ul style="list-style-type: none"> • Invasion games • Swimming • Dance 	<p>Autumn 2</p> <p>Year 3</p> <ul style="list-style-type: none"> • Gymnastics • Dance <p>Year 4</p> <ul style="list-style-type: none"> • Dance • Swimming 	<p>Year 3</p> <ul style="list-style-type: none"> • Dance • Gymnastics <p>Year 4</p> <ul style="list-style-type: none"> • Gymnastics • Swimming 	<p>Year 3</p> <ul style="list-style-type: none"> • Netball • Dance <p>Year 4</p> <ul style="list-style-type: none"> • Netball • Dance 	<p>Year 3</p> <ul style="list-style-type: none"> • Striking and Fielding • Athletics <p>Year 4</p> <ul style="list-style-type: none"> • Striking and Fielding • Swimming 	<p>Year 3</p> <ul style="list-style-type: none"> • Striking and Fielding • Athletics <p>Year 4</p> <ul style="list-style-type: none"> • Athletics • Swimming
RE	<p>Why is prayer important to Muslims? CASfRE 2018 -2023 Exemplar 1</p>	<p>Incarnation/God 2A.3 What is the Trinity? (Understanding Christianity)</p>	<p>People of God 2B.3 How can following God bring freedom and justice? (Understanding Christianity)</p>	<p>Salvation 1.5 Why does Easter matter to Christians? (Understanding Christianity)</p>	<p>Sacred Texts - What are the Major religions sacred texts and what moral guidance do sacred texts provide?</p>	<p>People of God 2A.2 What is it like to follow God? (Understanding Christianity)</p>
Languages	<ul style="list-style-type: none"> • Greetings – how are you? My name is...etc • Numbers 		<ul style="list-style-type: none"> • Learn numbers (up to 50), days of the week and months of the year] Learn and use colours to describe different objects 	<ul style="list-style-type: none"> • Days of the week, months of the years. – Mercedes to teach Spanish 	<ul style="list-style-type: none"> • Grammar – masculine and feminine 	<p>Grammar and simple phrases</p>
PSHCE	<p>Citizenship: Rights, Rules and Responsibilities</p>	<p>Conflict resolution</p>	<p>Economic Wellbeing: Financial Capacity</p>	<p>Healthy and Safer Lifestyles: Personal Safety</p>	<p>Healthy and Safer Lifestyles: Drug Education / Sex and Relationships Education</p>	<p>Myself and My Relationships: Managing Change</p>