

Lower Key Stage 2

A	Autumn	Spring	Summer
	Stone Age to Iron Age	Along the Nile	Rockin' Romans
Trips and visitors	Blewburton Hill	Ashmolean Museum	History box Visiting geologist
Science	Animals including humans	States of matter	Rocks Living things and habitats
History	Changes in Britain from the Stone Age to the Iron Age: hill forts and farming. A local history study linked to the Iron Age fort at Blewburton Hill	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	The Roman Empire and its impact on Britain – the Roman Empire and the impact of its army.
Geography	Field work and geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork to observe, measure, record and present the human and physical features in the local area Compass points, grid references	Describe and understand key aspects of rivers and the water cycle – link to the River Nile.	Volcanoes and Earthquakes Field work and geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries
Art	Drawing	Sculpture – clay	Painting – volcano art Margaret Godfrey
DT	Structures – iron age houses		Programming
Computing <i>Teach computing.</i>	E-Safety Computing Systems in Our Lives: Connecting computers. Programming A: Sequencing Sounds	E-Safety Creating media: Stop-frame animation Data and information: Branching databases	E-Safety Creating media: Desktop publishing Programming B: Events and actions in programs
Music	Let your spirit Fly	Three Little Birds	Bringing us Together

KS2 Long Term Plan

Term starting point/driver



Blewbury Endowed C of E Primary School

Nurture, Grow, Flourish

<i>Charanga</i>	Glockenspiel 2	Ancient Egypt song/songs for production	Reflect, Rewind, replay / songs about Romans
PE	Tag Rugby Netball Athletics Gymnastics (Partner Balance)	Football (whole term) Dance (Dice dance – forming simple routines) Gymnastics (Changes in height) routines on apparatus to represent the water cycle	Tennis (Swimming for Y4) Cricket Country Dance (not maypole) Athletics
RE	Christianity, Islam and Hinduism How and why do people worship?	Christianity, Islam and Hinduism Are places of worship really needed?	Christianity, Islam and Hinduism What holds communities together?
MFL	Numbers (all) Y3 Days of week, greetings Y4 months, greetings	Y3 animals, colours Y4 Family, weather	Y3 Hobbies, introduction to France Y4 Location, Nationality
PSHE SCARF	Me and My Relationships Valuing Difference	Keeping myself safe Fights and Responsibilities	Being My Best Growing and Changing

<i>B</i>	Autumn	Spring	Summer
	Invasion!	Opposing Forces	Growth and Change
Trips and visitors	History box	Hill End – Anglo Saxons vs. Vikings	Blewbury Nature Reserve
Science	Light Sound Electricity	Forces and magnetism	Plants
History	Britain's settlement by Anglo-Saxons and Scots – invasions, settlements and kingdoms, place names and village life.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Geography	Describe and understand key aspects of: types of settlement and land use Field work and geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries	Locational knowledge – name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Describe and understand key aspects of: economic activity and trade links Field work and geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries

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		Field work and geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries	
Art	Drawing	Textiles/collage – weaving	Printing - plants
DT	Electrical systems	Mechanisms – levers – Viking boats	Food – filled bread roll
Computing	E-Safety Computing Systems in Our Lives: The internet Programming A: Repetition in shapes	E-Safety Creating media: Audio production Data and information: Data logging	E-Safety Creating media: Photo editing Programming B: Repetition in games
Music	Glockenspiel 1 Mamma Mia	Stop! The Dragon Song	Blackbird Lean on Me
PE	Football Netball/Basketball Athletics Gymnastics (mirror cannon & unison on apparatus)	Tag Rugby (whole term) Dance (represent the Lindisfarne invasion) Gymnastics (Rocking, Rolling and leaping floor routines)	Tennis (Swimming for Y4) Cricket World Dance (African) Athletics
RE	Christianity, Islam and Hinduism How do religions express their beliefs about God?	Christianity, Islam and Hinduism Why are sacred texts and Holy books so important?	Christianity, Islam and Hinduism What do our celebrations show about what we think is important in life?
MFL	Numbers (all) Y3 Days of week, greetings Y4 months, greetings	Y3 animals, colours Y4 Family, weather	Y3 Hobbies, introduction to France Y4 Location, Nationality
PSHE	Me and My Relationships Valuing Difference	Keeping myself safe Rights and Responsibilities	Being My Best Growing and Changing

Upper Key Stage 2

A	Autumn	Spring	Summer
	The Mayans	Crime and Punishment	A Bridge to the Future
Trips and visitors	The Living Rainforest		Residential (Y6) Sleepover (Y5) Didcot Railway Museum
Science	Living things and their habitats	Properties and changes in materials	Electricity Light
History	A non-European society that provides contrasts with British history – Mayan civilisation AD 900.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime and Punishment from the Anglo Saxons to the present.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history: Victorians and the first railways.
Geography	Place knowledge – understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		Field work and geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries
Art	Textiles/collage – Mayan textiles	Drawing	Printing – William Morris
DT		Mechanisms: pulleys, cams and gears	Structures – bridges Electrical systems
Computing	E-Safety Computing Systems in Our Lives: Systems and searching Programming A: Selection in physical computing	E-Safety Creating media: Video production Data and information: Flat file databases	E-Safety Creating media: Introduction to vector graphics Programming B: selection in quizzes

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Nurture, Grow, Flourish

Music <i>Charanga</i>	Livin' on a Prayer Classroom Jazz 2	The Fresh Prince of Bel Air Dancing in the Street	Music and Me Reflect, Rewind, Replay / songs for end of year production
PE	Tag Rugby Netball/Basketball Athletics (Preparation for Sport's Day) Gymnastics (Balance and Counter-Balance)	Football (whole term) Dance (West-side story inspiration) Gymnastics (small group routines on apparatus)	Tennis Cricket Country Dance (maypole) Athletics
RE	Islam, Christianity, Hinduism and Humanism Why do religions or non-religious groups celebrate important moments in life?	Why is Pilgrimage so important to some religions communities?	Why don't all members of a religious or non-religious community believe and live in the same ways?
MFL	Y5 time, classroom objects Y6 Opinion/statement	Y5 school subjects, café/shop, preferences Y6 room in house, size & colour	Y5 Sport/Olympics, directions Y6 countries and key celebrations Description of where you live
PSHE	Me and My Relationships Valuing Difference	Keeping myself safe Rights and Responsibilities	Being My Best Growing and Changing

<i>B</i>	Autumn	Spring	Summer
	Exploring the Unknown	Protecting our Planet	The Power of People
Trips and visitors	Visiting Planetarium	Botanic Gardens in Oxford	Ashmolean Museum Residential (Y6) Sleepover (Y5) Visiting athlete
Science	Earth and Space Forces	Animals including humans	Evolution and inheritance
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Explores and Empire from the Tudor Period to Windrush.		Ancient Greece – a study of Greek life and achievements and their influence on the western world (democracy, power and influence) <i>Link to Olympics and General Elections as appropriate</i>
Geography	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the	Describe and understand key aspects of: climate zones, biomes and vegetation belts	

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	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Field work and geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries</p>	Field work and geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries	
Art	Drawing	Painting	Sculpture – wire Greek statues
DT	Programming		Food – Greek sharing meal
Computing	<p>E-Safety</p> <p>Computing Systems in Our Lives: communication and collaboration</p> <p>Programming A: variables in games</p>	<p>E-Safety</p> <p>Creating media: webpage creation</p> <p>Data and information: introduction to spreadsheets</p>	<p>E-Safety</p> <p>Creating media: 3D modelling</p> <p>Programming B: Sensing movement</p>
Music	<p>Holst – Planets</p> <p>Classroom Jazz 1</p>	<p>Make you feel my love</p> <p>Happy</p>	<p>You've Got a Friend</p> <p>Reflect, Rewind, Replay / songs for end of year production</p>
PE	<p>Football</p> <p>Netball/Basketball</p> <p>Athletics (Preparation for Sport's Day)</p> <p>Gymnastics (Travelling and floor routines)</p>	<p>Tag Rugby (whole term)</p> <p>Dance (Street Dance)</p> <p>Gymnastics (Individual routines on Apparatus)</p>	<p>Tennis</p> <p>Cricket</p> <p>World Dance (Bhangra)</p> <p>Athletics (link to Olympics)</p>
RE	<p>Islam, Christianity, Hinduism and Humanism</p> <p>How did the religions and world views begin?</p>	<p>How does what we believe influence the way we treat the world?</p>	<p>What do the religions and non-religious views teach about 'the good life'?</p>
MFL	<p>Y5 time, classroom objects</p> <p>Y6 Opinion/statement</p>	<p>Y5 school subjects, café/shop, preferences</p> <p>Y6 room in house, size & colour</p>	<p>Y5 Sport/Olympics, directions</p> <p>Y6 countries and key celebrations</p> <p>Description of where you live</p>
PSHE	<p>Me and My Relationships</p> <p>Valuing Difference</p>	<p>Keeping myself safe</p> <p>Rights and Responsibilities</p>	<p>Being My Best</p> <p>Growing and Changing</p>

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