

| LKS2 Cycle B 2023-24 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|---|---|---|--|---|
| Theme | Britain from Stone Age to Iron Age | Britain from Stone Age to Iron Age | Megacities | Megacities | Sustainability | Roman Britain |
| Literacy Writing | Narrative: setting & characters Instructions. How to wash a woolly mammoth | Poetry: Haiku, Kennings Information text: light (Science link) | Narrative: futuristic/imaginary world story writing (Lit Shed video) Explanation text: How sound travels | Recount: letter, diary writing (Edward Tulane) Character description Production S & L | Poetry: personification Persuasive writing (linked to sustainability) | Adventure story writing (Pie Corbett 'Kidnapped'?) Recount: Romans |
| History | How did the lives of Ancient Britains change during the Stone Age? | What is the secret of the standing stones? OR How do artefacts help us understand the lives of people in Iron Age Britain? | | | | How did the arrival of Romans change Britain? |
| Geography | | | Why do so many people live in megacities? | Why do so many people live in megacities? | How can we live more sustainably? (Y3/4) Sustainability - Why does Silvia have ducks? (Y4/5) | |
| Science | Rocks (Y3) | Light (Y3) | Sound (Y4) | Animals, including Humans (Y4) Digestive system, food chains) | Electricity (Y4) | Scientists and Inventors (Y4) |
| Computing | | | | | | |

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| Art | Painting, Cave paintings, making paints | | Cityscapes Painting | | Sculpture – using recyclable materials |
| DT | Food and Nutrition Savoury bread | | | Electrical systems- Simple circuits and switches Design, make and evaluate an electrical product | Mechanisms – Levers and Linkages |
| Music | Let Your Spirit Fly (yr 3/4) Yr 4/5 – Ukulele | Glockenspiels 1 (yr3/4) Yr 4/5 – Ukulele | Bringing Us Together (yr 3/4) Yr 4/5 Introducing chords | Singing - Production | 3 Little Birds (yr 3/4) Yr 4/5 Creating simple melodies The Dragon Story (yr 3/4) Yr 4/5 Connecting notes and feelings |
| RE | <p><u>Hinduism (CORE UNIT)</u> <u>Being Human</u> How do Hindu beliefs about atman, samsara, karma and dharma relate to ways in which Hindus may choose to live/act? How significant is community in a Hindu worldview?</p> <p><u>Life Journey compare and contrast with Judaism</u> How do Hindus show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)</p> | | <p>Understanding Christianity – Year 3/4 2a.5 Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>Understanding Christianity – Year 4/5 God/Incarnation UC 2a.3 What is the Trinity?</p> | | <p><u>Additional Unit</u> <u>Forgiveness</u> What do different religious and non-religious worldviews say about forgiveness? How do different people understand the value and implications of forgiveness for the one forgiving and the one being forgiven? Must include at least one religious or non-religious worldview other than Christianity and Islam.</p> |
| PSHE / RSE | Theme: Health and Well Being | | Theme: Relationships | | Theme: Living in the Wider World |

LKS2 – Cycle B

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| PE | Games - Handball Dance – The language of dance Unit 1 What a card unit 2 (Yr4/5) | Games - Volleyball Gym - Balance Unit P Functional use of limbs unit V (yr4/5) | Games - Netball Dance - The Explorers Unit 2 City Life unit 3 (yr4/5) | Games - Hockey Gym - Receiving Body weight Unit Q (yr 4/5) | Games - Cricket / Danish Longball Outdoor Adventurous | Games - Athletics Gym - Rolling Unit S Balance unit R (yr4/5) |
| MFL -French | On y va! (All aboard) | L'argent do pouche (pocket money) | Raconte-moi une histoire! (Tell me a story) | Vive la sport! (Our sporting lives!) | Le Carnaval des Animaux (The Carnival of Animals) | Quel temps fait-il? (What's the weather like?) |