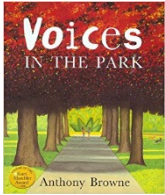
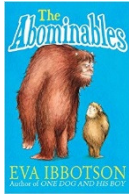
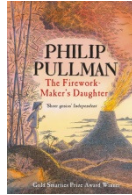
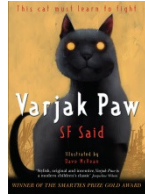
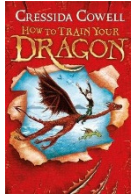


Lower Key Stage 2 - Topic Cycles

Cycle 1	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
	OUR LOCAL AREA	FROZEN	ASIA		ITALY	THE VIKINGS
Core Texts	<p>Voices in the Park – Antony Brown</p> 	<p>The Abominables – Eva Ibbotson</p> 	<p>The Firework Maker's Daughter- Philip Pullman</p> 		<p>Varjak's Paw – S.F. Said</p> 	<p>How to train a dragon - Cressida Cowell</p> 
Science	<ul style="list-style-type: none"> Plants 	<ul style="list-style-type: none"> Rocks 	<ul style="list-style-type: none"> Light 		<ul style="list-style-type: none"> Sound 	<ul style="list-style-type: none"> Animals, including humans – skeletons and muscles for support, protection and movement
Humanities	<ul style="list-style-type: none"> Location knowledge – name and locate countries in the UK, geographical regions and identify human and physical characteristics. Fieldwork – study of a local area: Thetford Forest 	<ul style="list-style-type: none"> To describe and understand key aspects of <i>physical geography</i> including mountains (Tibet) and volcanoes. 	<ul style="list-style-type: none"> The achievements of the earliest civilisations: The Shang Dynasty of Ancient China 		<ul style="list-style-type: none"> The Roman Empire and its impact on Britain The legacy of Roman culture (art, architecture, literature) on later periods in British history. Study of a region in a European Country. 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Raids and Invasions) To describe and understand key aspects of <i>human geography</i>, including types of settlement and

Lower Key Stage 2 - Topic Cycles

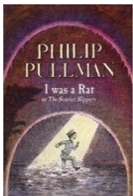
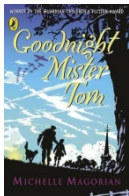
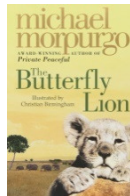


					land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
Art/DT	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. Natural sculptures inspired by Andrew Goldsworthy 	<p>How do you take your tea?</p> <ul style="list-style-type: none"> To design, make and evaluate a product for purpose 	<ul style="list-style-type: none"> To learn about great artists in history (Nocturne in Black and Gold and Nocturne in Blue and Gold by James McNeill Whistler) To improve their mastery of art and design techniques – creating firework art, using a range of media Shadow puppets 	<ul style="list-style-type: none"> To develop an appreciation of architects and designers in history. Mosaics 	<p>Should your creature be fierce or friendly?</p> <ul style="list-style-type: none"> To design and make a statue of a creature that will welcome or deter visitors
ICT	<ul style="list-style-type: none"> To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> To use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and 	<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

Lower Key Stage 2 - Topic Cycles

					collaboration <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. 	accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Music (Music Express 3)	Salt, pepper, vinegar (using voices with increasing control and expression)	Animal magic (descriptive sounds to create atmosphere and mood; music from other cultures)	Painting with sounds (creating atmosphere, linking colours to emotional states and representing these using a range of instruments and voices) Play it again (rhythmic patterns)		Class Orchestra (play musical instruments, improvise and compose)	Dragon Scales (pentatonic scales)
PSHE	Beginning and Belonging MMR9 BB34	Family and Friends Anti-Bullying MMR11 FF34 MMR12 AB34	Working Together Financial Capability Cit6 WT34 EW2 FC34	Managing Risk Safety contexts HS11 MR34 HSL12 SC34	Healthy Lifestyles HSL14 HL34	Sex & Relationships Education HSL13 SR3 HSL17 SR5
French	Rigolo 1 Unit 1: Bonjour!	Rigolo 1 Unit 2: En class	Rigolo 1 Unit 3: Mon corps	Rigolo 1 Unit 4: Les animaux	Rigolo 1 Unit 5: La famille	Rigolo 1 Unit 6: Bon anniversaire
RE	Christianity (People of God- What is it like to follow God?)	Christianity (People of God- What is it like to follow God?)	Christianity (Gospel- What kind of world did Jesus want?)	Christianity (Salvation- Why do Christians call the day Jesus died 'Good Friday'?)	Hinduism (Inspirational People- Dharma)	Sikhism (Inspirational People- Guru
PE	Quick Sticks Hockey Football	Tag Rugby High 5 Netball	Swimming Gymnastics BG Key Steps	Swimming Dance	Athletics Kwik Cricket chance to Shine	Rounders LTA Tennis

Lower Key Stage 2 - Topic Cycles

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Cycle 2	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
	THE VICTORIANS	WW2	AFRICA		REDUCE, REUSE, RECYCLE	SPLISH, SPLASH, SPLOSH!
Core Texts	<p>I'm a Rat! – Philip Pulman</p> 	<p>Goodnight Mr Tom – Michelle Magorian</p> 	<p>The Butterfly Lion – Michael Morpurgo</p> 		<p>The Iron Man – Ted Hughes</p> 	<p>Kasper: Prince of the Cats – Michel Morpurgo</p> 
Science	<ul style="list-style-type: none"> Electricity 	<ul style="list-style-type: none"> Animals, including humans – animals need the right types and amount of nutrition (rationing); the digestive system, teeth. 	<ul style="list-style-type: none"> Living things and their habitats – living things can be grouped in a variety of ways Animals, including humans - food chains 		<ul style="list-style-type: none"> Forces and magnets 	<ul style="list-style-type: none"> States of matter – solids, liquids and gases; heating and cooling materials; the water cycle.
Humanities	<ul style="list-style-type: none"> The changing power of monarchs – case study: Queen Victoria London 	<ul style="list-style-type: none"> A significant turning point in British history - The Battle of Britain Human geography – impact of the war on land use 	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography. 		<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things (Living things and their 	<ul style="list-style-type: none"> Location knowledge – coasts and rivers

Lower Key Stage 2 - Topic Cycles

		and economic activity, including trade links.		habitats)	
Art/DT	<ul style="list-style-type: none"> To develop an appreciation of architects and designers in history. 	<p>How will you store your favourite things?</p> <ul style="list-style-type: none"> To design and make a container that can hold one or two favourite small items safely 	<p>What music would you like to make?</p> <ul style="list-style-type: none"> Children to design and make a simple musical African instrument and use it to play a part in a piece for four players. Opportunity to explore rhythm, simple melody lines and the arrangement of parts. 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including sculptures – children to make sculptures using recycled materials. 	<p>Does this story surprise you?</p> <ul style="list-style-type: none"> Children to design and make a moving picture that tells a simple story.
ICT	<ul style="list-style-type: none"> To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> To use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration To use search technologies effectively, appreciate how results are selected and 	<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

Lower Key Stage 2 - Topic Cycles

					ranked, and be discerning in evaluating digital content	and information
Music (Music Express 4)	Salt, pepper, vinegar (using voices with increasing control and expression)	Animal magic (descriptive sounds to create atmosphere and mood; music from other cultures)	Painting with sounds (creating atmosphere, linking colours to emotional states and representing these using a range of instruments and voices) Play it again (rhythmic patterns)		Class Orchestra (play musical instruments, improvise and compose)	Dragon Scales (pentatonic scales)
PSHE	Rights, rules and responsibility Cit8 RR34	My Emotions Anti-Bullying MMR10 MMR12 AB34	Diversity and Communities Cit7 DC34	Drug education HSL15 DE34	Personal Safety HSL16 PS34	Managing Change MMR 13 MC34
French	Rigolo 1 Unit 7: Encore	Rigolo 1 Unit 8: Quelle heure est-il	Rigolo 1 Unit 9: Les fetes	Rigolo 1 Unit 10: Ou vas-tu?	Rigolo 1 Unit 11: En mange	Rigolo 1 Unit 12: Les cirque
RE	Christianity – Incarnation: The Holy Trinity	Christianity – Incarnation: The Holy Trinity	Hinduism (Religion and the individual- Karma)	Sikhism (Religion, family and the individual- Equality)	Christianity (Kingdom of God- When Jesus left what was the impact of Pentecost?)	Christianity (Creation/Fall- What do Christians learn from the creation story?)
PE	Quick Sticks Hockey Football	Tag Rugby High 5 Netball	Swimming Gymnastics BG Key Steps	Swimming Dance	Athletics Kwik Cricket chance to Shine	Rounders LTA Tennis