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| **Lower KS2****Year B** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| There's No Place Like Home | Healthy Humans | Rock and Roll! | The Iron Man | What the Romans Did For Us | How Does Your Garden Grow? |
| **Lead Subjects** | **Geography** | **Science** | **Science** | **Design and Technology** | **History** | **Science** |
| The region where I live (UK); OS mapwork plus fieldwork in the local area | Nutrition, diet and movement and the skeleton | Rocks and fossils | Mechanical systems - levers and linkages | Roman Britain | Plants - functions or parts and plant growth |
| **History** | **Design and Technology** | **History** | **Science** | **Geography** | **Design and Technology** |
| Local history | Food - simple dish - the eatwell plate | Ancient Britain - Stonehenge | Forces and magnets | A region in the UK - Lake District | Structures - shell/frame structures and strengthening |
|  | **Art and Design** | **Geography** | **Music** | **Art and Design** |  |
|  | 3D clay or textile sculpture | Key aspects of volcanoes and earthquakes | Performing - practise, rehearse and present a performance | Painting on plaster, mosaics and digital mosaics |  |
|  | **Music** | **Art and Design** |  | **Physical Education** |  |
|  | Creating - experiment with and create musical patterns for dance | Observational drawing of fossils developed into print |  | Games - performing in an athletic event (Gladiator games) |  |
| **Additional Subjects** | **PSHE** | **Physical Education** | **Music** | **Art and Design** | **Music** | **Art and Design** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| IT - movies / multimedia | CS - programming / computational thinking | IT / DL - digital research | CS - programming / hardware | DL / CS - communication and collaboration / networking | IT - presenting information |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Folk TalesRecount: biographies | FablesPoems with a structurePersuasion: letters | Story as a themePoems on a themeDiscussion | Novel as a themeRecount: diaries | PlayscriptsNon-chronological reports | Classic poetryMystery / Adventure / Fantasy storiesExplanations |
| **Ongoing** | **Science** | **Physical Education** | **eSafety** | **English** |
| Standalone unit on light - shadows and reflections | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |

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| **Lower KS2 Year A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Sparks Might Fly! | The Great Plague | The Art of Food | Passport to Europe | Water, Water Everywhere | Hunted |
| **Lead Subjects** | **Science** | **History** | **Science** | **Geography** | **Science** | **Science** |
| Electricity - series circuits, switches, conductors, insulators | A theme in British history beyond 1066 - The Great Plague of 1665 | Teeth and the digestive system | Contrasting region in a European country | States of matter | Habitats - grouping and classifying plants and animals |
| **Design and Technology** | **Geography** | **Art and Design** | **Design and Technology** | **Geography** | **Design and Technology** |
| ICT and electrical systems - control and electrical components | Rubbish and recycling - environmental study | Drawing and painting of still life into 3D sculpture | Textiles - seams, stiffening and strengthening, materials and fastenings | Key aspects of rivers | Food - simple savoury food and cooking techniques |
| **Music** | **Art and Design** |  | **Music** | **History** |  |
| Creating - explore, choose, combine and organise musical ideas using an electronic sound source | Drawing developed into printmaking, rotating and translating images |  | Listening to music from different cultures; experience how music is produced in different ways | Ancient Egypt (including the River Nile) |  |
|  |  |  |  | **Art and Design** |  |
|  |  |  |  | Abstract painting; relief paintings, large and small scale with texture |  |
| **Additional Subjects** | **PSHE** |  |  | **Art and Design** | **Music** | **Art and Design** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| CS - programming / hardware | IT - data handling | IT- graphics and images / modelling and simulation | IT - sound / multimedia | IT / DL - digital research | CS - computational thinking |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Stories with fantasy settingsExplanationsFilm and playscripts | Fairy talesClassic poetryRecount: newspapers | Stories with issues and dilemmasPersuasion  | Novel as a themeNon-chronological reports | Stories with a themePoems with a structure Information booklets | Folk talesDebatePoems on a theme (optional) |
| **Ongoing** | **Science** | **Physical Education** | **eSafety** | **English** |
| Standalone unit on sound | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |