Lower Key Stage 2 Long term plan Year A

| | Autumn 1 | Autumn 1 | Spring | | Summer | |
|----------------------|---|--|---|---|---|---|
| English | Fantasy Film and Playscript Explanation Text Wallace and Gromit | Novel as a Theme Stig of the Dump Recounts- diaries | Novel as a theme Iron Man Discussion for and against Poems on a Theme | Playscripts Escape from Pompei Non-chronological report | Stories with a theme Mousehole Cat Information booklet- with collection of non- fiction text types Poems with a structure | Folk Tales Discussion Debate/report Brer Rabbit |
| Science | Electricity and Circuits | Movement and Nutrition | Rocks and Soil | Light and Shaddows | eg. kennings, cinquain Digestion and Food | Making Connections |
| Geography or History | Who lives in Antartica? | | Are all settlments the same? | | What are rivers and how are they used? | |
| | British History- Would you prefer to live in the Stone Age or Bronze Age | | British History-Why did the Romans settle in Britain? | | British History-How hard was it to invade and settle in Britain? | |
| DT or Art | Simple circuits and Switches | | Levers and Linkages | | Food | |
| | Draw- fine Line- paint and stencils/Print Escher Georgia O`Keefe | | Sculpture | | Paint- watercolour/acrylic-Monet, Constable and Turner. | |
| Music | Ballads | Creating compositions in response to an animation: mountains | Pentatonic Melodies and Compositions (Chinese New Year) | Traditional Instruments and Improvisation (India) | Vikings | Jazz |

| | Christianity (God) | Islam | Christianity (Jesus) | Christianity (Church) | Sikhism | Hindu dharma |
|--|--------------------|----------------------|-----------------------|-----------------------|---------------------|---------------------|
| RE (SACRE) Who should we follow? | Prophets | The Prophet | Discipleship | The Holy Spirit | Guru Nanak | Religious duty |
| | Service to God | Muhammed (pbuh) | Following the example | Gifts of the spirit | The 10 gurus | Hindu scriptures |
| | Inspirational | Zakah | of Jesus | Pentecost | Baisakhi | (the Ramayana) |
| | people | | Helping others | | | Raksha Bandhan |
| PE | Orienteering | Dance | Gymnastic Activities | Invasion Games | Athletic Activities | Striking / Fielding |
| | | Bollywood | 'Balancing Act' | 'Three Touch Ball' | | Games |
| | | ← | | | | Cricket |
| | Net / Wall Games | Dance | Gymnastic Activities | Invasion Games | Athletic Activities | Striking / Fielding |
| | | | 'Balancing Act' | Handball | | Games |
| | | | | | | Rounders |
| PSHE | Me and my | Valuing difference | Keeping myself safe | Rights and | Being my best | Growing and |
| | relationships | | | responsibilities of | | changing |
| | | | | living in the wider | | |
| | | | | world | | |
| French | Phonics 1 & 2 (X) | I Am Learning | Animals (E) | Fruits (E) | I Am Able(Fr) I | In the Classroom |
| | | Fr/Sp/It (E) | | | Know How(It/Sp) | (I) |
| | | | | | (E) | |
| Computing | 3 Connecting | Stop-frame animation | Sequencing sounds | Branching databases | Desktop publishing | Events and actions |
| | computers | | | | | in programs |
| | 4 The Internet | Audio and editing | Repetition in shape | Data-logging | Photo editing | Repetition in games |

| Other subjects: | | | | |
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| PSHE – Taught through weekly lessons and series of whole school half-termly themed | Maths- following the Red Rose planning guidance | | | |
| days | | | | |