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| **Cycle A LKS2**  2022 / 2023 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Theme | **Anglo Saxons and Scots – Britain’s Settlement** | **Local History** | **Our Local Area** | **The Sunshine State** | **Plants** | **Vikings** |
| **History** | Who were the Anglo Saxons and how do we know what was important to | Who were the Anglo Saxons and how do we know what was important to them? |  |  |  | What did the Vikings want in Britain and how did Alfred help to stop them getting it? |
| **Geography** |  |  | How and why is my local environment changing? | Beyond the magic Kingdom: what is the Sunshine state really like? | Why are jungles so wet and deserts so dry? |  |
| **Science** | Living things and their habitats (Y4 classification) | Animals including humans (Y3 nutrition, skeleton, muscles) | Forces and Magnets (Y3) | States of Matter (Y4) | Plants (Y3) | Scientists and Inventors (Y4) |
| **Computing** |  | | | | | |
| **Art** | Craft – Weaving, Bayeux Tapestry  3D Sculpture – Clay pots |  | Printing – identify patterns | Computer art –  Knowledge of artists and styles of art - Disney animations |  |  |
| **Music** | Mamma Mia | Glockenspiel 2 | Stop | Singing - production | Lean on Me | Blackbird |
| **DT** |  | Textilres - Sewing Design and make a purse |  |  | Food and Nutrition -Fruit Salad fruit. | Mechanisms pulleys levers  Making Viking Boats |
| **RE** | **LAS Compulsory**  Being Human – Islam  *The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals*  &  **LAS Compulsory**  Life Journey – Islam  *Islam: How do Muslims show they belong?* | | **Understanding Christianity-**  **Creation**  UC 2a.1  What do Christians learn from the creation story? | | **LAS Additional –**  Expressing Beliefs through the Arts  (including Christianity)  [*How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?*  *How do religious and non-religious people express their beliefs creatively?* | |

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| **PSHE / RSE** | Theme: Health and Well Being | | Theme: Relationships | | Theme: Living in the Wider World | |
| **PE** | Games - Tag Rugby  Dance - These shoes are made for walking Unit ! | Games - Dodgeball  Gym - Stretching and curling Unit L | Games - Football  Dance - Incognito Unit 2 | Games - Basketball  Gym - Symmetry Unit M | Games - Rounders / kickball  Dance – The Eagle Unit 3 | Games - Athletics  Gym - Travelling Unit O |
| **MFL - French** | Moi (All about me) | Jeux et chansons (Games and Songs) | On fait la fete (Celebrations) | Portraits  (Portraits) | Les quatre amis  (The 4 friends) | Ca pousee!  (growing things) |

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| **Oracy** | Speaking, listening, collaboration and discussion framework used across the curriculum, in conjunction with Wellcomm (Primary) guidelines. |