

2023-24 KS2 non-core long term plan

	Autumn terms Rocking and rolling	Spring terms Once upon a magic	Summer terms The Greeks and the Olympics
Science	<p>Rocks Y3 PoS</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter <p>Evolution and inheritance Y6 PoS</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Electricity Y4 PoS</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, including cells, wires, bulbs, switches and buzzers 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 circuit recognise some common conductors and insulators, and associate metals with being good conductors <p>Y6 PoS</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram 	<p>Animals including humans Y3 PoS</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Y4 PoS</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey <p>Y6 PoS</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans
History	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age (T1) 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots (T3) 	<ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world (T5)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Earthquakes and volcanoes (T2)</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Settlement (T4)</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p>Continents and country comparison with France (T6)</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art</p>		<p>Art illusions (T3)</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Greek pottery (T5)</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

D&T	<p>Marble structures (T1) and Moving monsters (T2)</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Storybooks (T4)</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Stuffed toys (mascots) T6</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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French	<p>All about me (T1); Getting to know you (T2)</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • read carefully and show understanding of words, phrases and simple writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<p>Berthe the Witch (days of week, months of year (T3); friends & family (T4))</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 	<p>Around town (T5) and French culture (T6)</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
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Computing	<p>The internet (T1)</p> <ul style="list-style-type: none"> understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Desk top publishing (T2)</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Stop motion animation (T3)</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Data logging (T4)</p> <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Webpage creation (T5)</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Spreadsheets (T6)</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
RE	<p>Why do religions and non-religious groups celebrate important moments in life? <i>LKS2:</i> recognise and describe symbols and rituals, compare different beliefs and teachings; Ask questions about religion and belief <i>UKS2:</i> describe similarities and differences of belief and practise, raise questions about beliefs and values</p> <p>What do our celebrations show about what we think is important in life? (Festivals) <i>LKS2:</i> recognise and describe symbols and rituals, compare different beliefs and teachings; Ask questions about religion and belief <i>UKS2:</i> describe similarities and differences of belief and practise, raise questions about beliefs and values</p>	<p>Why are sacred texts and holy books so important? (LKS2) <i>LKS2:</i> describe beliefs and teachings; Recognise and describe symbols and rituals; Compare different beliefs and teachings <i>UKS2:</i> describe similarities and differences of belief and practice; Use correct vocabulary; Raise questions</p> <p>The Easter Story <i>LKS2:</i> describe beliefs and teachings; Recognise and describe symbols and rituals; Compare different beliefs and teachings <i>UKS2:</i> describe similarities and differences of belief and practice; Use correct vocabulary; Raise questions</p>	<p>How do religions express their beliefs about God? (LKS2) <i>LKS2:</i> describe beliefs and teachings; Recognise and describe symbols and rituals; Compare different beliefs and teachings; Ask questions <i>UKS2:</i> describe similarities and differences of belief and practice; Use correct vocabulary; Recognise who and what inspires them and others and say something about how this affects their behaviour; Raise questions</p> <p>What do the religions and other worldviews suggest about how people should live their lives? (UKS2) <i>LKS2:</i> describe beliefs and teachings; Recognise and describe symbols and rituals; Compare different beliefs and teachings; Ask questions <i>UKS2:</i> describe similarities and differences of belief and practice; Use correct vocabulary; REcognise different sources of inspiration and influence on people's lives and discuss positive and negative imacts; Raise questions</p>
PSHE	<p>Safety first H35, 37, 38, 39, 40, 41, 43, 44, 46, 47, 48, 49, 50 R9, 18, 24, 28, 29</p>	<p>Respecting self and others R30, 31, 32, 33, 34</p>	<p>Healthy lifestyles; drugs, alcohol and tobacco H1-14, 46-50</p>

<p style="text-align: center;">Music</p>	<p>Rock and roll (T1) and Compositions for festival of colour (T2)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 	<p>Young Voices (T3) and The Sorcerer's apprentice (T4)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 	<p>Theseus and the minotaur (T5) and glockenspiels (T6)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music
<p style="text-align: center;">PE</p>	<p>Tag rugby (T1)</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Netball (T2)</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Dodgeball (T3)</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Rounders (T4)</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>Swimming (T3 and 4)</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 	<p>Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Dance</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Team summer games</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best