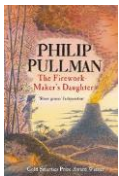
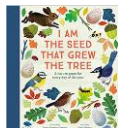
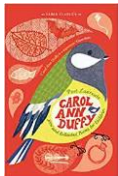
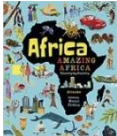













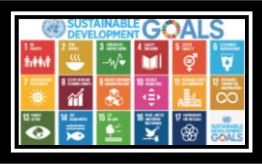


SNITTERFIELD PRIMARY SCHOOL
LONG TERM CURRICULUM PLAN LOWER KEY STAGE 2

	CYCLE A			CYCLE B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
ENGLISH Writing and Spelling Seed Texts	 <i>Escape from Pompeii</i> Christina Balit Newspaper reports  <i>Small in the City</i> by Sydney Smith Small in the City Extended narrative from an alternative point of view  <i>Frindleswyde</i> Natalia & Lauren O'Hara Narrative Sequels  <i>The Snowman</i> The Snowman (whole school project)	 <i>The Story of Tutankhamun</i> Patricia Cleveland-Peck Non-chronological reports  <i>Cinderella of the Nile</i> by Beverley Naidoo Own version narrative  <i>Varmints</i> Helen Ward Explanations  <i>Until I Met Dudley</i> Roger McGough and Chris Riddell Formal and informal explanation texts	 <i>Jim, A Cautionary Tale</i> Hilaire Belloc Narrative poems  <i>Tar Beach</i> Faith Ringgold Narrative retelling as a playscript  <i>Our Tower</i> Joseph Coelho Expanded fantasy narrative  <i>The Lion the Witch and the Wardrobe</i> C. S. Lewis Own version narrative	 <i>The First Drawing</i> Mordicai Gerstein Own historical narrative  <i>The BFG</i> Roald Dahl Own version fantasy narrative  <i>The Tear Thief</i> Carol Ann Duffy Letters of explanation  <i>The Polar Express</i> (whole school project)	 <i>Weslandia</i> Paul Fleischman Imagined land narratives  <i>The Tin Forest</i> Helen Ward Persuasive information leaflets  <i>The Pied Piper of Hamelin</i> Michael Morpurgo Own version myths/legends  <i>Jabberwocky</i> Lewis Carroll Nonsense poems	 <i>Odd and the Frost Giants</i> Neil Gaiman Retellings – alternative perspective  <i>Flotsam</i> David Wiesner Sequels (mystery narratives)  <i>Cloud Tea Monkeys</i> Mal Peet & Elspeth Graham Non chronological report  <i>The Mermaid of Zennor</i> Charles Causley Own version legends
ENGLISH Reading Literary Leaf Texts	 <i>Earth Shattering Events</i> Robin Jacobs  <i>Old Possum's Book of Practical Cats</i> T. S. Eliot	 <i>The Humans: Ancient civilisations</i> Jonny Marx  <i>Mr Penguin and the Lost Treasure</i>	 <i>The Lion the Witch and the Wardrobe</i>  <i>Skygazing</i> Anna Claybourne and Kerry Hyndman	 <i>The Lost Spells</i> Robert MacFarlane  <i>The BFG</i> Roald Dahl	 <i>The Pied Piper of Hamelin</i> Robert Browning  <i>A Necklace of Raindrops</i> Joan Aiken	 <i>Viking Voyagers</i> Jack Tite  <i>Norse Myths</i> Kevin Crossley-Holland

	 <p><i>The Firework Maker's Daughter</i> Philip Pullman</p>	 <p>I am the seed that grew into the tree</p>	 <p>New and Collected Poems for Children from Carol Ann Duffy</p>	 <p>Africa, Amazing Africa Atinuke</p>	 <p>Poems from a Green and Blue Planet Sabrina Mahfouz</p>	 <p>The Story of Flight Jakob Whitfield</p>
MATHEMATICS White Rose	Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division	Number: Multiplication & Division Measurement: Length, Perimeter & Area Number: Fractions & Decimals	Measurement: Money Statistics Measurement: Time Geometry: Properties of Shapes Measurement: Mass & Capacity Measurement: Position & Direction	Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division	Number: Multiplication & Division Measurement: Length, Perimeter & Area Number: Fractions & Decimals	Measurement: Money Statistics Measurement: Time Geometry: Properties of Shapes Measurement: Mass & Capacity Measurement: Position & Direction
SCIENCE	Rocks (Y3) <i>Pupils should be taught to compare and group rocks on the basis of their appearance and physical properties. They should describe how fossils are formed. They should recognise that soils are made from rocks and organic matter.</i> Sound (Y4) <i>Pupils should be taught to identify how sounds are made and recognise that sounds travel through a medium to the ear. They should find patterns in the pitch and volume of sounds.</i>	Electricity (Y4) <i>Pupils should be taught to identify electrical appliances. They should construct a series circuit, naming its parts. They should be able to identify a complete circuit; the purpose of a switch and identify common conductors and insulators.</i> Plants (Y3) <i>Pupils should be taught to identify the different parts and functions of a flowering plant. They should explore what plants need to survive and investigate how water is transported in plants and the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i>	Animals including humans (Y3) <i>Pupils should identify that animals need the correct nutrition. They should identify that humans have skeletons and muscles for support, protection and movement.</i> Scientific Enquiry (Y3) <i>Pupils learn the scientific skills they will need to apply during each unit of learning during key stage 2.</i>	Forces & Magnets (Y3) <i>Pupils should be taught to compare how things move on different surfaces and notice things about different forces. They should learn about magnetic forces; including having poles and whether they attract or repel certain materials.</i> Animals including humans (Y4) <i>Pupils should describe the functions of the parts of the human digestive system. They should identify the different types of teeth and their functions. They should learn about food chains.</i>	Living Things & Habitats (Y4) <i>Pupils should be taught to recognise that living things can be grouped in different ways. They should use keys to group, identify and name a variety of living things.</i> Living things and their habitats – Conservation (Y4) <i>Pupils should recognise that environments can change and this poses dangers to living things.</i>	States of Matter (Y4) <i>Pupils should be taught to group materials together as to whether they are solids, liquids or gases. They should learn that some materials change state when heated or cooled. They should explore evaporation and condensation in the water cycle.</i> Light (Y3) <i>Pupils should be taught to recognise that they need light to see things and that darkness is the absence of light. They should notice that some surfaces reflect light, that shadows are formed when light is blocked and that shadows change size. They should know how to protect their eyes from the sun.</i>
COMPUTING Purple Mash	Purple Mash Unit 3.1 Coding 2Code Purple Mash Unit 4.9 Making Music BusyBeats Purple Mash Unit 4.6	Purple Mash Unit 3.4 Touch Typing 2Type Purple Mash Unit 3.5 Email 2DIY	Purple Mash Unit 4.1 Coding 2Code Purple Mash Unit 3.6 Branching Databases 2Question	Purple Mash Unit 3.2 & 4.2 Online Safety Various Programmes Purple Mash Unit 3.3 Spreadsheets 2Calculate	Purple Mash Unit 4.3 Logo Logo Purple Mash Unit 4.8 Hardware Investigators Purple Mash Unit 4.4	Purple Mash Unit 4.3 Spreadsheets 2Calculate Purple Mash Unit 3.9 Presenting MS PowerPoint, Google slides

	Animation 2Animate		Purple Mash Unit 4.7 Effective Search Browser	Purple Mash Unit 3.8 Graphing 2Graph	Writing for different audiences 2Email, 2Connect, 2DIY	
HISTORY Key Stage History	The Romans  <p><i>The Roman Empire and its impact on Britain</i></p>	Ancient Egypt  <p><i>The achievements of the earliest civilizations</i></p>	Snitterfield through the Ages  <p><i>A local history study unit</i></p>	The Stone Age  <p><i>Changes in Britain from the Stone Age to the Iron Age</i></p>	Anglo Saxons  <p><i>Britain's settlement by Anglo-Saxons and Scots</i></p>	Invaders! Vikings  <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>
GEOGRAPHY	A region of a European country – Naples and Campania  <p><i>Locate the world's countries, using maps to focus on Europe. Understand the geographical similarities and differences concentrating on its environmental regions, key physical (climate zones, earthquakes and volcanoes) and human characteristics (types of settlement and land use and economic activity), countries and major cities.</i></p>	Egypt – a contrasting area in Northern Africa  <p><i>Locate the world's countries using maps. Understand the geographical similarities and differences concentrating on its environmental regions, key physical (climate zones, earthquakes and volcanoes) and human characteristics (types of settlement and land use and economic activity), countries and major cities.</i></p>	The Local Area – Stratford upon Avon  <p><i>Describe and understand key aspects of human geography including types of settlement and land use and economic activity. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</i></p>	Region of the United Kingdom – East Anglia  <p><i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including climate zones and human geography including types of settlement and land-use and economic activity understand how some of these aspects have changed over time. use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</i></p>	A region within South America – Amazon Basin  <p><i>key aspects of physical geography including climate zones, biomes and vegetation belt, rivers and the water cycle.</i></p>	Global Citizen  <p><i>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</i></p>

			to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure record and present the human and physical features in the local area. Range of methods, including sketch maps, plans and graphs, and digital technologies.		to build their knowledge of the United Kingdom and the wider world.							
ART Kapow	Light and dark (Y4) <i>Painting and mixed media</i>		Ancient Egyptian scrolls (Y3) <i>Craft and design</i>		Power prints (Y4) <i>Drawing</i>		Fabric of nature (Y4) <i>Craft and design</i>		Growing artists (Y3) <i>Drawing</i>		Abstract shape and space (Y3) <i>Sculpture and 3D</i>	
DESIGN TECHNOLOGY Kapow	Constructing a castle <i>Structures</i>		Torches <i>Electrical systems</i>		Making a slingshot <i>Mechanical systems</i>		Electronic Charm <i>Digital World</i>		Eating Seasonally <i>Food</i>		Pavilions <i>Structures</i>	
MUSIC Kapow	Instrumental units: South Africa Caribbean Christmas music		Instrumental units: South America Indonesia		Instrumental units: India North America		Creating a composition in response to an animation (Y3) Theme: Mountains Rock and Roll (Y4) Christmas music		Ballads (Y3) Body and tuned percussion (Y4) Theme: Rainforests		Changes in pitch, tempo and dynamics (Y4) Theme: Rivers Samba and carnival sounds and instruments (Y4) Theme: South America	
PSHE Kapow	Y3/4 Families and Relationships <ul style="list-style-type: none">FriendshipsBullyingStereotypesRespecting differences Taking Care Project Keeping safe		Y3/4 Health & Wellbeing <ul style="list-style-type: none">How a healthy diet affects our bodiesIdentify strengthscelebrate mistakesDevelop a Growth Mindset Y3 /4 Safety and the changing body <ul style="list-style-type: none">Online safety and behavioursSurprises vs SecretsBasic First Aid (bites and stings)Road safety and call emergency services (Y3)How bodies change going through puberty (Y4)		Y3/4 Citizenship <ul style="list-style-type: none">Reusing and RecyclingRole of local councilRulesHuman Rights Y3/ 4 Economic Wellbeing <ul style="list-style-type: none">Spending decisionsBudgetingThe effect money can have on peopleJobs and stereotyping in the workplace		Y3/4 Families and Relationships <ul style="list-style-type: none">FriendshipsResponding to and resolving problemsDifferent familiesCommunication Taking Care Project Keeping safe		Y3/4 Health & Wellbeing <ul style="list-style-type: none">Dental careRelaxationCareer optionsAchieving goals Y3 /4 Safety and the changing body <ul style="list-style-type: none">Online SafetySpotting fake emailsAge restrictions and online searchesRisks of smokingBasic First Aid (asthma attacks)Road safety and call emergency services (Y3) How bodies change going through puberty (Y4)		Y3/4 Citizenship <ul style="list-style-type: none">Reusing and RecyclingCommunity groupsValuing diversityRights as a childSupporting charities Y3/ 4 Economic Wellbeing <ul style="list-style-type: none">Creating a budgetEmotional impact of moneyPotential jobs and careers	
RE Warwickshire agreed syllabus	SIKH LAYOVER UNIT	K1.1 How might your religion or	CHRISTIANITY LAYOVER UNIT	L2.2 How are religion and	ISLAMIC LAYOVER UNIT	L2.3 What can religion and	HINDU LAYOVER UNIT	L2.4 How might your worldview	BUDDHIST LAYOVER UNIT	L2.5 What or who is 'God' and	L2.6 Do you have to be part	L2.7 How have religion and

		worldview be seen in the choices you make? x 10 <i>Personal Responsibili ty</i>		worldviews shaped and expressed through art and architecture ? x 8 <i>Wisdom and Guidance</i>		worldviews tell us about conflict, peace, forgiveness and reconciliati on and is that important? x 8 <i>Living Well</i>		lead you to do hard things for good reasons? x 8 <i>Personal Responsibili ty</i>		how is the divine understood in theistic worldviews ? x 10 <i>Authority and Power</i>	of a faith community to express an organised worldview? x 8 <i>Belonging and Believing</i>	history entwined in this area? x 8 <i>Grand Narratives</i>
Disciplinary Lenses	Theology, Human and Social Science, History		Theology, Human and Social Science, Philosophy		Theology, Human and Social Science, Philosophy		Philosophy, Human and Social Science		Theology, Philosophy, Human and Social Science		Theology, Human and Social Science Theology, Philosophy Human and Social Science, History	
Worldviews studied	Christian, Jewish, Muslim, Hindu, Pagan, Non- Religious worldviews		Christian, Muslim, Jewish worldviews		Christian, Jewish, Muslim, Hindu, Pagan, Non- Religious worldviews		Christian, Muslim, Jewish, Humanist, Hindu worldviews		Christian, Jewish, Non- religious, Muslim, Hindu, Sikh, Buddhist worldviews		Christian, Jewish, Non- religious, Muslim, Sikh worldviews Christian (Catholic & Protestant), Sikh, Hindu, Buddhist worldviews	
FRENCH Kapow	French Greetings with puppets French adjectives of colour, size and shape		Playground games – numbers and age In a French classroom		Bon appétit! Shopping for French food		This is me School Days		Birthday celebrations Colourful creatures – animals, colours and size		Fabulous French Food Gourmet tour of France	
PE PE Planning (delivered by school staff)	Football Gymnastics		Dance Gymnastics		Netball Athletics		Hockey Gymnastics		Dance Gymnastics		Basketball Athletics	
Delivered by SDH coaches	Handball Fitness		Dodgeball Orienteering		Tennis Rounders		Tag rugby Fitness		Golf Orienteering		Volleyball Cricket	