North Cerney CofE Primary Academy – Long Term Planning Overview KS2 Year A and B

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| Year A | T1 | T2 | T3 | T4 | T5 | T6 |
| Topic | Why should the rainforests be important to us all? | Who were the Mayans and what have we learnt from them? | Mountains Contrast South America, Europe, UK | From Stone age man to William the Conqueror | From Stone age man to William the Conqueror | To be or not to be |
| Humanities G/H | Geography | History | Geography | History | History | History |
| English | Classic Fiction  Poetry - imagery | Stories by the same author  Non-chronological reports | Stories from other cultures  Instructional writing  Shape poems | Stories with familiar settings  Recounts | Explanatory texts  Persuasive writing  Performance poetry | Drama – Shakespeare  Discursive writing – discussion and debate |
| Maths Y3/4 | Place value  Addition and Subtraction  Multiplication and division | | Multiplication and division  Length, perimeter and area  Fractions and decimals | | Money  Statistics  Time  Shape  Mass and capacity  Position and direction | |
| Maths Y5/6 | Place value  Addition and Subtraction  Multiplication and division  Statistics  Perimeter, area and volume | | Fractions, decimals and percentages  Algebra and ratio | | Converting units  Position and direction  Shape  Investigations | |
| Science Y3/4 | Opposites attract (Magnets) Y3/4 | Looking at states (States of matter) Y3/4 | What’s that sound? (Sound) Y3/4 | Teeth and Eating (Animals including humans) Y3/4 | Living things, (living things and their habitats) Y3/4 | Mirror, mirror (light) Y3/4 |
| Science Y5/6 | Let’s get moving (Forces) Y5/6 | Material World (Properties and changes of materials) Y5/6 | Super Science topic: We are super scientists Y5/6 | Staying Alive (Animals including humans) Y5/6 | Circle of life (Living things and their habitats) Y5/6 | Let it shine (light) Y5/6 |
| Computing Y3/4 | Word Processing | Espresso Coding Unit 3A – Y3  Espresso Coding Unit 4A – Y4 | Using the internet and e-safety | Espresso Coding Unit 3B – Y3  Espresso Coding Unit 4B – Y4 | Drawing and Desktop Publishing | Purple Mash |
| Computing Y5/6 | Website Design and e-safety | Espresso Coding Unit 5A – Y5  Espresso Coding Unit 6A – Y6 | Word processing and Presentations | Espresso Coding Unit 5B – Y5  Espresso Coding Unit 6B – Y6 | Spreadsheets | Purple Mash |
| ART/DT | Cookery Skills  ART - drawing | DT - construction | Cookery Skills  ART -sculpture | DT – mechanics | Cookery Skills  ART -print | DT - computing |
| PE/dance | Multi Skills  Tag Rugby | Tchuckball  Netball | Dance  Gymnastics | Handball  Team Building | Cricket  Lacrosse | Athletics  Rounders |
| Music Y3-6  Express Units | Composing  Environment  communicating | Beat  Building  Time | Sounds  In the past | Performing Poetry  Food and drink | Pitch  Around the World | Structure  Recycling  Ancient Worlds |
| PSHE  (Y3/5 Units) | Our Happy School  (New Beginnings) | Out and About  (Getting On & Falling Out / Say No to Bullying) | Looking Forward  (Going for Goals) | My Friends and Family  (Relationships) | Healthy Bodies, Healthy Minds  (Good to be Me) | Ready, Steady, Go  (Changes) |
| RE Y3/4 | L2.7 What do Hindus believe God is like? | L2.3 What is the ‘Trinity’ and why is it important for Christians? Christmas | L2.8 What does it mean to be a Hindu in Britain today? | L2.5 Why do Christians call the day Jesus died ‘Good Friday’? | L2.6 For Christians, what was the impact of Pentecost? | L2.11 How and why do people mark the significant events of life? |
| RE Y5/6 | U2.7 Why do Hindus want to be good? | U2.2 Creation & Science – Conflicting or Complementary? | U2.5 What do Christians believe Jesus did to ‘save’ people? Easter | U2.6 For Christians, what kind of king is Jesus? | U2.12 How does faith help people when life gets hard? |  |
| MFL French Y3/4 | Revision of colours  Parts of the face  Parts of the body | Zoo animals | Adjectives (grand, petit and colours) | Verb – Etre  My family  pets | Verb – Avoir  Hobbies | Leisure activities |
| MFL French Y5/6 | In the classroom  Routines and objects  “As-tu…?”  Conversation | Clothing  Giving opinions  Family  Translation of French text | Translation of French text | Occupations  “My ideal house” | Holidays  Transport | Accommodation  “we are going…” |

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| Year B | T1 | T2 | T3 | T4 | T5 | T6 |
| Topic | How did the Victorian period help to shape the world we know today? | What makes the Earth angry? | How did the Battle of Britain change WW2? | How did the Battle of Britain change WW2? | Africa | Egyptians |
| Humanities G/H | History | Geography | History | History | Geography | History |
| English | Stories in historical settings  Biography/ autobiography  Persuasive letters  Traditional poetry | Adventure stories  Explanatory texts  recounts | Science-Fiction genre  Argument / debate  Biography / autobiography  Poetry by heart | Persuasive Writing  Letters  Information texts | Stories from other Cultures  Non-chronological reports  Performance poetry | Myths  Information writing  Instructions and explanation  Biography / autobiography |
| Maths Y3/4 | Place value  Addition and Subtraction  Multiplication and division | | Multiplication and division  Length, perimeter and area  Fractions and decimals | | Money  Statistics  Time  Shape  Mass and capacity  Position and direction | |
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| Science Y3/4 | Power it up (Electricity) 4 | Earth Rocks (Rocks) 3 | Super Science Topic: We are astronauts 3 | Super Science Topic: Bubbles 4 | How does your garden grow? (Plants) 3 | Food and our Bodies (Animals including humans) 3 |
| Science Y5/6 | Electrifying (Electricity) 6 | Super Science Topic: We are dinosaur hunters 6 | Out of this world (Earth and space) 5 | We’re evolving (Evolution and inheritance) 6 | Classifying Critters (living things and their habitants) 6 | Growing pains (Animals including humans) 5 |
| Computing Y3/4 | Using the internet and esafety | Espresso Coding Unit 3A – Y3  Espresso Coding Unit 4A – Y4 | Presentation Skills | Espresso Coding Unit 3B – Y3  Espresso Coding Unit 4B – Y4 | Photo stories | Digital Media – link to art |
| Computing Y5/6 | Using the internet and e-safety | Espresso Coding Unit 5A – Y5  Espresso Coding Unit 6A – Y6 | Radio Station | Espresso Coding Unit 5B – Y5  Espresso Coding Unit 6B – Y6 | Film Making | Digital Media – link to art |
| ART/DT | Cookery Skills  ART -famous Artist | DT -textiles stitching | Cookery Skills  ART - painting | DT – electricals | Cookery Skills  ART -collage | DT -Materials |
| PE/dance | Multi Skills  Tag Rugby | Handball  Netball | Dance  Gymnastics | Tchuckball  Team Building | Cricket  Lacrosse | Athletics  Rounders |
| Music Y3-6  Music Express | Y5 - Cyclic patterns | Journey into Space  Exploring listening.  Y5 Autumn 2 Solar system | Exploring beat  Keeping Healthy | Exploring Structure  Life Cycles. | Exploring composition  Y5 – Summer 1 unit | Exploring performance  Y5 – Summer 2 unit |
| PSHE  (Y4/Y6 Units) | Our Happy School  (New Beginnings) | Out and About  (Getting On & Falling Out / Say No to Bullying) | Looking Forward  (Going for Goals) | My Friends and Family  (Relationships) | Healthy Bodies, Healthy Minds  (Good to be Me) | Ready, Steady, Go  (Changes) |
| RE Y3/4 | L2.1 What do Christians learn from the creation story? | L2.10 How do festivals and family life show what matters to Jewish people? | L2.2 What is it like for someone to follow God? | L2.9 How do festivals and worship show what matters to a Muslim? | L2.4 What kind of world did Jesus want? | L2.12 How and why do people try to make the world a better place? |
| RE Y5/6 | U2.8 What does it mean to be a Muslim in Britain today? | U2.3 Why do Christians believe Jesus was the Messiah? Christmas | U2.1 What does it mean if Christians believe God is holy and loving? | U2.9 Why is the Torah so important to Jewish people? | U2.4 How do Christians decide how to live? ‘What would Jesus do?’ | U2.11 Why do some people believe in God and some people not? OR |
| MFL French Y3/4 | Numbers to 10  Greetings | Asking and answering questions eg  -Age  -Name | Asking and answering questions eg  -school  -home | Colours  Fruit | Months of the year | Days of the week |
| MFL French  Y5/6 | The French high street/ buildings  Directions (asking and giving) | Revise days of week and months of year  French Christmas Carol and Christmas vocabulary | Numbers 0-50 | Food  Breakfast  Recipes | Saying the date  Weather | Seasons |