

Lower Key Stage Two

Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Animals including Humans	Animals including Humans	Rocks	Light	Plants	Plants
B	States of Matter	Forces & Magnets	Electricity	Sound	Living things and habitats	Living things and habitats

History

	Autumn	Spring	Summer
A	<p><i>Stone Age to Iron Age Timeline</i></p> <p><i>Which was the most impressive – The Stone Age; The Bronze Age or The Iron Age?</i></p> <p>Changes in Britain from Stone Age to Iron Age</p>	<p><i>Learning from the Powerful Roman Empire and its impact on Britain</i></p>	<p><i>Anglo-Saxons and Scottish Settlements</i> Britain's Settlement by Anglo-Saxons and Scots</p>
B	<p><i>Victorious Vikings</i> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><i>William Shakespeare's Tudor England</i> Study of an aspect or theme in British history</p>	<p><i>Victorian Eccles</i> Local history study depth study</p>

Geography

	Autumn	Spring	Summer
A	<p>Human and Physical Geography</p> <p><i>Powerful Planet</i></p>	<p>Place Knowledge & Location Knowledge:</p> <p><i>Brazil/Rainforests</i></p>	<p>Geographical Skills & Fieldwork:</p> <p><i>Popular Manchester</i></p>
B	<p>Human and Physical Geography:</p> <p><i>River Irwell/The Water Cycle</i></p>	<p>Place Knowledge & Location Knowledge:</p> <p><i>Marvellous Mediterranean</i></p>	<p>Geographical Skills & Fieldwork</p> <p><i>Biomes: Eden Project</i></p>

Computing

	Autumn	Spring	Summer
A	<p><i>Animals Including Humans Science</i></p>	<p><i>Learning from the Powerful Roman: History</i></p>	<p><i>Popular Manchester Geography</i></p>
B	<p><i>Liverpool's River Mersey The Water Cycle Geography</i></p>	<p><i>William Shakespeare's Tudor England History</i></p>	<p>Biomes: Eden Project Geographical Skills & Fieldwork</p>

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<p>The Stone Age Stone Age Rock You-Glockenspiels</p>	<p>Powerful Planet Volcano Rap</p>	<p>Roman Empire Roman music and instruments.</p>	<p>Brazil Samba drumming and carnival music.</p>	<p>Anglo-Saxons Anglo-Saxon music and instruments. Compose music to represent pagan Anglo Saxon gods.</p>	<p>Popular Manchester Famous musicians from Manchester.</p>
B						

Art

	Autumn	Spring	Summer
A	<p>Katsushika Hokusai (Drawing and watercolour paint.) <i>Powerful Planet</i></p>	<p>Beatriz Milhazes (mixed media collage) <i>Brazil</i></p>	<p>Jessica Tcherepnine (drawing) <i>Manchester</i></p>
B	<p>Cubism (Picasso, Braque, Cezanne) (Drawing) <i>Water Cycle</i></p>	<p>Impressionism Georges Seurat and Berthe Morisot (Painting)</p>	<p>Eden Project (Sculpture) Create art inspired by nature. <i>Biomes</i></p>

		Mediterranean	
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DT			
	Autumn	Spring	Summer
A	DT: Making a fixed and moving axle Transportation (Construction- Mechanical Systems)	DT: Make a pencil case (Textiles)	DT: Brazilian food (Food)
B	DT: Make a family crest badge (Textiles)	DT: Make a nightlight (Construction – Electrical Systems)	DT: Bridges (Construction – Structure)

French						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Core Unit 1	Core unit 2	Core Unit 3	At school	Food	Animals
B	Recap of core units 1, 2 and 3	Playtime	My home & My town	Describing People	The body	Sport

PSHE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Respectful relationships <i>Recognising and respecting different relationships and understanding privacy.</i>	What is bullying and why are friends important? <i>Appropriate physical contact, how actions affect others, basic techniques to resist pressure.</i>	Online Safety and Online Relationships <i>Strategies for keeping safe online and the importance of protecting personal information.</i> Keeping safe in the community <i>Rules and laws that protect children and keep them safe and how to take part in making and changing rules.</i>	Keeping safe in the community <i>People in the community that are responsible for keeping us safe, understanding responsibilities, rights and duties at home and in school.</i>	Keeping healthy <i>To recognise the concept of a balanced lifestyle, positive and negative effects on our physical, mental and emotional health.</i>	Similarities and differences <i>To recognise and respect the different values and customs of others and to recognize and care about other people's feelings.</i> What will my new class be like? <i>Reflecting on strengths and identifying areas for development.</i>
B	Respectful relationships <i>Understanding personal boundaries and the characteristics of healthy family life.</i>	What is bullying and why are friends important? <i>To recognise bullying and abuse in all its forms and healthy relationships.</i>	Online Safety and Online Relationships <i>Strategies for keeping safe online and who to talk to if we feel uncomfortable online.</i> Keeping safe in the community <i>School rules about health and safety and basic emergency aid procedures.</i>	Keeping safe in the community <i>How to assess risk, dangers and hazards in different situations and strategies to keep ourselves safe.</i>	Keeping Emotionally Healthy <i>Deepening understanding of feelings and explaining feelings to others.</i>	Keeping Physically Healthy <i>How to make informed choices about our health and the concept of a 'balanced lifestyle.'</i> How will my education help me in the future? <i>Reflecting on strengths and identifying areas for development</i>
Keeping myself safe. An awareness of my personal space and that of others (NSPCC Pants Rule)						

PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Ultimate	Dodgeball	Handball	Handball	Cricket	Cricket
B	Gymnastics	Ultimate	Dance	Swimming	Swimming	Swimming

RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<p>Believing What do different people believe about God? (Christianity, Islam)</p>	<p>Living Messages at Christmas (Christianity)</p>	<p>Expressing Why do people pray? (Christianity, Hinduism)</p>	<p>Expressing Why are festivals important to religious communities? (Christianity, Judaism, Hinduism) (Easter)</p>	<p>Living What does it mean to be a Christian in Britain today? (Christianity)</p>	<p>Living What can we learn from religions about deciding right and wrong? (Christianity, Judaism, Non-religious)</p>
B	<p>Believing Why is the bible so important for Christians today? (Christianity)</p>	<p>Living How are Advent and Christmas celebrated around the world? (Christianity)</p>	<p>Living What does it mean to be a Hindu in Britain today? (Hindusim)</p>	<p>Believing Why is Jesus inspiring to some people? (Christianity) (Easter)</p>	<p>Expressing Why are festivals important to religious communities? (Christianity, Islam, Judaism) (EID)</p>	<p>Expressing Why do some people think life is like a journey and what significant experiences mark this? (Christianity, Judaism)</p>