



Long Term Plan for Lower Key Stage 2 2018/2019

	AUTUMN TERM		SPRING TERM			SUMMER TERM	
TOPIC	The Ancient Greeks		Rainforests			Rivers and Coasts	
DATES	International Day of Peace Harvest Festival Remembrance Day Bonfire Night	Christmas Anti Bullying week National Poetry Day	World Day of Peace National story telling week World religion day Handwriting day	Safer Internet Day Stand up to bullying day Fair Trade fortnight Science Week	World Book day/World Poetry Day Easter/Shrove Tuesday/Mothers Day Earth Day	Holocaust Remembrance Day Anne Frank Day Fathers Day World Refugee Day	Healthy Eating week D – Day World Environment Day/World Oceans Day
ENGLISH H.T Flexi units	Myths and Legends, Creating Images	Humorous Poems, Information Text and Letters	Traditional Poems, Recounts	Stories by the Same Author – Rainforests, Persuasive Writing		Plays and Dialogue, Non Chronological Reports	Stories with Humour (David Walliams), Nonsense Poems
MATHS: W,R,H	Number and Place Value, Addition and Subtraction, Measures and Data, Multiplication and Division		Decimals and Fractions, Addition and Subtraction, Multiplication and Division, Time, Shape, Place Value			Decimals and Fractions, Addition and Subtraction, Multiplication and Division, Measures and Data and Shape	
SCIENCE H.T – Set A	Forces and Magnets – Magnetic Fun and Games	Animals Including Humans – Fit for Success	Living Things and their habitats – A World of Living Things	Plants		States of Matter – What's the Matter?	Sound – Sounds Spectacular!
GEOGRAPHY	<ul style="list-style-type: none"> Locate countries, using maps to focus on Europe. Understand key aspects of human geography (including types of settlement and land use). 		<ul style="list-style-type: none"> To locate vegetation belts around the world. To identify the position and significance of latitude, longitude, Equator. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To understand geographical similarities and differences through the study of human geography of a region of the UK and a region within a rainforest. To explore the effect humans can have on their environment. 			<ul style="list-style-type: none"> To understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. To use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. To use atlases, globes and digital/computer mapping to locate countries and describe features. To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. 	
HISTORY	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study. Understand how our knowledge of the past is constructed from a range of sources. Devise historically valid questions about change, cause, similarity and difference and significance. Select and organise relevant historical information. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. 					<ul style="list-style-type: none"> To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	
ART	<ul style="list-style-type: none"> Develop techniques, including control and use of materials. Understand the historical and cultural development of their art form. Listen with attention to detail. 		<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Produce creative work, exploring their ideas and recording their experiences. 			<ul style="list-style-type: none"> To develop their techniques including their control and their use of materials (collage) with creativity and experimentation. 	
DT	<ul style="list-style-type: none"> Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Understand and use mechanisms (e.g. wheels and axles) in their product. 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. Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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. 		<ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces. To select and use a wider range of tools and equipment to perform practical tasks. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To use design techniques, consider the aesthetic appearance of an object. 			<ul style="list-style-type: none"> To select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. To select and use a wider range of materials and components, according to their functional properties and aesthetic qualities. 	
						<ul style="list-style-type: none"> To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	



CHILTON FOLIAT CE (VA) PRIMARY SCHOOL

					<ul style="list-style-type: none"> To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. 	
PSHE Wiltshire Learn 4 Life – Y6	Our Happy School E-Safety & Digital Citizenship unit of learning from Hamilton trust.	Out and about To explore the importance of physical activity and diet for a healthy lifestyle.	Looking forward To know how others can help me achieve my goals and how I can help others. To know about the importance of teamwork.	My friends and family To know that families can be different from one another. To know that I can say no to peer pressure. To know that I have thought about the importance of caring for myself and keeping myself clean.	Healthy bodies and healthy minds To know that eating too much salt, sugar and fat is bad for me. To know that I can recognise when I find something difficult and do something about it or cope with how that makes me feel. To know that I have thought about how to keep my body healthy.	Ready, steady, go To know some people who I can turn to for help at difficult times (Teacher assessment) To know that everybody goes through many sorts of change all the time To know I have ways of keeping myself safe including how to contact Childline
P.E	REAL PE Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		REAL PE		REAL PE	
Music Cheranga			<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Appreciate and understand a wide range of high-quality live and recorded music. Be able to improvise and compose music for a range of purposes. 		<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. 	
R.E	Discovery R.E: How far would a Sikh go for his/her religion?	Understanding Christianity: Incarnation: Was Jesus the Messiah?	Discovery R.E: Are Sikh stories important today?	Understanding Christianity: Salvation: What did Jesus do to save Humans?	Discovery R.E: What is the best way for a Sikh to show commitment to God?	Understanding Christianity: God: What does it mean if God is holy and loving?
French TRIPS						
				Newbury Rainforest Centre The Coast		