

## Naburn Primary: Key Stage Two Long Term Plan B

Subjects (alphabetical order)	Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Tomb Raiders! Ancient Egypt	War! What is it good for? World War One TRIP: WW1 in York walking tour	Great women who changed the world		Raiders, Traders and Invaders! Anglo Saxons, Scots and Vikings TRIP: Jorvik Museum, York	Summer of Sport Ancient Greece (Olympics focus)
Art and Design	Hieroglyphs 'Side' portraits on papyrus	Remembrance water colour painting WW1 recruitment posters - multimedia	Portraits - collage		Viking shield design	Ancient Greek themed pots (terracotta/black paint on clay)
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	<b>Programming</b> <ul style="list-style-type: none"> <li>Sequence</li> <li>Repetition</li> <li>Selection</li> <li>Variables</li> </ul> (Barefoot Computing) LKS2 - above one at a time. UKS2 - above combined, using all at once		<b>Systems &amp; Searching</b> LKS2 - The Internet (Network Hunt Activity - Barefoot Computing) (one lesson) UKS2 - Communication & Collaboration (Modelling the Internet - Barefoot Computing) (one lesson) Word Processing		<b>Creating Media - Adobe Express</b> LKS2 - Audio Production UKS2 - Video Production	
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	WW1 trenches (shoe boxes; corrugated cardboard; tea bags; balsa; matchsticks etc).  Food technology: Link to Science - designing healthy meal	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities			Viking longship design / construction	
Spirituality	Discovering how something works; appreciating genius; beauty in design, perseverance to solve problems, personal achievement and learning from others and nature.					
Geography	<b>Ancient Egypt</b> Y34 Locate on globe / in atlas / using Google Earth. Identify significant human and physical features (cities, coasts, rivers, mountains) Y56 -Identify significant human and physical features (cities, coasts, rivers, mountains)	<b>World War One</b> skills and fieldwork Y34 Locate relevant countries/battle sites on globe / in atlas / using Google Earth. Y56 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<b>Great Women who changed the world</b> Locational knowledge Y3/4 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Y56 - place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom		<b>Anglo Saxons, Scots and Vikings</b> Y34 Locate relevant countries/battle sites on globe / in atlas / using Google Earth. Identify significant human and physical features (cities, coasts, rivers, mountains) Y56 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<b>Ancient Greece</b> Y34 Locate on globe / in atlas / using Google Earth. Identify significant human and physical features (Luxor, Karnak, Valleys of Kings and Queens, river Nile etc) Y56-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

“Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth.” Genesis 9 v16

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	<p><b>Ancient Egypt</b> <i>[study focusing on achievements of this civilisation]</i></p> <p>Y34 primary/secondary sources - (hieroglyphs; Rosetta Stone; pyramids; mummies etc); daily life; Gods/beliefs; Tutankhamun; agriculture; art; contrast with Egypt today.</p> <p>Y56 Pharaohs, ancient Egyptian tombs, The Nile</p>	<p><b>World War One</b></p> <p><i>Main resource:</i> <a href="http://historyworks.tv/projects/ww1-walking-trail/york-in-world-war-one/">http://historyworks.tv/projects/ww1-walking-trail/york-in-world-war-one/</a></p> <p>Y34 causes of WW1; announcement in York; May 1916 zeppelin attack on York</p> <p>Y56 Plus: York’s conscientious objectors (see <a href="#">historyworks</a> resources) Remembrance Day</p>	<p><b>Great women who changed the world</b> -<i>[a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066]</i></p> <p><i>Focus on lives and achievements of, and challenges faced by, notable British women, to include:</i></p> <p>Politics / emancipation - Emmeline Pankhurst Sport - Lionesses (football) Medicine - Florence Nightingale / Mary Seacole / Elizabeth Garrett Anderson Music - Margaret Barry (<b>RGT</b> singer 1917-1989 - <i>see links below</i>) <a href="https://www.kingsplace.co.uk/whats-on/folk/she-moved-through-the-fair-legend-of-margaret-barry/">https://www.kingsplace.co.uk/whats-on/folk/she-moved-through-the-fair-legend-of-margaret-barry/</a> <i>chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.gypsy-traveller.org/wp-content/uploads/2024/01/Famous-GRT-Resource-Pack.pdf</i> Literature - Jane Austen Royalty - Elizabeth 1 Science - Helen Sharman (first British astronaut)</p>	<p><b>Anglo Saxons, Scots and Vikings</b></p> <p>Y34 - settlements, art and culture, beliefs</p> <p>Y56 - Invasions, art and culture, Kings and laws</p>	<p><b>Ancient Greece</b> <i>[study of AG life, achievements and impact upon the world]</i></p> <p>Y34 daily life; Gods/beliefs; art and culture; Olympic games; philosophers/discoveries.</p> <p>Y56 Empire, trade, democracy, Olympic games</p>	
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	As Year A	LKS2 - C’est Moi - appearance UKS2 - accurate use of adjectives in agreement, 3rd person avoir (to have) and être (to be)	LKS2 - Je m’habille - story (clothes) UKS2 - Possessive adjectives, adjectives in agreement	LKS2 - Ma famille UKS2 - Possessive adjectives, 3rd person verb être (to be)	LKS2 -Chez moi (at home) UKS2 - conjunctions in a short text, using more complex words and phrases	LKS2 - En ville (in town) UKS2 - use of infinitive with on peut, expressing and justifying opinions
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	<p>Keep The Home Fires Burning (Sing Up)</p> <p><b>Musical focus:</b> Music from WWI, fanfare, triad, rhythm, dot notation. <b>Pieces:</b> <i>Keep the home fires burning.</i></p>	<p>Calypso Solé Levy (Sing Up)</p> <p><b>Musical focus:</b> Calypso clave rhythm, hand drumming, hand-to-hand sticking, tuned playing within I-IV-I-V chord structure, ensemble performance, learning to play by ear. <b>Pieces:</b> <i>Calypso solèy levé</i> by Lily May, <i>Under the sea</i> by Howard Ashman and Alan Menken, <i>Emmanuel Road</i> (trad. Jamaican), <i>Carnival tabanca</i> by Bunji Garlin, ‘Will you be there’ (theme from <i>Free Willy</i>) by Michael Jackson.</p>	<p>Drunken Sailor (Sing Up)</p> <p><b>Musical focus:</b> Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. <b>Pieces:</b> <i>What shall we do with the drunken sailor?</i></p>			
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	Football	Basketball	Swimming + Dance	Swimming +Netball	Athletics-Short & Long distance running	Striking & Fielding- Rounders
LIFE SKILLS & RSE Jigsaw  See progression of Attainment descriptors	<p><b>Jigsaw</b> <b>Being me in my world</b> <b>Yr34:</b>How my behaviour can affect how others feel and behave. Why it is important to have rules. <b>Yr56</b> - Compare my life with other people in my country and explain why we have rules</p>	<p>Jigsaw Celebrating difference Anti Bullying Week</p>	<p>Jigsaw Dreams and goals</p>	<p>Jigsaw Healthy me</p>	<p>Jigsaw Relationships Mental Health Awareness week</p>	<p>Jigsaw Changing me RSE morning Transition activities (to new class/key stage/secondary school) Y6 ‘Crucial Crew’ event</p>

‘I have come in order that you might have life—life in all its fullness.’ John 10v10b

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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.					
RE	L2.7 What does it mean to be a Christian in Britain today? Living U2.7 What matters most to Christians and Humanists? Living	L2.2 Why is the Bible so important for Christians today? Believing UC unit 2B.4 Incarnation Was Jesus the Messiah?	L2.4 Why do people pray? Expressing U2.9 What can be done to reduce racism? Can religion help? Expressing	L2.9 What can we learn from religions about deciding what is right and wrong? Living U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Believing	L2.5a How do people from religious and non-religious communities celebrate key festivals? Expressing Diocesan syllabus U2.10 What does it mean for a Jewish person to follow God?	Diocesan syllabus L2.7 What does it mean to be a Hindu in Britain today? U2.10 How and why should religious communities do more to care for the Earth? Living
Science	<b>Forces and Magnets</b> Y34 - compare how things move on different surfaces; how magnets attract / repel and attract certain materials; sorting materials into magnetic and non-magnetic; understanding poles. Y56 - Forces	<b>Animals, inc humans</b> Y34 - importance of nutrition; role of skeletons and muscles in providing support and for protection and movement; food chains, predators and prey. Y56- the circulatory system, diet and lifestyle	<b>Plants</b> Y34 - identify and describe functions of different parts of flowering plants; requirements of plants for life and growth; life cycle of flowering plants Y56 - adaptation.	<b>Living things and their habitats</b> Y34 - grouping living things; using classification keys; recognising environments change local observation study. Y56 - differences in life cycles of mammal, amphibian, insect and bird; life process of reproduction in some plants and animals.	<b>States of Matter</b> Y34 - features of solids, liquids, gases; water cycle inc evaporation and condensation. <b>Properties and changes of materials</b> Y56 -; dissolving;mixtures can be separated through sieving, filtering and evaporating; investigate changes of state - reversible/irreversible.	Y34 - <b>Food chains</b>  Y56 <b>Evolution and inheritance</b> - recognise that living things have changed over time. Identify how animals and plants are adapted to suit their environment
Spirituality	Relationships with others, feelings and attitudes; keeping safe Ideas of honesty and sensitivity needed for gentle reflection.					