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| **Upper KS2 Year A** | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
| A Kingdom United | Food, Glorious Food! | | Earthlings | Inventors and Inventions | | Amazon Adventure | | Faster, Higher, Stronger |
| **Lead Subjects** | **Geography** | **Geography** | | **Science** | **History** | | **Geography** | | **History** |
| UK cities, counties and key features - research | World food - where does food come from? | | Earth and space | Early Islamic civilization - Baghdad c AD900 | | Contrasting region - Amazon Basin, rainforest, biomes | | Ancient Greece (including sport) |
| **Music** | **Design and Technology** | | **Music** | **Design and Technology** | | **Science** | | **Science** |
| Listening to and performing a range of music from around the UK including anthems | Food - food from another culture, variety of cooking techniques | | Listening to high quality recorded music and how musical elements can be used to create effects, i.e. film music | Mechanical systems - cams, pulleys and gears | | Life cycle changes in animals and plants; naturalists (e.g. David Attenborough) | | Animals including humans - growth and development of humans PLUS exercise and the circulatory system |
| **History** | **Science** | | **Art and Design** | **Science** | | **Design and Technology** | | **Art and Design** |
| Britain’s settlement by Anglo-Saxons and Scots (including place names) | Materials - reversible and irreversible changes | | Drawing and painting developed into abstract textured paintings | Forces and falling objects | | 3D Textiles - using gussets, using patterns, joining with seam allowance, combining fabrics | | Figure drawing developed into 3D sculpture |
| **Physical Education** |  | |  |  | | **Art and Design** | | **Music** |
| Dance - perform a traditional dance from the UK or beyond |  | |  |  | | Painting developed into printmaking/collage and digital art | | Creating - improvise, develop and perform rhythmic compositions using graphic notation |
| **Additional Subjects** | **PSHE** | **Art and Design** | |  | **Music** | | **Music** | | **Physical Education** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** | | | | | | | | |
| IT - data handling | DL / CS - collaboration / networking | | IT - modelling | CS - programming / computational thinking | | IT - multimedia | | CS - programming |
| **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** | | | | | | | | |
| Legends  Persuasion | Stories with historical settings  Film and play scripts  Classic narrative poetry | | Science fiction stories  Information booklets  Poems with a structure | Novel as a theme  Magazine: information text hybrid | | Stories from other cultures  Debate | | Myths  Reports  Poems with figurative language |
| **Ongoing** | **Science** | | **Physical Education** | | | **eSafety** | | **English** | |
| Standalone unit on material properties - comparative / fair tests of everyday materials. This could be a theme for a science week over four or five afternoons. | | 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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| **Upper KS2 Year B** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| Survival! | Britten's Got Talent? | Heroes and Villains | | Super Sleuth | Oh! I Do Like To Be Beside The Seaside | | |
| **Lead Subjects** | **Science** | **Music** | **Science** | | **Science** | **Design and Technology** | | |
| Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits | Understanding of the history of music, including Britten; performing - A New Year Carol by Britten | Famous scientists and their contributions to the world | | Classification including subdivisions for vertebrates and invertebrates | Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control | | |
| **Physical Education** | **Physical Education** | **Design and Technology** | | **History** | **History** | | |
| Evolution of dance - create and perform dance pieces from a range of dance crazes | Dance - create and perform a collaborative or individual dance piece | Food - chefs, food heroes, designing a healthy menu/eatwell plate | | Viking and Anglo-Saxon struggle for the Kingdom of England | Aspect of British history beyond 1066 - leisure and entertainment | | |
| **Art and Design** | **Science** |  | |  | **Art and Design** | | |
| Drawing and painting developed into digital art; developing sketchbook ideas | Light - exploring the way light behaves including light sources, reflection, shadows |  | |  | Drawing and painting developed into collage / batik / felt making | | |
| **Geography** | **Art and Design** |  | |  | **Music** | | |
| World’s countries and key features - research | Painting inspired by music |  | |  | Creating - explore, choose and organise musical structures, e.g. composing a rap | | |
|  |  |  | |  | **Geography** | | |
|  |  |  | |  | Human geography, land use, economic activity, OS mapwork | | |
|  |  |  | |  | **Science** | | |
|  |  |  | |  | Electricity | | |
| **Additional Subjects** | **PSHE** |  | **Art and Design** | | **Music** |  | | |
|  |  | **Music** | |  |  | |  |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** | | | | | | | |
| IT / DL - digital research | IT - multimedia | CS - computational thinking | | IT / CS / DL - digital research, communication and collaboration / networking | CS - programming / computational thinking / hardware | | |
| **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** | | | | | | | |
| Novel as a theme  Biography | Classic fiction  Poetry – Songs and Lyrics  Persuasion: A Formal Review | Older literature  Information text hybrid  Poems with imagery | | Detective / crime fiction  Explanations | Short stories with flashbacks  Discussion and debate  Classic narrative poetry | | Novel as a theme  Recount: autobiography  Poems on a theme |
| **Ongoing** | **Physical Education** | | | **eSafety** | | | **English** | |
| 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. | |