Lower Key Stage Two – Termly Targets
Milestone Two

Year A
Term 1 – Anglo Saxons and Scots

Literacy	Science	History	Geography	Art	Design and Technology
Recount News Report Informal Letter (Raiders)	**What's that Sound** Work scientifically • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings Investigate sound and hearing • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear.	**Anglo Saxons and Scots** To investigate and interpret the past • Use evidence to ask questions and find answers to questions about the past • Use more than one source of evidence for historical enquiry in order to gain more of an accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why accounts may differ. • Suggest some causes and consequences of some of the main events in history. Build an overview of world history • Give a broad overview of life in Britain from ancient until medieval. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men women and children. Understand Chronology • Place events artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. Communicate historically • Use appropriate historical vocabulary to communicate including: - dates - time period - era - change - chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		**Anglo Saxon Houses and/Settlements** Develop Ideas • Develop ideas from a starting point • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on artwork using visual language Master Techniques – Drawing • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Use different hardnesses of pencils to show line, tone and texture.	

Lower Key Stage Two – Termly Targets
Milestone Two

Year A Term 2

Topic - Land Use

Literacy	Science	History	Geography	Art	Design and Technology
Explanation Text Persuasive Letters	**Looking at States** Work scientifically • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings Investigating materials • 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		**Land Use** To Investigate places • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Communicate geographically • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Master Techniques • Select and arrange materials to striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage	

Lower Key Stage Two – Termly Targets
Milestone Two

Year A – Term 3

Topic – The UK

Literacy	Science	History	Geography	Art	Design and Technology
Paddington Information Leaflets (Sights of London) Rivers – Explanation	**Living Things** Working Scientifically • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings Investigate Living Things • Recognise that living things can be grouped in a variety of ways Explore and use classification keys • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.		**The UK** To investigate places • Ask and answer geographical questions about the physical and human characteristics of a location. • Name and locate the counties and cities of the UK, geographical regions and their identifying human and physical characteristics including mountains, cities, rivers, key topographical features and land use patterns; understanding how some of these have changed over time • Use a range of resources to identify the key physical and human features of a location. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the countries of Europe and identify their main physical and human characteristics. Investigate Patterns • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics and Cancer and Capricorn, Arctic and Antarctic Circle and date and time zones. Describe some of the characteristics of some of these geographical areas. • Describe geographical similarities and differences between countries. To communicate geographically • Describe key aspects of physical geography - including rivers, mountains, volcanoes, earthquakes and the water cycle. • Describe key aspects of human geography including settlements and land use.	**London Landscape** Develop Ideas • Develop ideas from a starting point • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on artwork using visual language Master Techniques – Painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	

Lower Key Stage Two – Termly Targets
Milestone Two

Year A

Term 4 – Railways

Literacy	Science	History	Geography	Art	Design and Technology
Beast Quest • Fantasy Fiction • Narrative • Character Analysis	**Power It Up** Working Scientifically • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings Understanding Electrical Circuits • 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.	**Railways** To investigate and interpret the past • Use evidence to ask questions and find answers to questions about the past Build an overview of world history • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. Communicate historically • Use appropriate historical vocabulary to communicate including: - dates - time period - era - change - chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		**Railway Art of the Past and Present** Develop Ideas • Develop ideas from a starting point • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on artwork using visual language Take inspiration from the greats • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by the studies of others. Textiles Shape and stitch materials Use basic cross stitch and back stitch Colour fabric Create weavings Quilt, pad and gather fabric	**Make a quest pouch** Master Practical Skills – Materials • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. Construction • To choose suitable techniques to construct or repair items • Strengthen materials using suitable techniques Design, make, evaluate, improve • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs

Lower Key Stage Two – Termly Targets
Milestone Two

Year A

Term 5 – Local Area History

Literacy	Science	History	Geography	Art	Design and Technology
Biography Periodic Diary Entry Poem News Report	**Teeth and Eating** Working Scientifically • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings Understand animals and humans • Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • 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. • *Identify how animals and plants are suited to and adapt to their environment in different ways.*	**Local Area History** To investigate and interpret the past • Use evidence to ask questions and find answers to questions about the past • Use more than one source of evidence for historical enquiry in order to gain more of an accurate understanding of history. • Suggest some causes and consequences of some of the main events in history. Build an overview of world history • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past societies. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and woman. Understand Chronology • Place events artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. Communicate historically • Use appropriate historical vocabulary to communicate including: - dates - time period - era - change - chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		Master Techniques – Digital Media • Create images, video and explain sound recordings and explain why they were created	**Local Food Soup** • Prepare ingredients hygienically using appropriate utensils • Measure ingredients to the nearest gram accurately • Follow a recipe • Assemble or cook ingredients (controlling temperature of the oven or hob, if cooking)

Lower Key Stage Two – Termly Targets
Milestone Two

Year A

Term 6 – Local Area Geography

Literacy	Science	History	Geography	Art	Design and Technology
Narrative – Bill's New Frock Non - Chronological Report	**The Nappy Challenge** Working Scientifically • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings		**Local Area Geography** To investigate places • Ask and answer geographical questions about the physical and human characteristics of a location. • Name and locate the counties and cities of the UK, geographical regions and their identifying human and physical characteristics including mountains, cities, rivers, key topographical features and land use patterns; understanding how some of these have changed over time • Use a range of resources to identify the key physical and human features of a location. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. Investigate patterns • To describe how the locality of school has changed over time Communicate Geographically Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.		**Computer Coding** • Control and monitor models using software designed for this purpose