

# CAMBLESFORTH PRIMARY

# LKS2 Long Term Plan

# 2 Year Rolling Programme

Science	Design & Technology	History	Geography	Computing	RE	Art & Design	Music	Citizenship	PE	French
<p>*Recognise why it is important to collect data to answer questions. Suggest questions that can be tested.</p> <p>*Put forward ideas about testing and make predictions.</p> <p>*With help, consider what constitutes a fair test.</p> <p>*Make relevant observations and comparisons.</p> <p>*Make measurements of temperature, time and force as well as measurements of length.</p> <p>* Begin to think about why measurements of length should be repeated.</p> <p>*With help, carry out a fair test recognising and explaining why it is fair.</p> <p>*Explain what the evidence shows in a scientific way and whether it supports predictions. Suggest improvements in their work.</p>	<p>*Use research to develop design criteria that are fit for purpose. Disassemble products and describe in detail their functions.</p> <p>*Use annotated sketches, cross-sectional, exploded diagrams and increasingly complex prototypes. Support discussions about ideas, plans and designs with relevant information.</p> <p>*Select from and use a wide range of materials and components according to both functional and aesthetic qualities. Select and use tools and equipment to measure, mark out and shape materials and components.</p> <p>*Use a hack saw and bench hook safely. Insert paper fasteners for card linkages. *Make increasingly complex paper models, mock-ups and templates. Select the most effective finish to enhance the appearance of a product. Follow procedures for safety and hygiene.</p> <p>*Investigate and begin to analyse a range of existing products. Use knowledge of similarities and differences between products with the same function to support identification of most effective product.</p> <p>* Evaluate ideas and products against own design criteria, taking into account the views of others.</p>	<p>*Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>*Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>*Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>*Construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>*Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America.</p> <p>*Understand the location and characteristics of a range of the world most significant human and physical features.</p> <p>*Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<ul style="list-style-type: none"> <li>Use technology safely</li> <li>Recognise common uses of information technology beyond school</li> </ul>	<p>*Begin to describe what a believer might learn from a religious story. Start to describe some of the things that are the same and different for religious people.</p> <p>*Use religious words related to the topic to describe some of the different ways in which people show their beliefs.</p> <p>*Begin to compare some of the things that influence me with those that influence other people.</p> <p>*Start to ask important questions about life and compare my ideas with those of other people. *Link things that are important to me and other people with the way I think and behave</p>	<p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas. Sketch collection of observational drawings and ideas using line, tone, texture, and shading. Draw accurately from observation Draw from imagination and memory. Draw lines of different sizes and thicknesses. Colour neatly following the lines. Experiment with grip to assist drawing styles.</p>	<p><a href="#">See seperate plan</a></p>	<p>*Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice</p> <p>*Show understanding of values, for example honesty, tolerance, respect and concern for others.</p> <p>*Talk and write about their opinions explaining their views Ask and respond to questions and listen to the view of others</p> <p>*Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices</p>	<ul style="list-style-type: none"> <li>See seperate plan</li> </ul>	<p>*Listen to and respond with phrases and simple sentences.</p> <p>* Identify sounds and spell simple words.</p> <p>*Ask and respond to questions about what is heard and said.</p> <p>*Construct and pronounce phrases and simple sentences.</p> <p>*Read and pronounce simple sentences accurately.</p> <p>* Describe events using simple sentences.</p> <p>* Identify words that are masculine, feminine or neutral.</p>

	2019-2020			2020-2021		
	Cycle 1	Cycle 2	Cycle 3	Cycle 1	Cycle 2	Cycle 3
EBOR Values	<b>Excellence</b>					
	<b>Belonging</b>	<b>Respect</b>	<b>Opportunities</b>	<b>Belonging</b>	<b>Respect</b>	<b>Opportunities</b>
Frist Hand experiences						
Theme -	<b>Near and far Key driver - Geography</b>	<b>Up, up and away! Key Driver - Science</b>	<b>I've got the power Key Driver - Science</b>			
Science	Animals, including humans	Earth and space	Light/Sound/electricity	States and Matter	Rocks All living things	All living things Plants
History	<p>Early civilizations</p> <ul style="list-style-type: none"> <li>Early Islamic civilisations                             <ul style="list-style-type: none"> <li>Mayans</li> <li>Egyptians</li> </ul> </li> <li>Bronze age - Indus valley</li> <li>China - shang dynasty                             <ul style="list-style-type: none"> <li>Skara brae</li> <li>French link</li> </ul> </li> </ul>	<p>Local history study</p> <p>Vikings (York pre 1066)</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>Trogen war</li> <li>Greek myhtology</li> <li>Democracy (athens)                             <ul style="list-style-type: none"> <li>Money</li> <li>Pythagoras</li> <li>Plato</li> </ul> </li> <li>Alexander the great</li> <li>Olympic games</li> <li>Rule of law</li> </ul>	<p>Local history study</p> <ul style="list-style-type: none"> <li>Anglo saxons (check how if possible)</li> </ul>	<p>Study of aspect or theme in British history since 1066</p> <ul style="list-style-type: none"> <li>Middle ages (black death)                             <ul style="list-style-type: none"> <li>Tudors</li> </ul> </li> <li>Great fire of London</li> <li>Georgians/Empire and sea power</li> <li>Victorians (industrial revolution)                             <ul style="list-style-type: none"> <li>Edwardians</li> <li>WW1 WW2</li> </ul> </li> </ul>	Romans
Geog	Place knowledge	Human and physical geography	Location knowledge – Europe, North and South America	Location knowledge – counties and cities UK	Location knowledge – latitude, longitude, equator, hemispheres etc.	Geographical skills and fieldwork
Computing	Computer networks Search technology Chromebook Skills / Understanding internet	E Safety (Staying private)	Use technology safely. (Presentation skills)	Chromebook Skills / Understanding internet	E Safety (Internet uses - Networking)	Using technology effectively. (Film / radio making)
D & T	Pulleys and gears	Sliders and levers	Wheels and axles	Textiles	Food	Structures
Art & Design	Drawing Painting	Textiles	Sculptures	Drawing Painting	Sculptures	Textiles

RE	Christianity The Nativity Story	Judaism Good Friday	Islam Beliefs in action in the world	Buddhism Who was Jesus?	Pilgrimages People of Faith/Inspirational people	Food and Fasting Diversity, tolerance and respect
French						
British Values	Week focus - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Democracy, rule of law, individual liberty	Week focus - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Democracy, rule of law, individual liberty
PSHE						
Music	<i>Cycle 1a</i> Joining in Moving to the Beat Sea Shanties Echo + Call & Response songs	<i>Cycle 2a</i> High voice Moving to the Beat / Folk dances Rhythm syllables (ta titi, too, rest)	<i>Cycle 3a</i> Hand drums / untuned percussion Playing on the Beat Singing Rascals songs	<i>Cycle 1a</i> Voice confidence Sea Shanties Echo + Call & Response songs	<i>Cycle 2a</i> High voice '2 time' - Metre / Time Signature Rhythm syllables (syncopa / tikati) Folk dances	<i>Cycle 3a</i> Tuned percussion Singing Rascals songs Playing in time
	<i>Cycle 1b</i> Voice confidence Loud and Quiet Solfa + Chroma colours (do re mi so) Christmas songs	<i>Cycle 2b</i> Singing independently Folk dances Pre-notation (drawing rhythm) High and Low sounds	<i>Cycle 3b</i> Instruments 1 - String family Singing Rascals songs	<i>Cycle 1b</i> Singing like a leader Solfa + Chroma colours (do re mi so la high-do) Christmas songs	<i>Cycle 2b</i> Singing independently Rounds and Canons Tempo - Fast and Slow Folk dances	<i>Cycle 3b</i> Tuned percussion Singing Rascals songs Sing and play Instruments 2 - Percussion Family
PE	Football Tag Rugby Sportshall Athletics	Dance/Gymnastics Handball	Kwik Cricket Athletics/Quadkids Tennis	Football Tag Rugby Sportshall Athletics	Dance/Gymnastics Handball	Kwik Cricket Athletics/Quadkids Tennis

<b>Learning Through Weeks</b>	BRITISH VALUES	SCIENCE & ENGINEERING WEEK	LEARNING THROUGH SPORT	BRITISH VALUES	SCIENCE & ENGINEERING WEEK	LEARNING THROUGH SPORT
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**Literacy**

<b>KS2</b>	<ul style="list-style-type: none"> <li>Adventure stories</li> <li>Non chronological reports</li> <li>Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>Issue and dilemma</li> <li>Advert</li> <li>Imaginary worlds</li> </ul>	<ul style="list-style-type: none"> <li>Myths</li> <li>Performance/play script</li> <li>Recap genres</li> </ul>	•	•	•
Suggested texts						

**Mathematics**

	<b>Year 1</b> Number: Place value Number: Addition and subtraction Geometry and Shape <b>Year 2</b> Number: Place value Number: Addition and subtraction Measures: Length and mass Graphs Number: Multiplication and division	<b>Year 1</b> Time Number: Place value Measures: Length and Height Number: Times and Divide Number: Fractions <b>Year 2</b> Measures: Money Geometry: Properties of shape Number: Fractions	<b>Year 1</b> Number: Addition and subtraction Measures: Money Measures: Weight and volume <b>Year 2</b> Measures: Time Measures: Capacity, volume and temperature	<b>Year 1</b> Number: Place value Number: Addition and subtraction Geometry and Shape <b>Year 2</b> Number: Place value Number: Addition and subtraction Measures: Length and mass Graphs Number: Multiplication and division	<b>Year 1</b> Time Number: Place value Measures: Length and Height Number: Times and Divide Number: Fractions <b>Year 2</b> Measures: Money Geometry: Properties of shape Number: Fractions	<b>Year 1</b> Number: Addition and subtraction Measures: Money Measures: Weight and volume <b>Year 2</b> Measures: Time Measures: Capacity, volume and temperature
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