Ropley C.E. PRIMARY SCHOOL

Key Stage 2 Long Term Topic Map 2021 onwards

KS2CYCLE A -2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geo or History	**Mayans**	**Extreme Earth**	**Local History Study**	**Exploring Europe**	**Rainforest Explorer (South America)**	**Ancient Civilisations (Greece & Egypt)**
	History: • a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization	***Geography:*** *Volcanoes & Earthquakes, Equator, Long/Lat*	***History:*** **Local study, an indepth study linked to Winchester** • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	***Geography:*** **In depth study in Europe** • 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 within North or South America	***Geography:*** **Climates, biomes, equator, Long/Lat.** • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	***History*** **Ancient Egypt / Greece** • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study •
Trip/ visit	***Marwell***		**Trip to Winchester**			**Portals to the past**
Science 3	***Animals including humans*** *Pupils should be taught to:* • *identify that humans and some other animals have skeletons and muscles for support, protection and movement* • *identify that animal, 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* ***Sticky Knowledge*** *Different animals are adapted to eat different foods.* *To stay healthy, humans need to exercise, eat a healthy diet and be hygienic.* *Many animals have skeletons to protect vital organs inside the body, allow movement and support the body and stop it from falling on the floor.* *Muscles are connected to bones and move them when they contract.* *Movable joints connect bones.*	***Rocks*** *Pupils should be taught to:* • *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* ***Sticky Knowledge*** *Some rocks are natural and some are human-made.* *There are 3 types of naturally occurring rock.* *Soil is the uppermost layer of the earth and is made up of different things.* *Different plants grow in different soils.* *Fossils tell us what has happened before (they give us evidence) and show that living things have changed over time.* *Fossils are most commonly found in sedimentary rock.* *Palaeontologists use Fossils to find out about the past.*	***Plants*** *Pupils should be taught to:* • *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers* • *explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant* • *investigate the way in which water is transported within plants* • *explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.* **Sticky knowledge** *Plants are producers, they make their own food.* *Their leaves absorb sunlight and carbon dioxide.* *Plants have roots, which provide support and draw water from the soil.* *Flowering plants have specific adaptations which help it to carry out pollination, fertilisation and seed production.* *Seed dispersal improves a plant's chances of successful reproduction.* *Seeds/bulbs require the right conditions to germinate and grow.* *Seeds contain enough food for the plant's initial growth.*	***Light*** *Pupils should be taught to:* • *recognise that they need light in order to see things and that dark is the absence of light* • *notice that light is reflected from surfaces* • *recognise that light from the sun can be dangerous and that there are ways to protect their eyes* • *recognise that shadows are formed when the light from a light source is blocked by an opaque object* • *find patterns in the way that the size of shadows change.* ***Sticky Knowledge*** *There must be light for us to see; without light it is dark.* *We need light to see things, even shiny things.* *Transparent materials let light through them and opaque materials don't let light through.* *Beams of light bounce off some materials (reflection).* *Smooth, shiny materials reflect light beams better than bumpy, non-shiny materials.* *Light comes from a source.* *Reflective materials can be very useful e.g. cat's eyes, hi-vis jacket.*	***Forces and Magnets*** *Pupils should be taught to:* • *compare how things move on different surfaces* • *notice that some forces need contact between two objects compare how things move on different surfaces* • *notice that some forces need contact between two objects, but magnetic forces can act at a distance* • *observe how magnets attract or repel each other and attract some materials and not others* • *compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials* • *describe magnets as having two poles* • *predict whether two magnets will attract or repel each other, depending on which poles are facing* ***Sticky Knowledge*** *Forces can be pushes or pulls.* *Friction is a force that acts between two surfaces or objects that are moving (or trying to move) across each other.* *Magnets exert attractive and repulsive forces on each other.* *Magnets exert non-contact forces, which work through some materials.* *Magnets exert attractive forces on some materials which are affected by magnet strength, object mass, distance from object and object material.*	***Animals / SRE (Linked to PSHE from our Jigsaw program)*** • *Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.* • *Understand how babies grow and develop in the mother's uterus.* • *Understand what a baby needs to live and grow.* • *Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.* • *Identify how boys' and girls' bodies change on the outside during this growing up process.* • *Identify how girls and boys bodies change on the inside during the growing up process and say why these changes are necessary so that their bodies can make babies when they grow up.*
Science 4	***Animals including humans*** *Pupils should be taught to:* • *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.* ***Sticky Knowledge*** *The teeth of animals (including humans) are designed to eat different foods depending on the diet of the animal.*	***States of matter*** *Pupils should be taught to:* • *compare and group materials together, according to whether they are solids, liquids or gases* • *observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)* • *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.* ***Sticky knowledge*** *Materials can be divided into solids, liquids and gases.*	***Living things and Habitats*** *Pupils should be taught to:* • *recognise that living things can be grouped in a variety of ways* • *explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment* • *recognise that environments can change and that this can sometimes pose dangers to living things.* ***Sticky knowledge*** *Living things can be divided into groups based upon their characteristics.*	***Sound*** *Pupils should be taught to:* • *identify how sounds are made, associating some of them with something vibrating* • *recognise that vibrations from sounds travel through a medium to the ear* • *find patterns between the pitch of a sound and features of the object that produced it* • *find patterns between the volume of a sound and the strength of the vibrations that produced it* • *recognise that sounds get fainter as the distance from the sound source increases.* ***Sticky Knowledge***	***Electricity*** *Pupils should be taught to:* • *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.*	***Animals / SRE(Linked to PSHE from our Jigsaw program)*** • *Understand that some of our characteristics come from our birth parents and that this happens because we are made from joining their egg and sperm.* • *Label the internal and external parts of male and female bodies that are necessary for making a baby.* • *Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a part of this.*

Key Stage 2 Long Term Topic Map 2021 onwards

	Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood; the blood takes nutrients around the body. *Nutrients produced by plants move to primary consumers then to secondary consumers through food chains; this flow of energy is shown on a food chain.*	*Some materials can change from one state to another and back again.* *Heating causes solids to melt into liquids and liquids evaporate into gases.* *Cooling causes gases to condense into liquids and liquids to freeze into solids.* *The temperature at which given substances change state are always the same.* *Condensation and evaporation occur within the water cycle.*	*Environmental change can positively or negatively affect a habitat; changes can be natural or caused by humans.* *Organisms are affected in different ways by environmental change.* *Conservationists work to help promote the protection of the environment.*	*Sound is a type of energy created by vibrations; the louder the sound, the bigger the vibration.* *Sound travels from its source in all directions and we hear it when it travels to our ears.* *Sound travel can be blocked.* *Changing the shape, size and material of an object will change the sound it produces.* *Sound moves through all materials by making them vibrate; changing the way an object vibrates changes it's sound.* *Bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds.* *Faster vibrations (higher frequencies) produce higher pitched sounds.*	***Sticky Knowledge*** *A source of electricity (mains of battery) is needed for electrical devices to work.* *Electricity sources push electricity round a circuit.* *More batteries will push the electricity round the circuit faster.* *A complete circuit is needed for electricity to flow and devices to work.* *Some materials allow electricity to flow easily and these are called conductors.* *Materials that don't allow electricity to flow easily are called insulators*	
Science 5	***Animals including humans*** *● Describe the changes as humans develop to old age* ***Sticky Knowledge*** *Puberty is something we all go through, a process which prepares our bodies for being adults, and reproduction.* *Hormones control these changes; which can be physical and/or emotional.* *Humans reproduce sexually where offspring inherit information from both parents.* *The average length of gestation in humans is 280 days, or 40 weeks.*	***Properties & Changes of materials*** *Pupils should be taught to:* *● compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets* *● know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution* *● use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating* *● give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic* *● demonstrate that dissolving, mixing and changes of state are reversible changes* *● explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.* ***Sticky knowledge*** *All matter (including gas) has mass.* *Sometimes mixed substances react to make a new substance. These changes are usually irreversible.* *Heating can sometimes cause materials to change permanently.* *When this happens, a new substance is made. These changes are not reversible.* *Indicators that something new has been made are: The properties of the material are different (colour, state, texture, hardness, smell, temperature).* *Reversible changes can be reversed by: sieving, filtering, evaporating.*	***Living things and Habitats*** *Pupils should be taught to:* *● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird* *● describe the life process of reproduction in some plants and animals* ***Sticky Knowledge*** *Different animals mature at different rates and live to different ages.* *Some organisms reproduce sexually where offspring inherit information from both parents.* *Some organisms reproduce asexually by making a copy of a single parent.* *Environmental change can affect how well an organism is suited to its environment.* *Different types of organisms have different life cycles.*	***Earth and Space*** *Pupils should be taught to:* *● describe the movement of the Earth, and other planets, relative to the Sun in the solar system* *● describe the movement of the Moon relative to the Earth* *● describe the Sun, Earth and Moon as approximately spherical bodies* *● use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.* ***Sticky Knowledge*** *Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over distance.* *Objects with larger masses exert bigger gravitational forces.* *Objects like planets, moons and stars spin.* *Smaller mass objects like planets orbit large mass objects like stars.* *Stars produce vast amounts of heat and light.* *All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars.*	***Forces*** *Pupils should be taught to:* *● explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object* *● identify the effects of air resistance, water resistance and friction, that act between moving surfaces* *● recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.* ***Sticky Knowledge*** *Air resistance and water resistance are forces against motion caused by objects having to move air and water out of their way.* *Friction is a force against motion caused by two surfaces rubbing against each other.* *Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move.* *Some objects/animals are streamlined to minimise the effects of air/water resistance.*	***Animals / SRE (Linked to PSHE from our Jigsaw program)*** • *Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.* • *Describe how boys' and girls' bodies changes during puberty.* • *Understand that sexual intercourse can lead to conception and that is how babies are usually made.*
Science 6	***Animals including humans*** *Pupils should be taught to:* *● identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood* *● 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.* ***Sticky Knowledge*** *The heart pumps blood around the body.* *Oxygen is breathed into the lungs where it is absorbed by the blood.* *Muscles need oxygen to release energy from food to do work. (Oxygen is taken into the blood in the lungs; the heart pumps the blood through blood vessels to the muscles; the muscles take oxygen and nutrients from the blood.)* *Drugs, alcohol and smoking have negative effects on the body.*	***Evolution and Inheritance*** ***Pupils should be taught to:*** *● 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* ***Sticky Knowledge*** *Life cycles have evolved to help organisms survive to adulthood. Over time the characteristics that are most suited to the environment become increasingly common.* *NB: The following could be duplicated in Year 6 Living things and their habitats.* *Organisms best suited to their environment are more likely to survive long enough to reproduce. Organisms best adapted to reproduce are more likely to do so.* *Organisms reproduce and offspring have similar characteristic patterns.* *Variation exists within a population (and between offspring of some plants).* *Competition exists for resources and mates.*	***Living things and Habitats*** *Pupils should be taught to:* *● describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals* *● give reasons for classifying plants and animals based on specific characteristics* ***Sticky Knowledge*** *Variation exists within a population (and between offspring of some plants) – N B: this Key Idea is duplicated in Year 6 Evolution and Inheritance.* *Organisms best suited to their environment are more likely to survive long enough to reproduce.* *Organisms reproduce and offspring have similar characteristic patterns.* *Competition exists for resources and mates.* *Scientists, called Taxonomists, sort and group living things according to their similarities and differences.*	***Light*** *Pupils should be taught to:* *● recognise that light appears to travel in straight lines* *● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye* *● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes* *● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.* ***Sticky Knowledge*** *Animals see light sources when light travels from the source into their eyes.* *Animals see objects when light is reflected off that object and enters their eyes.* *Light reflects off all objects (unless they are black). Non shiny surfaces scatter the light so we don't see the beam.* *Light travels in straight lines, called rays or beams of light.*	***Electricity*** *Pupils should be taught to:* *● 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.* ***Sticky Knowledge*** *Batteries are a store of energy. This energy pushes electricity around the circuit.* *When the battery's energy is gone it stops pushing.* *Voltage measures the 'push.'* *Symbols for: lamp, wire, buzzer, cell, battery, motor, switch (open), switch (closed).* *A series circuit will not work if a lamp is broken or a wire is disconnected.*	***Animals / SRE (Linked to PSHE from our Jigsaw program)*** • *Explain how a girl's and a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally.* • *Ask questions I need answered about changes during puberty.* • *Describe how a baby develops through the nine months of pregnancy, how it is born.*

Key Stage 2 Long Term Topic Map 2021 onwards

PHSE	**Being Me in my World** **Yr3:** I recognise my worth and can identify positive things about myself and my achievements. I understand that my actions affect others and I care about other people's feelings. **Yr4:** I know my attituds and actions make a difference to a class team. I can understand how groups come together to make decisions. **Yr5:** I can face new challenges positively and know how to set personal goals. I can make choices about my own behaviour because I know how rewards and consequences feel. **Yr6:** I can identify my goals for this year and understand my fears and worries. I understand how my actions affect other people globally and locally.	**Celebrating Difference** **Yr3:** I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive complimetns and know how this feels. **Yr4:** I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are. **Yr5:** I can explain the differences between direectr and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. **Yr6** I understand there are differences perceptions about what normal means. I can empathise and am aware of my attitude towards people with disabilities.	**Dreams and Goals** **Yr3:** I can evaluate my own learning and process and identify how it can be better next time**.** I am cofidentant in sharing my success with others and know how to store my feelings of success in my treasure box. **Yr4:** I know how to make a new plan and set goals even if I've been disappointed. I know what it means to be resilent and to have a positive attitude. **Yr5:** I can describe the dreams and goals of a young person in a culture different from mine. I can relate on how these relate to my own. **Yr6:** I can set goals for myself and be aware of how goals can make a differenced to other people's lives.	**Healthy Me** **Yr3:** I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels. **Yr4:** I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. **Yr5:** I can describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image. I respect and value my body. **Yr6:** I know the impact of food on the body. I know about the different types of drugs and how it affects the body.	**Relationships** **Yr3:** I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices. **Yr4:** I can explain different points of view on an animal rights issue. I can express my opinion and feelings on this. **Yr5:** I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resisit pressures to use technology in ways that may cause harm to myself or others. **Yr6:** I can identify significant people in my life and recognise the feelings of grief and mental health when people pass away.	**Changing me** **Yr3:** I can identify how boy's and girl's bodies change on the inside during the growing upo process and can tell you why these changes are necessary so their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with those feelings. **Yr4:** I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Yr5 and how to go about this. **Yr5:** I can describe how boy's and girl's bodies change during puberty. I can express how I feelabout the changes that will happen to me during puberty. **Yr6:** I can explain how girls and boys bodies change during puberty. I know how a baby is conceived. I know what I am looking forward to at secondary school.
RE	Cylce 4 2022/23 Hindu Traditions – Family Life (Protection) Enquiry question 'How is protection shown during the celebration of Raksha Bandhan?'	Cylce 4 2022/23 Christianity (Angels) Enquiry question 'Do all Angels look the same?'	Cylce 4 2022/23 Hindu Traditions – Celebrating Holi (Devotion) Enquiry question	Cylce 4 2022/23 Christianity (Salvation) Enquiry question 'Why do Christians call the day 'Good Friday'?'	Cylce 4 2022/23 Christianity (Creation) Enquiry question 'What do Christians learn from the creation story?'	Cylce 4 2022/23 Christianity (Gospel) Enquiry question
Computing	X1 online safety **Computing Systems & Networks** **Yr3:**Connecting computers *Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks* **Yr4:**The internet *Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.* **Yr5:**Sharing information *Recognising IT systems around us and how they allow us to search the internet.* **Yr6:** Communication	X1 online safety **Creating Media 1** **Yr3:**Stop frame Animation *Capturing and editing digital still images to produce a stop-frame animation that tells a story.* **Yr4:**Audio production *Capturing and editing audio to produce a podcast, ensuring that copyright is considered.* **Yr5:**Vector drawing *Creating images in a drawing program by using layers and groups of objects.* **Yr6:**3D Modelling *Planning, developing, and evaluating 3D computer models of physical objects.*	X1 online safety **Creating Media 2** **Yr3:**Desktop publishing *Creating documents by modifying text, images, and page layouts for a specified purpose.* **Yr4:**Photo editing *Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.* **Yr5:**Video editing *Planning, capturing, and editing video to produce a short film.* **Yr6:**Web page creation *Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.*	X1 online safety **Data and Information** **Yr3:**Branching databases *Building and using branching databases to group objects using yes/no questions.* **Yr4:**Data logging *Recognising how and why data is collected over time, before using data loggers to carry out an investigation.* **Yr5:**Flat file data bases *Using a database to order data and create charts to answer questions* **Yr6:** Spreadsheets *Answering questions by using spreadsheets to organise and calculate data.*	X1 online safety **Programming A** **Yr3:**Sequence in music *Capturing and editing audio to produce a podcast, ensuring that copyright is considered.* **Yr4:**Repitition in shapes *Using a text-based programming language to explore count-controlled loops when drawing shapes.* **Yr5:**Selection in physical computing *Exploring conditions and selection using a programmable microcontroller* **Yr6:**Variables in games *Exploring variables when designing and coding a game.*	X1 online safety **Creating Media 2** **Yr3:**Events and actions *Writing algorithms and programs that use a range of events to trigger sequences of actions.* **Yr4:**Repitition in games *Using a block-based programming language to explore count-controlled and infinite loops when creating a game.* **Yr5:**Selection in quizzes *Exploring selection in programming to design and code an interactive quiz.* **Yr6:**Sensing *Designing and coding a project that captures inputs from a physical device.*

Key Stage 2 Long Term Topic Map 2021 onwards

	Identifying and exploring how data is transferred and information is shared online.					
Music	**Nectar –** Let Your Spirit Fly **Honeycomb –** Livin' On A Prayer **Beekeeper -** Happy	**Nectar –** Glockenspiel Stage 1 **Honeycomb –** Classroom Jazz 1 **Beekeeper –** Classroom Jazz 2	**Nectar –** Three Little Birds **Honeycomb –** Make You Feel My Love **Beekeeper –** A New Year Carol	**Nectar –** The Dragon Song **Honeycomb –** The Prince Of Bel-Air **Beekeeper –** You've got a Friend	**Nectar –** Bringing Us Together **Honeycomb –** Dancing In The Street **Beekeeper –** Music and Me	
DT/Art	DT: Lower KS2: **structures** •Design and make picture frames (frame a photo from trip to marwell) ***Y5,6 Structures*** ***Design a playground (context – for the new year R children)*** ***Kapow*** •	***Art*** **The Wave** **Outcome:** Collage, printing, painting • To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history - Hokusai ✓Nectar y4/5 - Collage ✓Honeycomb yr4/5 – drawing/Painting ✓ Bee Keepers yr 5/6- Printing and collage • Cross-curricular links with Geography	• DT: Food tech – eating seasonally: • Y 3,4 – Tart making • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Y 5,6 - bolognese Cooking and nutrition • Pupils should be taught to: • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Design • Pupils should be taught to: • 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.	***Art*** **European artists** **Outcome:** • To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history ✓Nectar y4/5 - Georges Seurat – French artist pointillism ✓Honeycomb yr4/5 – Modiglionie – pastels portraits, Davinci-Painting ✓ Bee Keepers yr 5/6- Norway Gordon Bruce – using different media to create art work – chalks, watercolours, marbleing Cross-curricular links with Geography	***Art:*** **Beatriz Milhazes-** Prints •SOW- Moodle – use sketchbook to record ideas •Create own abstract pattern •Design prints, explore printing techniques used by various artists •Pupils should e taught about great artists Improve their mastery of art and design techniques ✓Nectar - y4/5 ✓Honeycombe yr4/5 – collage, linoprint – mono ✓Beekeepers yr 5/6– collage, string printing - colour	***DT: textiles*** ***Y 3,4 textiles: Egyption collar:*** • 'When designing and making, pupils should be taught to: • select from and use a range of tools and equipment to perform practical tasks', select from and use a wider range of materials and componants including textiles according to their functional properties and aesthetic qualities •U KS2 **textiles** •Create a stuffed animal toy •Designing a stuffed toy considering the main component shapes required and creating an appropriate template. •Considering the proportions of individual components. •Creating a 3D stuffed toy from a 2D design. •Measuring, marking and cutting fabric accurately and independently. •Creating strong and secure blanket stitches when joining fabric. •Threading needles independently. •Using appliqué to attach pieces of fabric decoration. •Sewing blanket stitch to join fabric. •Applying blanket stitch so the spaces between the stitches are even and regular. • Testing and evaluating an end product and giving points

			Evaluate Pupils should be taught to: • 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.			
MFL- French	**Y3 Getting to know you** **Y4 Getting to know you** **Y5 Getting to know you** **Y6 All around Town**	**Y3 All about me** **Y4 All about ourselves** **Y5 All about ourselves** **Y6 Let's go Shopping**	**Y3 Food Glorious food** **Y4 Going Shopping** **Y5 Going Shopping** **Y6 This is France**	**Y3 Family and friends** **Y4 Where in the World** **Y5 Where in the world** **Y6 All in a day**	**Y3 Our School** **Y4 School Life** **Y5 School Life** **Y6**	**Y3 Time** **Y4 Holidays and Hobbies** **Y5 Holidays and Hobbies** **Y6**
PE	*Year 3 – Running, throwing,, OAA* *Year 4 – Lacrosse/hockey, movement* *Year 5 – Lacrosse/hockey, movement* *Year 6 – Lacrosse/ hockey, movement*	*Year 3 – Badminton/tennis, football* *Yesr 4 – Skills – running, throwing, football* *Year 5 – Basket ball/netball, football* *Year 6 – Basketball/netball, football*	*Year 3 – Gym, basketball/netball* *Year 4 –Invasion games, gym* *Year 5 – Tag rugby/football/ gym* *Year 6 – Tag rugby. Football, gym*	*Year 3 – Hockey, Dance* *Year 4 – Basketball, netball, dance* *Year 5 – Basketball, netball, dance* *Year 6 – Badminton, tennis, dance*	*Year 3 – Athletics. Cricket* *Year 4 – Athletics , Cricket* *Year 5 – Athletics, Cricket* *Year 6 – Basketball, netball, athletics*	*Year 3 – Athletics, Rounders, Swimming* *Year 4 – Rounders, OAA, Swimming* *Year 5 – Rounders, OAA, Swimming* *Year 6 – OAA, Rounders, Swimming*
Outdoor learning						

Ropley C.E. PRIMARY SCHOOL

Key Stage 2 Long Term Topic Map 2021 onwards

KS2 CYCLE B - 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Storm Chasers	**Stone Age**	**UK Local Study**	**Romans**	**Rivers & Mountains**	**Anglo-Saxons Scotts & Vikings**
Geog or History	***Geography:*** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • 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 within North or South America	***History:*** **Stone Age / Iron Age** • Iron Age hill forts: tribal kingdoms, farming, art and culture **Changes in Britain from the Stone age to the Iron Age**	***Geography:*** ***Land use economic*** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	***History:*** **Romans** • the Roman Empire and its impact on Britain. • This could include: • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	***Geography:*** **Water cycle, local field work, mountains, grid references** • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	***History:*** • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture
Trip / visit				**Enrichment: Open box theatre**	**River Trip**	**Enrichment: Open Box TheatreScience**
Science 3	***Animals including humans*** *Pupils should be taught to:* • *identify that humans and some other animals have skeletons and muscles for support, protection and movement* • *identify that animal, 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* ***Sticky Knowledge*** *Different animals are adapted to eat different foods.* *To stay healthy, humans need to exercise, eat a healthy diet and be hygienic.* *Many animals have skeletons to protect vital organs inside the body, allow movement and support the body and stop it from falling on the floor.* *Muscles are connected to bones and move them when they contract.* *Movable joints connect bones.*	***Rocks*** *Pupils should be taught to:* • *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* ***Sticky Knowledge*** *Some rocks are natural and some are human-made.* *There are 3 types of naturally occurring rock.* *Soil is the uppermost layer of the earth and is made up of different things.* *Different plants grow in different soils.* *Fossils tell us what has happened before (they give us evidence) and show that living things have changed over time.* *Fossils are most commonly found in sedimentary rock.* *Palaeontologists use Fossils to find out about the past.*	***Plants*** *Pupils should be taught to:* • *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers* • *explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant* • *investigate the way in which water is transported within plants* • *explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.* **Sticky knowledge** *Plants are producers, they make their own food.* *Their leaves absorb sunlight and carbon dioxide.* *Plants have roots, which provide support and draw water from the soil.* *Flowering plants have specific adaptations which help it to carry out pollination, fertilisation and seed production.* *Seed dispersal improves a plant's chances of successful reproduction.* *Seeds/bulbs require the right conditions to germinate and grow.* *Seeds contain enough food for the plant's initial growth.*	***Light*** *Pupils should be taught to:* • *recognise that they need light in order to see things and that dark is the absence of light* • *notice that light is reflected from surfaces* • *recognise that light from the sun can be dangerous and that there are ways to protect their eyes* • *recognise that shadows are formed when the light from a light source is blocked by an opaque object* • *find patterns in the way that the size of shadows change.* ***Sticky Knowledge*** *There must be light for us to see; without light it is dark.* *We need light to see things, even shiny things.* *Transparent materials let light through them and opaque materials don't let light through.* *Beams of light bounce off some materials (reflection).* *Smooth, shiny materials reflect light beams better than bumpy, non-shiny materials.* *Light comes from a source.* *Reflective materials can be very useful e.g. cat's eyes, hi-vis jacket.*	***Forces and Magnets*** *Pupils should be taught to:* • *compare how things move on different surfaces* • *notice that some forces need contact between two objects compare how things move on different surfaces* • *notice that some forces need contact between two objects, but magnetic forces can act at a distance* • *observe how magnets attract or repel each other and attract some materials and not others* • *compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials* • *describe magnets as having two poles* • *predict whether two magnets will attract or repel each other, depending on which poles are facing* ***Sticky Knowledge*** *Forces can be pushes or pulls.* *Friction is a force that acts between two surfaces or objects that are moving (or trying to move) across each other.* *Magnets exert attractive and repulsive forces on each other.* *Magnets exert non-contact forces, which work through some materials.* *Magnets exert attractive forces on some materials which are affected by magnet strength, object mass, distance from object and object material.*	***Animals / SRE (Linked to PSHE from our Jigsaw program)*** • *Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.* • *Understand how babies grow and develop in the mother's uterus.* • *Understand what a baby needs to live and grow.* • *Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.* • *Identify how boys' and girls' bodies change on the outside during this growing up process.* • *Identify how girls and boys bodies change on the inside during the growing up process and say why these changes are necessary so that their bodies can make babies when they grow up.*
Sceince 4	***Animals including humans*** *Pupils should be taught to:* • *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.* ***Sticky Knowledge***	***States of matter*** *Pupils should be taught to:* • *compare and group materials together, according to whether they are solids, liquids or gases* • *observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)* • *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.*	***Living things and Habitats*** *Pupils should be taught to:* • *recognise that living things can be grouped in a variety of ways* • *explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment* • *recognise that environments can change and that this can sometimes pose dangers to living things.* ***Sticky knowledge***	***Sound*** *Pupils should be taught to:* • *identify how sounds are made, associating some of them with something vibrating* • *recognise that vibrations from sounds travel through a medium to the ear* • *find patterns between the pitch of a sound and features of the object that produced it* • *find patterns between the volume of a sound and the strength of the vibrations that produced it*	***Electricity*** *Pupils should be taught to:* • *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*	***Animals / SRE(Linked to PSHE from our Jigsaw program)*** • *Understand that some of our characteristics come from our birth parents and that this happens because we are made from joining their egg and sperm.* • *Label the internal and external parts of male and female bodies that are necessary for making a baby.* • *Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a part of this.*

Key Stage 2 Long Term Topic Map 2021 onwards

	The teeth of animals (including humans) are designed to eat different foods depending on the diet of the animal. *Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood; the blood takes nutrients around the body.* *Nutrients produced by plants move to primary consumers then to secondary consumers through food chains; this flow of energy is shown on a food chain.*	***Sticky knowledge*** *Materials can be divided into solids, liquids and gases.* *Some materials can change from one state to another and back again.* *Heating causes solids to melt into liquids and liquids evaporate into gases.* *Cooling causes gases to condense into liquids and liquids to freeze into solids.* *The temperature at which given substances change state are always the same.* *Condensation and evaporation occur within the water cycle.*	*Living things can be divided into groups based upon their characteristics.* *Environmental change can positively or negatively affect a habitat; changes can be natural or caused by humans.* *Organisms are affected in different ways by environmental change.* *Conservationists work to help promote the protection of the environment.*	*● recognise that sounds get fainter as the distance from the sound source increases.* ***Sticky Knowledge*** *Sound is a type of energy created by vibrations; the louder the sound, the bigger the vibration.* *Sound travels from its source in all directions and we hear it when it travels to our ears.* *Sound travel can be blocked.* *Changing the shape, size and material of an object will change the sound it produces.* *Sound moves through all materials by making them vibrate; changing the way an object vibrates changes it's sound.* *Bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds.* *Faster vibrations (higher frequencies) produce higher pitched sounds.*	*● 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.* ***Sticky Knowledge*** *A source of electricity (mains of battery) is needed for electrical devices to work.* *Electricity sources push electricity round a circuit.* *More batteries will push the electricity round the circuit faster.* *A complete circuit is needed for electricity to flow and devices to work.* *Some materials allow electricity to flow easily and these are called conductors.* *Materials that don't allow electricity to flow easily are called insulators*	
Science 5	***Animals including humans*** • *Describe the changes as humans develop to old age* ***Sticky Knowledge*** *Puberty is something we all go through, a process which prepares our bodies for being adults, and reproduction.* *Hormones control these changes; which can be physical and/or emotional.* *Humans reproduce sexually where offspring inherit information from both parents.* *The average length of gestation in humans is 280 days, or 40 weeks.*	***Properties & Changes of materials*** *Pupils should be taught to:* *● compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets* *● know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution* *● use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating* *● give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic* *● demonstrate that dissolving, mixing and changes of state are reversible changes* *● explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.* ***Sticky knowledge*** *All matter (including gas) has mass.* *Sometimes mixed substances react to make a new substance. These changes are usually irreversible.* *Heating can sometimes cause materials to change permanently.* *When this happens, a new substance is made. These changes are not reversible.* *Indicators that something new has been made are: The properties of the material are different (colour, state, texture, hardness, smell, temperature).* *Reversible changes can be reversed by: sieving, filtering, evaporating.*	***Living things and Habitats*** *Pupils should be taught to:* *● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird* *● describe the life process of reproduction in some plants and animals* ***Sticky Knowledge*** *Different animals mature at different rates and live to different ages.* *Some organisms reproduce sexually where offspring inherit information from both parents.* *Some organisms reproduce asexually by making a copy of a single parent.* *Environmental change can affect how well an organism is suited to its environment.* *Different types of organisms have different life cycles.*	***Earth and Space*** *Pupils should be taught to:* *● describe the movement of the Earth, and other planets, relative to the Sun in the solar system* *● describe the movement of the Moon relative to the Earth* *● describe the Sun, Earth and Moon as approximately spherical bodies* *● use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.* ***Sticky Knowledge*** *Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over distance.* *Objects with larger masses exert bigger gravitational forces.* *Objects like planets, moons and stars spin.* *Smaller mass objects like planets orbit large mass objects like stars.* *Stars produce vast amounts of heat and light.* *All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars.*	***Forces*** *Pupils should be taught to:* *● explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object* *● identify the effects of air resistance, water resistance and friction, that act between moving surfaces* *● recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.* ***Sticky Knowledge*** *Air resistance and water resistance are forces against motion caused by objects having to move air and water out of their way.* *Friction is a force against motion caused by two surfaces rubbing against each other.* *Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move.* *Some objects/animals are streamlined to minimise the effects of air/water resistance.*	***Animals / SRE (Linked to PSHE from our Jigsaw program)*** • *Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.* • *Describe how boys' and girls' bodies changes during puberty.* • *Understand that sexual intercourse can lead to conception and that is how babies are usually made.*
Science 6	***Animals including humans*** *Pupils should be taught to:* *● identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood* *● 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.* ***Sticky Knowledge*** *The heart pumps blood around the body.* *Oxygen is breathed into the lungs where it is absorbed by the blood.* *Muscles need oxygen to release energy from food to do work. (Oxygen is taken into the blood in the lungs; the heart pumps the blood through blood vessels to the muscles; the muscles take oxygen and nutrients from the blood.)* *Drugs, alcohol and smoking have negative effects on the body.*	***Evolution and Inheritance*** ***Pupils should be taught to:*** *● 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* ***Sticky Knowledge*** *Life cycles have evolved to help organisms survive to adulthood. Over time the characteristics that are most suited to the environment become increasingly common.* *NB: The following could be duplicated in Year 6 Living things and their habitats.* *Organisms best suited to their environment are more likely to survive long enough to reproduce. Organisms best adapted to reproduce are more likely to do so.* *Organisms reproduce and offspring have similar characteristic patterns.* *Variation exists within a population (and between offspring of some plants).* *Competition exists for resources and mates.*	***Living things and Habitats*** *Pupils should be taught to:* *● describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals* *● give reasons for classifying plants and animals based on specific characteristics* ***Sticky Knowledge*** *Variation exists within a population (and between offspring of some plants) – N B: this Key Idea is duplicated in Year 6 Evolution and Inheritance.* *Organisms best suited to their environment are more likely to survive long enough to reproduce.* *Organisms reproduce and offspring have similar characteristic patterns.* *Competition exists for resources and mates.* *Scientists, called Taxonomists, sort and group living things according to their similarities and differences.*	***Light*** *Pupils should be taught to:* *● recognise that light appears to travel in straight lines* *● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye* *● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes* *● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.* ***Sticky Knowledge*** *Animals see light sources when light travels from the source into their eyes.* *Animals see objects when light is reflected off that object and enters their eyes.* *Light reflects off all objects (unless they are black). Non shiny surfaces scatter the light so we don't see the beam.* *Light travels in straight lines, called rays or beams of light.*	***Electricity*** *Pupils should be taught to:* *● 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.* ***Sticky Knowledge*** *Batteries are a store of energy. This energy pushes electricity around the circuit.* *When the battery's energy is gone it stops pushing.* *Voltage measures the 'push.'* *Symbols for: lamp, wire, buzzer, cell, battery, motor, switch (open), switch (closed).* *A series circuit will not work if a lamp is broken or a wire is disconnected.*	***Animals / SRE (Linked to PSHE from our Jigsaw program)*** • *Explain how a girl's and a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally.* • *Ask questions I need answered about changes during puberty.* • *Describe how a baby develops through the nine months of pregnancy, how it is born.*

Key Stage 2 Long Term Topic Map 2021 onwards

PHSE	**Being Me in my World** **Yr3:** **Yr4:** **Yr5:** **Yr6:**	**Celebrating Difference** **Yr3:** I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive complimetns and know how this feels. **Yr4:** I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are. **Yr5:** I can explain the differences between direectr and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. **Yr6**	**Dreams and Goals** **Yr3:** I can evaluate my own learning and process and identify how it can be better next time**.** I am cofidentant in sharing my success with others and know how to store my feelings of success in my treasure box. **Yr4:** I know how to make a new plan and set goals even if I've been disappointed. I know what it means to be resilent and to have a positive attitude. **Yr5:** I can describe the dreams and goals of a young person in a culture different from mine. I can relate on how these relate to my own. **Yr6**	**Healthy Me** **Yr3:** I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels. **Yr4:** I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. **Yr5:** **Yr6**	**Relationships** **Yr3:** I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices. **Yr4:** I can explain different points of view on an animal rights issue. I can express my opinion and feelings on this. **Yr5:** **Yr6**	**Changing me RSE** **Yr3:** I can identify how boy's and girl's bodies change on the inside during the growing upo process and can tell you why these changes are necessary so their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with those feelings. **Yr4:** I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Yr5 and how to go about this. **Yr5:** **Yr6**
RE	Cycle 3 – Places of worship Cycle 1 –The Journey of Life	Cycle 4 – Family Life Cycle 2 –Creation and Science	Cycle 4 – Angels Cycle 2 –Interpretation	Cycle 4 – Salvation Cycle 2 –Sacrifice	Cycle 4 – Neighbour Cycle 2 –The Mosque	Cycle 4 – Creation Cycle 2 –The Kingdom of God
Computing	X1 online safety	X1 online safety	X1 online safety	X1 online safety	X1 online safety	X1 online safety
	Computing Systems & Networks **Yr3:**Connecting computers *Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks* **Yr4:**The internet *Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.* **Yr5:**Sharing information *Recognising IT systems around us and how they allow us to search the internet.* **Yr6:** Communication *Identifying and exploring how data is transferred and information is shared online.*	**Creating Media 1** **Yr3:**Stop frame Animation *Capturing and editing digital still images to produce a stop-frame animation that tells a story.* **Yr4:** Audio production *Capturing and editing audio to produce a podcast, ensuring that copyright is considered.* **Yr5:**Vector drawing *Creating images in a drawing program by using layers and groups of objects.* **Yr6:**3D Modelling *Planning, developing, and evaluating 3D computer models of physical objects.*	**Creating Media 2** **Yr3:**Desktop publishing *Creating documents by modifying text, images, and page layouts for a specified purpose.* **Yr4:**Photo editing *Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.* **Yr5:**Video editing *Planning, capturing, and editing video to produce a short film.* **Yr6:**Web page creation *Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.*	**Data and Information** **Yr3:**Branching databases *Building and using branching databases to group objects using yes/no questions.* **Yr4:**Data logging *Recognising how and why data is collected over time, before using data loggers to carry out an investigation.* **Yr5:**Flat file data bases *Using a database to order data and create charts to answer questions* **Yr6:** Spreadsheets *Answering questions by using spreadsheets to organise and calculate data.*	**Programming A** **Yr3:**Sequence in music *Capturing and editing audio to produce a podcast, ensuring that copyright is considered.* **Yr4:**Repitition in shapes *Using a text-based programming language to explore count-controlled loops when drawing shapes.* **Yr5:**Selection in physical computing *Exploring conditions and selection using a programmable microcontroller* **Yr6:**Variables in games *Exploring variables when designing and coding a game.*	**Creating Media 2** **Yr3:**Events and actions *Writing algorithms and programs that use a range of events to trigger sequences of actions.* **Yr4:**Repitition in games *Using a block-based programming language to explore count-controlled and infinite loops when creating a game.* **Yr5:**Selection in quizzes *Exploring selection in programming to design and code an interactive quiz.* **Yr6:**Sensing *Designing and coding a project that captures inputs from a physical device.*
Music https://charanga.com/c/1364056-music-curriculum-22-23	**Nectar –** Developing Notation Skills **Honeycomb –** Getting started with Music Tech	**Nectar –** Composing using your own imagination **Honeycomb –** The Fresh Prince of Bel-Air	**Nectar –** Lean On Me **Honeycomb –** Exploring Key and Time Signatures	**Nectar –** Learning More about Musical Styles **Honeycomb –** Introducing Chords **Beekeepers –** You've Got a Friend	**Nectar –** Recognising Different Sounds **Honeycomb –** Happy	**Nectar –** Mamma Mia **Honeycomb –** Identifying Important Musical Elements

Key Stage 2 Long Term Topic Map 2021 onwards

	Beekeepers – Make you feel my love	**Beekeepers –** Developing Melodic Phrases	**Beekeepers** – Gaining Confidence Through Performance		**Beekeepers –** Exploring Notation Further	**Beekeepers –** Using Chords and Structure
Art / DT	***Art* : American Artists** ***Jasper Johns – SOW*** Drawing, Painting, Collage, Sculpture (construction), and Photography. ✓ ✓Nectar y4/5 – Chalk – create a Jasper Johns inspired piece of art using chalks using alphabet and numbers ✓Honeycomb yr4/5 – **Sculpture**. Make a raised initial, record making steps with photographs.  ✓Bee Keepers yr 5/6- **Drawing- pop art wave flag drawing using** https://youtu.be/W-OcnNG0yU0 • Cross-curricular links with Geography – North America	***DT: mechanical systems*** **LKS2** – mechanical systems Design and make a moving cart – Moodle. •**UKS2 -** UKS2 - mov •Pop-up book •Designing a pop-up book which uses a mixture of structures and mechanisms. •Naming each mechanism, input and output accurately. •Storyboarding ideas for a book. •Following a design brief to make a pop up book, neatly and with focus on accuracy. •Making mechanisms and/or structures using sliders, pivots and folds to produce movement. •Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. •Evaluating the work of others and receiving feedback on own work. •Suggesting points for improvement.	***Art* Landscapes – SOW- clay** Jason Scarpace  ✓Nectar y4/5 – clay –patterns in nature- create a clay tile using objects from nature collected on a local walk, use to print into the clay tile or collage onto the clay ✓Honeycomb yr4/5 – ✓**Clay –** local walk- take a photo of a landscape on a walk and create a landscape tile using clay, as seen above ✓Bee Keepers yr 5/6- Take a photo of a natural feature on a local walk. Create a clay model of their chosen feature using clay (e.g. flower, leaf, insect)	DT Electric systems LKS2 - Necter, Honeycomb •Roman posters: **Design** •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 **Evaluate** •investigate and analyse a range of existing products. *If you visit a public place of interest and use the Extra-curricular activity: Observation sheet **knowledge:** •Understand and use electrical systems in their products **Electrical systems** UKS2 – Honeycomb / Bee Keepers Lamps and lanterns – Moodle	***Art:* Mixed Media** ✓Nectar y4/5 – Use collage and paints to create a mixed media river canvas ✓Honeycomb yr4/5 – Create a mixed media canvas using a range of techniques including drawing, painting and collage ✓Bee Keepers yr 5/6- Use a range of tequniques that they have learnt throughout the year to create their own mixed media artwork – using a choice of paints, printing, clay, fabric (sewing) to make their own mixed media river canvas	***DT:*** **Design and make a long boat Structures/mechanical** STEM Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. Design: • We will develop more than one design before choosing the one to take forward into planning of a sequence of actions to make our product • We will use prototypes to trial our ideas and plans and consider the tools and materials we will need for our product Make: • We will use a range of simple tools to mark out, cut and assemble our product based on our design, choosing specific materials for their properties Evaluate: • We will draw and sketch ideas and share with others for comment and thoughts on improvement as well as use products already created for ideas • We will identify throughout the process, any weaknesses that need addressing and any strengths of materials/actions that can be used • We will identify how well the end product meets the needs of the user and suggest further improvements if appropriate Structures: • We will create shell or frame structures and strengthen these with diagonal struts • We will understand the need to give structures a wide base to make them more stable • We will be able to measure, mark and cut square section wood , strip wood and dowel accurately to 1cm Yr 5/6 add moving mechanism
MFL	**Y3 Getting to know you** **Y4 Getting to know you** **Y5 Getting to know you** **Y6 All around Town**	**Y3 All about me** **Y4 On the Move** **Y5 On the Move** **Y6 Let's go Shopping**	**Y3 Food Glorious food** **Y4 That's Tasty** **Y5 That's Tasty** **Y6 This is France**	**Y3 Family and friends** **Y4 Family and Friends** **Y5 Family and Friends** **Y6 All in a day**	**Y3 Our School** **Y4 What's the Time** **Y5 What's the Time** **Y6**	**Y3 Time** **Y4 Time Travelling** **Y5 Time Travelling** **Y6**

Key Stage 2 Long Term Topic Map
2021 onwards

PE	*Year 3 – Running, throwing,, OAA* *Year 4 – Lacrosse/hockey, movement* *Year 5 – Lacrosse/hockey, movement* *Year 6 – Lacrosse/ hockey, movement*	*Year 3 – Badminton/tennis, football* *Yesr 4 – Skills – running, throwing, football* *Year 5 – Basket ball/netball, football* *Year 6 – Basketball/netball, football*	*Year 3 – Gym, basketball/netball* *Year 4 –Invasion games, gym* *Year 5 – Tag rugby/football/ gym* *Year 6 – Tag rugby. Football, gym*	*Year 3 – Hockey, Dance* *Year 4 – Basketball, netball, dance* *Year 5 – Basketball, netball, dance* *Year 6 – Badminton, tennis, dance*	*Year 3 – Athletics. Cricket* *Year 4 – Athletics , Cricket* *Year 5 – Athletics, Cricket* *Year 6 – Basketball, netball, athletics*	*Year 3 – Athletics, Rounders, Swimming* *Year 4 – Rounders, OAA, Swimming* *Year 5 – Rounders, OAA, Swimming* *Year 6 – OAA, Rounders, Swimming*
Outdoor Learning						