

Naburn Primary: Key Stage Two Long Term Plan

Subjects (alphabetical order)	Year A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Maya Mysteries! (Maya civilisation)	War! What is it good for? (Battle of Britain WW2)	Smog, slums and street children (Victorians - local history study)		The Empire Strikes Back! (Romans)	Meet the Flintstones! (Stone age to Iron Age)
Hook	Chocolate making/tasting	TRIP: Eden Camp	Victorian day		TRIP: Roman York	TRIP: Links to Y56 residential
Art and Design	Art and design/ DT Multi- media : Design Maya mandalas. Sculpture: Create natural mandalas using sand, stones, natural objects etc & fabric collage. Frederick Catherwood's Maya drawings Andy Goldsworthy	Art and design focus The art of war. Sketching, painting, design, analyse, appraise, evaluate, Examine the work and purposes of war artists Paul Nash, John Piper, Henry Moore etc London Blitz / St Paul's night sky silhouettes	Art focus Artist study : TS Lowry (links to workhouses/ Victorian architecture) Portraits Drawing skills: Still life drawing, explore tones & texture / shading, using different pencils & charcoal & taking & altering digital images. Explore how pastels can achieve similar effects. Look at different styles: Braque, Morandi, Lichtenstein		DT focus Roman and modern mosaic designs. Antonio Gaudi's mosaics mosaics in architecture (Barcelona)	DT focus Cave paintings (pastels/sugar paper)
Spirituality	The work of creative artists from a variety of times and places; beauty, truth and goodness; expressing, interpreting and exploring deep feelings and profound beliefs; artistic creativity; the effects of the arts on emotions and senses; skill in creation and performance; personal response and preference.					
Computing	Programming <ul style="list-style-type: none"> ● Sequence ● Repetition ● Selection ● Variables (Barefoot Computing) LKS2 - above separately UKS2 - above combined, using all at once		Systems & Networks Systems and Searching (NCCE) LKS2 - focus on search UKS2 - focus on both		Creating Media - Adobe Express LKS2 - Web page creation UKS2 - Web page creation with photo editing	
Spirituality	The wonder of worldwide instant communication; the speed of the growth of knowledge; the accessibility of knowledge and contact with other people worldwide					
Design & Technology	Food Technology design, make and evaluate a healthy meal using Mayan ingredients - eg Maya flatbread (corn bread)	Strong structures Anderson shelters - Air raid shelters (group project/testing)	Textiles Evaluate impact of British Designs & Designers (eg W Morris, C Rennie Mackintosh). Create own repeating textile design. (as part of A&D)		Mechanical systems/strong structures Build & test a working Roman catapult on wheels	Mechanical systems / strong structures Evaluate importance of Stone Age / Iron Age inventions & designs including the wheel, investigate pulleys & levers (how did they build Stonehenge?) Design a Stone Age shelter/ monument.
Spirituality	Discovering how something works; appreciating genius; beauty in design, perseverance to solve problems, personal achievement and learning from others and nature.					

Geography	Y34 Locate Maya related countries (Mesoamerica) on globe / in atlas / using Google Earth. Identify significant human and physical features of those countries (cities, coasts, rivers, mountains); Y56 identify current and historic land use patterns; identify and understand significance of latitude, longitude, Equator, Northern/Southern hemisphere, Tropics and time zones.	Y34 Locate relevant countries/places on globe/in atlas/using Google Earth. Y56 Use eight points of a compass, four and six-figure grid references, symbols and keys to build knowledge of key WW2 locations including countries and sights of particular battles/events.	History focus Y34 Locate relevant countries/places on globe/in atlas/using Google Earth. Y56 Use eight points of a compass, four and six-figure grid references, symbols and keys to build knowledge	Y34 Locate relevant countries/places on globe/in atlas/using Google Earth to track expansion / extent of Roman Empire. Y56 Explore locations/types of Roman settlement and land use in local area and nationally. Key features of where to build settlements. Use eight points of a compass, four and six-figure grid references, symbols and keys to build knowledge of UK and wider world.		
Spirituality	Wonder at the diversity of environments and people; land formation; questions about the care of the environment, world (economic) development; empathy with people from other parts of the world; the beliefs behind particular causes and campaigns.					
History	Focus on contrast between this ancient non-European society and British history Y34 Gods and beliefs; chocolate; food and farming (tortillas, tamales, importance of maize); Chichen Itza (Kukulcan pyramid and Great ball court); Maya creation story and beliefs Y56 Xibalba underworld, Huracan, Ceiba tree, levels of Upper Middle and Underworld; calendar and number system	A significant turning point in British History - The Battle of Britain. Y34 why the war started and explore the significance of key events: The significance and impact of the Battle of Britain Y56. Evaluate and assess the reason, impact and significance of the Battle of Britain. Role of women in war time/Winston Churchill.	Local History Study - stories of our school Focus on primary/secondary sources [Naburn School Headmaster's Log books, registers and Punishment Book] Study of Naburn in Victorian times [maps / census information / wider societal information gleaned from Log Books eg: re local occupations / celebrations such as Empire Day / public health issues such as cholera, influenza, scarlet fever etc]. Y34 life as a Victorian school child; education / child poverty / work of Dr Barnardo; public health Y56 Life and work of Dr Barnardo; workhouses research; child poverty - contrast between lives of Victorian and modern day children.	The Empire Strikes back!- Depth Study Invasion of York (AD71); remnants of Roman occupation (Multangular Tower, parts of walls); mosaics in Yorkshire Museum; importance of Eboracum (York) to Roman Empire. Yr 3/4 Invasions of Emperors Julius Caesar (AD 55-54) and Claudius (AD43); British resistance - focus on Boudica. Y56 - 'Romanisation' of Britain and impact of their construction, technology, culture and beliefs	Stone Age and Iron Age Y3/4 homes and everyday life; culture and art; Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Stonehenge, tribal kingdoms. Yr 56 A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - Star Carr (Pickering)	
Spirituality	Being part of history; handling artefacts; influential events and people; the commitment of significant people in history; the nature and importance of invention and exploration.					
MFL	LKS2 -Greetings, no.s to 20, alphabet, French speaking countries UKS2 - Research topic on a French speaking country	LKS2- Les Fêtes (festivals) Days, months, no.s to 31, dates LKS2 - Fete de St. Nicolas UKS2 - Fete des Rois	LKS2 -La Météo (the weather) UKS2 - More authentic materials, cause and effect with quand, time sequencing	LKS2 - Mes passe-temps (Sports & Hobbies) (link to Euros, Olympics etc) UKS2 - time and sequencing structures, regular present tense verbs	LKS2 - La nourriture (Healthy eating, monter un cafe) UKS2 - Understand and express opinions, more authentic materials (menus)	LKS2 - Au collège (at school) UKS2 - Time and sequencing structures, understand, express and justify opinions, use of negative structure ne...pas
Spirituality	What motivates language learning? Welcoming and comforting a stranger in our country; the feeling of genuinely communicating with someone in a new language?					
Music Yr A	Play Ukelele 1 (Sing Up) Musical Focus Focusing on aspects of singing, playing, improvising, composing and listening Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a part on ukulele and play as part of a whole-class performance. Improvise percussive drum rhythms to play on the body of the ukulele. Compose a short piece for ukulele, demonstrating the skills learnt.	Wellerman (Musical Futures Online) Musical Focus: Body Percussion, Tuned Percussion, Chair Drumming Pieces: Wellerman Sea Shanty, Nathan Evans	Three Little Birds (Sing Up) Musical focus: Reggae, riffs, offbeat, chords, major triads D and G, bassline, unison, harmony. Pieces: <i>Three little birds</i> by Bob Marley and The Wailers.			
Spirituality	The work of creative artists from a variety of times and places; beauty, truth and goodness; expressing, interpreting and exploring deep feelings and profound beliefs; artistic creativity; the effects of the arts on emotions and senses; skill in creation and performance; personal response and preference.					

PE	Tag Rugby	Unihoc	Swimming Gymnastics	Swimming HRE	Athletics Throwing & Jumping	Striking & Fielding Cricket
Spirituality	Being a team member; pushing yourself to the limit; extremes of skill, endurance and achievements; emotion in sport; personal limitation and failure; appreciation of perfection; sportsmanship.					
LIFE SKILLS & RSE Jigsaw See progression of Attainment descriptors	Jigsaw Being me in my world Yr34: How my behaviour can affect how others feel and behave. Why it is important to have rules. Yr56 - Compare my life with other people in my country and explain why we have rules	Jigsaw Celebrating difference Anti Bullying Week	Jigsaw Dreams and goals	Jigsaw Healthy me	Jigsaw Relationships Mental Health Awareness week	Jigsaw Changing me RSE morning Transition activities (to new class/key stage/secondary school) Y6 'Crucial Crew' event
Spirituality	Relationships with others, feelings and attitudes; keeping safe Ideas of honesty and sensitivity needed for gentle reflection.					
RE	L2.1 What do different people believe about God? Believing U2.4 If God is everywhere, why go to a place of worship? Expressing	L2.5 Why are festivals important to religious communities? Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Expressing	L2.6 Why do some people think that life is a journey and what significant experiences mark this? expressing U2.6 What does it mean to be a Muslim in Britain today? Living	L2.3 Why is Jesus inspiring to some people? Believing U2.3 What do religions say to us when life gets hard? Believing	L2.10 How do family life and festivals show what matters to Jewish people? Living U2.1 Why do some people believe God exists? Believing	L2.8 What does it mean to be a Hindu in Britain today? Living U2.8 what difference does it make to believe in ahimsa*(harmlessness), grace and/or Ummah**(community)? Living
Science	Rocks Y34 rock types - features and identification Y56 Rock study - Volcanoes	Sound Y34 How are sounds made? Y56 Soundproofing investigation.	Light Y34 light/absence of light; reflection Y56 how light travels; how we see; light sources and reflection. Can light bend?	Electricity Y34 what is it and how is it made? Y56 Buzzers, switches and motors	Space Y34 Night and day / Earth's rotation Y56 Movement of Moon relative to Earth. The solar system	Animals including humans Y34 digestive system Y56 human circulatory system and functions of heart
Spirituality	Wonder as the basis of science; questions of beginning, creation and evolution; birth, life, death and renewal; the universe and beyond; discovering the limits of experimentation; regularity and order in science; beliefs in science and the faith of scientists; the impact of scientific achievements.					