

Year B

Term 1 – Vikings

Literacy	Science	History	Geography	Art	Design and Technology
<p>Instructions Recount Character Description 'How to Train Your Dragon'</p>	<p><b><u>Light and Shadow</u></b></p> <p><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions.</li> <li>Set up simple, practical and comparative and fair tests.</li> <li>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>Gather record, classify and present data in a variety of ways to help in answering questions.</li> <li>Use straightforward, scientific evidence to answer questions or to support their findings.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>Use straightforward, scientific evidence to answer questions or to support findings.</li> </ul> <p><b><u>Understanding light and seeing</u></b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>	<p><b><u>Vikings</u></b></p> <p><b><u>Investigate and interpret the past</u></b></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b><u>Build an overview of world history</u></b></p> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b><u>Understand chronology</u></b></p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul> <p><b><u>Communicate historically</u></b></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>Dates</li> <li>Time period</li> <li>Era</li> <li>Change</li> <li>Chronology</li> </ul> </li> </ul>	<p><b><u>Investigate Places</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> </ul> <p><b><u>Communicate geographically</u></b></p> <ul style="list-style-type: none"> <li>Human geography, including: settlements and land use</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the UK and the wider world.</li> </ul>	<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys feelings, expression or movement.</li> <li>Use clay and other mouldable materials.</li> <li>Add materials to provide interesting detail.</li> </ul> <p><b><u>Print</u></b></p> <ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from coiled string glued to a block).</li> <li>Make precise repeating patterns.</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Cut materials accurately and safely by selecting appropriate tools.</li> <li>Measure and mark out to the nearest millimetre.</li> <li>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>Select appropriate joining techniques.</li> </ul> <p><b><u>Construction</u></b></p> <ul style="list-style-type: none"> <li>Choose suitable techniques to construct products or to repair items.</li> <li>Strengthen materials using suitable techniques.</li> </ul>

Year B

Term 2 – The Arts

Literacy	Science	History	Geography	Art	Design and Technology
<p>Myth/Legend Narrative Myth and Legend Letter (Roman Myth)</p>	<p><b>Forces and Magnets</b></p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions.</li> <li>Set up simple, practical enquiries and comparative and fair tests.</li> <li>Make accurate measurements using standard units, using a range of equipment.</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Understand movement, forces and magnets</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>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.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>The Arts</b></p> <p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Discuss the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Place event, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:</li> <li>Dates</li> <li>Time period</li> <li>Era</li> <li>Change</li> <li>Chronology</li> </ul>		<p><b>Take Inspiration from the Greats</b></p> <ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers</li> <li>Create original pieces that are influenced by studies of others</li> </ul>	<p><b>Master Practical Skills Food</b></p> <ul style="list-style-type: none"> <li>Prepare ingredients hygienically using appropriate utensils.</li> <li>Measure ingredients to the nearest gram accurately.</li> <li>Follow a recipe.</li> <li>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul>

## Lower Key Stage Two – Termly Targets Milestone Two

Literacy	Science	History	Geography	Art	Design and Technology
<p>Narrative Egyptian Cinderella</p>	<p><b>Physics</b> <b>Work Scientifically</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Rocks and soils</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li> <li>Relate the simple, physical properties of some rocks to their formation (igneous or sedimentary).</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>Recognise that soils are made from rocks and organic matter. <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i></li> </ul>	<p><b>Egypt</b> <b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Discuss the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Place event, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>Dates</li> <li>Time period</li> <li>Era</li> <li>Change</li> <li>Chronology</li> </ul> </li> </ul>	<p><b>Investigate Places</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe them.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul> <p><b>Communicate geographically</b> Describe key aspects of:</p> <ul style="list-style-type: none"> <li><b>Physical geography, including:</b> rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li><b>Human geography, including:</b> settlements and land use.</li> </ul>	<p><b>Master Techniques</b> <b>Collage</b></p> <ul style="list-style-type: none"> <li>Select and arrange materials for striking effect</li> <li>Ensure work is precise</li> <li>Use coiling, overlapping, tessellation, mosaic and montage</li> </ul>	

Year B

Term 4 – Buildings

Literacy	Science	History	Geography	Art	Design and Technology
Humorous Poetry  Buildings Non-Chron Report	<p><b><u>The Big Build</u></b></p> <p><b><u>Work scientifically</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions.</li> <li>Set up simple, practical enquiries and comparative and fair tests.</li> <li>Gather, record, classify and present data in a variety of ways to help answering questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul>	<p><b><u>Buildings</u></b></p> <p><b><u>Build an overview of the world</u></b></p> <ul style="list-style-type: none"> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past societies.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b><u>Communicate historically</u></b></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate including:</li> <li>Dates</li> <li>Time period</li> <li>Era</li> <li>Change</li> <li>Chronology</li> </ul>	<p><b><u>Buildings</u></b></p> <p><b><u>Investigate places</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technology.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p><b><u>Communicate geographically</u></b></p> <ul style="list-style-type: none"> <li>Describe key aspects of: Human geography including: settlements and land use.</li> </ul>	<p><b><u>Master Techniques</u></b></p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	

Year B

Term 5 – Eurovision

Literacy	Science	History	Geography	Art	Design and Technology
Pen Pal Letters Persuasive Letters	<p><b><u>Biology</u></b> <b><u>Work scientifically</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions.</li> <li>Set up simple, practical enquiries and comparative and fair tests.</li> <li>Gather, record, classify and present data in a variety of ways to help answer questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>Use straightforward, scientific evidence to answer questions or to support findings.</li> </ul> <p><b><u>Understand plants</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>		<p><b><u>Investigate places</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use maps, atlases, globes and digital /computer mapping o locate countries and describe features.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b><u>Investigate Patterns</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b><u>Communicate geographically</u></b> Describe key aspects of:</p> <ul style="list-style-type: none"> <li><b>Physical geography</b> including: Rivers, mountains, volcanoes and earthquakes and water the water cycle.</li> <li><b>Human geography,</b> including: settlements and land use.</li> </ul>	<p><b><u>European City Landscapes</u></b></p> <p><u>Develop Ideas</u></p> <ul style="list-style-type: none"> <li>Develop ideas from a starting point</li> <li>Collect information, sketches and resources</li> <li>Adapt and refine ideas as they progress</li> <li>Explore ideas in a variety of ways</li> <li>Comment on artwork using visual language</li> </ul> <p><u>Master Techniques – Painting</u></p> <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul> <p>Create Images, video and sound recordings and explain why they were created.</p>	

## Lower Key Stage Two – Termly Targets Milestone Two

Literacy	Science	History	Geography	Art	Design and Technology
<p>Narrative – Stone Age Boy</p>	<p><u>Work scientifically</u></p> <ul style="list-style-type: none"> <li>Ask relevant questions.</li> <li>Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> </ul> <p><u>Understand the Earth's movement in space</u></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> </ul>	<p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><u>Understand chronology</u></p> <ul style="list-style-type: none"> <li>Place event, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul> <p><u>Communicate historically</u></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:</li> <li>Dates</li> <li>Time period</li> <li>Era</li> <li>Change</li> <li>Chronology</li> </ul>			<p><u>Master Practical Skills</u></p> <ul style="list-style-type: none"> <li>Select appropriate joining techniques</li> <li>Design with purpose by identifying opportunities for design</li> <li>Strengthen materials using suitable techniques</li> </ul>