

Swarland Primary School Curriculum

The following document aims to give an overview of the curriculum delivered at our school for our KS2 pupils. It has been designed to provide rigour, challenge, engagement, continuity and progression with breadth and depth of subject knowledge.

It has been constructed using our curriculum principles which can also be downloaded from our website.

The curriculum is a working document and subject to change as it is adapted to cater for individual needs and children's interests.

Swarland Primary School Long Term Plan For Religious Education Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 CYCLE A	What is God like & how does believing in God influence people's lives? (Greek/Roman)	How and why do religious people celebrate festivals? (Diwali) Why is Christmas called Festivals Of Light?	Who was Guru Nanak& what stories are told about him? What are the 5K's and what do they mean?	What are the stations of the cross and why are they in many churches?	How do we decide what is right & wrong? What do Christians say is right & wrong? (10 commandments/ British values)	Cultural topic
KS2 CYCLE B	How do creation religious stories compare and contrast?	How and why should we care for the natural world? What special foods are eaten at Christmas and why?	What is the difference between different denominations of Islam - sunni, shia, sufi?	What is a mosque and how is it used? What happened to Jesus during Holy week?	What does it mean to be a Hindu? (home & shrines)	Cultural topic.
KS2 CYCLE C	What is harvest and how is it celebrated in different parts of the world?	What is the Epiphany and why is it important to Christians? (Non Jewish magi - universal religion/significance)	Who was Moses and what stories are told about him? What is the Passover & why do Jewish people celebrate it?	What is lent and what do Christians do during lent and why?	What are the 5 pillars of Islam?	Cultural topic.
KS2 CYCLE D	Identify 2/3 world or local problems and suggest ways to solve the problem.	What is the meaning behind some of the advent traditions? (Christingle).	What miracles did Jesus do when he was alive? Do miracles happen today?	What does the resurrection of Jesus mean?	Reflecting on your own life, thinking about the religions you have studied, what are the best rules to live by and why? British values.	Cultural topic.

Swarland Primary School Long Term Plan For Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Measures Length Perimeter	Measures Length Perimeter	Multiplication & Division	Multiplication & Division
Spring	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Shape	Shape	Shape	Fractions & Decimals	Fractions & Decimals	Fractions & Decimals	Fractions & Decimals	Fractions & Decimals
Summer	Time	Time	Time	Volume & Capacity	Volume & Capacity	Statistics	Statistics	Addition & Subtraction	Addition & Subtraction	Multiplication & Division	Fractions & Decimals	Fractions & Decimals

Swarland Primary School Long Term Plan For KS2 Personal Social Health Emotional Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks Healthy food. To understand and apply the principles of a healthy and varied diet Know a variety of fables with their morals. Discuss and understand morals in a fable. SEAL: New beginnings</p> <p>Belonging I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group.</p> <p>Self-awareness I can tell you one special thing about me. Understanding my feelings I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people.</p> <p>Understanding the feelings of others I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions.</p> <p>Managing my feelings I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary.</p> <p>Social skills I can give and accept a compliment.</p> <p>Making choices I know some more ways to solve a problem. Understanding rights and responsibilities I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school.</p>	<p>Theme: Healthy Living Safe use of drugs and medicines. Safe storage of these medicines. E-Safety Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour SEAL: Going For Goals</p> <p>Knowing myself I can tell you about myself as a learner. I can use my strengths as a learner. I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning. Setting a realistic goal I can foresee obstacles and plan to overcome them when I am setting goals.</p> <p>Planning to reach a goal I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others.</p> <p>Managing my feelings I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary.</p> <p>Social skills I can give and accept a compliment.</p> <p>Making choices I know some more ways to solve a problem. Understanding rights and responsibilities I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school.</p>	<p>Theme: The Sea Water safety, people who help us. Swimming skills. Preparing for residential - being away from home for the first time. Managing feelings and behaviours. SEAL: Relationships</p> <p>Knowing myself I can tell when something is my fault and when something is not my fault. I can take responsibility for my behaviour. I can tell you the things that hurt my feelings.</p> <p>Understanding my feelings I can express feelings of guilt. I can say when I might feel guilty. I know when I will feel guilty and use this when I make a choice.</p> <p>Managing my feelings I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty.</p> <p>Understanding the feelings of others I can understand how I might hurt others. I know how most people feel when they lose something or someone they love.</p> <p>Social skills I can tell you how I can make someone who is important to me happy. I can tell you some ways to make amends if I have done something cruel or unkind. I can tell you how I feel about the important people or animals in my life. I know some ways to celebrate the life of someone I care about. I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them.</p> <p>Making choices I know how to make a good choice. I can take responsibility for what I choose to do.</p>			

CYCLE B

	Autumn Term	Spring Term	Summer Term
	<p>Theme: Read All About It! E-safety, cyber bullying. Internet safety, online games, understanding cyber bullying and its different forms and knowing how to report it Bonfire night safety rules. Knowing how to stay safe with fireworks on Bonfire night. SEAL: Getting on and falling out Friendship I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. I can tell you lots of ways to give 'friendship tokens' to other people. Seeing something from someone else's point of view I know how to see things from someone else's point of view. Working together I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. Managing feelings - anger I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some of the ways that I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger. Resolving conflict I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p>	<p>Theme: Romans Stranger danger To know what to do if they come across a stranger, how to act when on school trips, school behaviour policy, being good buddies. Road safety Crossing roads safely, walking to and from school safely, how to be safe when cycling, playing safely. SEAL: Good to be me Knowing myself I know about myself and how I learn. I can extend my learning. I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel. Understanding my feelings I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same. I can explain what hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. Managing my feelings I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can stop and think before I act. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings. I can tell when it is good to relax. I can relax when I want to. Standing up for myself I can choose to act assertively. I know how to be assertive. I can express myself assertively in a variety of ways.</p>	<p>Theme: Bringing Books To Life Anti-bullying Recognising different forms of bullying, knowing who to report bullying to. Transitions. Circle time and discussions to support children's transition to a new year group or a new school. SEAL: Changes Knowing myself I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult. Understanding my feelings I know that even changes we want to happen can sometimes feel uncomfortable. I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary. Understanding the feelings of others I can sometimes understand why other people are behaving as they are when they are finding a change difficult. Managing my feelings I know some ways of dealing with the feelings that sometimes arise from changes. Planning to reach a goal I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles. Belonging to a community I can tell you how it feels to belong to a group, and know it is important for everyone.</p>

CYCLE C

	Autumn Term	Spring Term	Summer Term
	<p>Theme: Digging Up The Past Clearly identify own strengths and areas of improvement. Begin to understand why some activities feel uncomfortable. Keep trying after a first attempt. Seek the opinion of others to help identify improvements. <u>SEAL: New Beginnings</u></p> <p>Belonging I have worked with and talked to everyone in my class. I know that I am valued at school.</p> <p>Understanding my feelings I understand how it feels to do or start something new, and why.</p> <p>Managing my feelings I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>Understanding the feelings of others I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>Social skills I work well in a group and can tell you what helps my group to work well together.</p> <p>Making choices I can explain how I go about solving a problem and can give you an example of a problem I have solved.</p> <p>Understanding rights and responsibilities I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.</p>	<p>Theme: Voyages Water safety. Swimming and safety in the water. Staying safe on holidays and trips. Sun care and protection. Dressing for safety and climate. Immunisations needed for journeys abroad. <u>SEAL: Going For Goals</u></p> <p>Knowing myself I know the skills and attributes of an effective learner. I can try to develop these skills. I know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements.</p> <p>Setting a realistic goal I can set myself a goal or challenge.</p> <p>Planning to reach a goal I can make a long-term personal or learning plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step.</p> <p>Persistence I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful.</p> <p>Making choices I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.</p> <p>Evaluation and review I can apply what I have learned. I can tell you what I need to learn next. I can be a critical friend to others and myself</p>	<p>Theme: Aztecs Ensure children are equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs. <u>SEAL: Relationships</u></p> <p>Knowing myself I can think about what embarrasses me and learn something about me that I didn't know before.</p> <p>Understanding my feelings I can tell you about a time that I felt embarrassed and what it felt like. I understand that there is not just one way to grieve.</p> <p>Managing my feelings I know some things to do when I feel embarrassed that will not make things worse. I can use some strategies to manage feelings associated with loss. I can tell when I am hiding a feeling and then choose to share it with someone.</p> <p>Understanding the feelings of others I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways.</p> <p>Social skills I can break friends with someone without hurting their feelings. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can think about when to forgive someone. I can forgive someone.</p> <p>Making choices I understand when breaking friends might be the best thing to do. I can use a problem-solving approach to sorting out an embarrassing situation</p>

Autumn Term

Theme: Tudor Times

Belonging - family units.

Ancestry and the importance of different families and their make ups. Elizabeth First, Henry 8th - e-safety tips from Horrible Histories when e-mailing or communicating with others via social media.

SEAL: Getting on and falling out

Friendship

I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.

I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I know that sometimes difference can be a barrier to friendship.. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions.

Seeing things from someone else's perspective

I am able to see a situation from another person's perspective.

I know how it can feel to be excluded or treated badly because of being different in some way.

Working together

I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don't agree with them and why.

When I am working in a group I can listen to people when they don't agree with me and think about what they have said.

Managing feelings - anger

I know: what my triggers are for anger;

what happens when I get angry;

what happens when I am overwhelmed by feelings of anger; some ways to calm myself down.

I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act.

Resolving conflict

I can say things and do things that are likely to make a difficult situation better.

Spring Term

Theme: Dark Skies

Keeping safe in the dark.

Reflective technology whilst walking, cycling and crossing roads.

Safety at night or dark evenings whilst out playing.

SEAL: Good to be me

Knowing myself

I accept myself for who and what I am.

Understanding my feelings

I can tell the difference between showing I am proud and boasting.

I know that boasting can make other people feel inadequate or useless.

I can explain how I am feeling even if I have mixed feelings.

I understand that sometimes the feeling part of my brain takes over and I might make mistakes.

I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings

I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy.

I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.

Managing my feelings

I can use some strategies to help me when I feel useless or inadequate.

I can feel positive even when things are going wrong.

I can avoid situations that are likely to hurt my feelings or make me angry.

I can recognise when I am feeling worried.

I know how to do something about my worry.

I know when and how to stop and think before I act.

I can disagree with someone without falling out.

I can cope when someone disagrees with me.

I can stand up for what I think after listening to others and making my own choice.

I understand that the majority view is not always right.

I can behave in an assertive way using appropriate body language and tone of voice.

Making choices

I can make a judgement about whether to take a risk.

Summer Term

Theme: Vikings and Invaders

Philosophy For Children.

Exploration of rules of democracy and law. How have they changed through the ages. Discussion of morals in the way the Vikings and Invaders behaved. Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government. Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.

SEAL: Changes

Knowing myself

I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you some of the good things about me that my classmates like and value.

Understanding my feelings

I understand how it might feel when a change takes you away from familiar people and places.

I can tell you my 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'.

I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'.

I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information.

I understand why I behave the way I do sometimes when I feel uncomfortable.

Understanding the feelings of others

I can try to understand why people might behave the way they do when they are facing a difficult change.

I know that people respond differently to changes and challenges. I know that many children have mixed feelings about going to secondary school.

I try to understand other people's behaviour by thinking about what they might be feeling or thinking.

I can tell you about how people might feel and behave when they go to a new school.

Managing my feelings

I know that when I move to secondary school many things in my life will stay the same.

I have some strategies for managing the feelings that I might experience when I change schools.

Swarland Primary School Long Term Plan For KS2 Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks</p> <ul style="list-style-type: none"> Control their voice when singing. Play clear notes on instruments To develop the confidence to perform in front of others Sing songs as a group, keeping in time Sing in tune with expression Play clear notes on instruments 		<p>Theme: Healthy Living</p> <ul style="list-style-type: none"> Know that phrases are where we breathe in a song Use different elements in their composition Create repeated patterns with different instruments To clap and play a range of simple rhythms from notation Understand how the use of tempo can provide musical contrast within a piece of music 		<p>Theme: The Sea</p> <ul style="list-style-type: none"> Use musical words to describe(elements of music) to describe a piece of music and compositions Use musical words to describe what they like and dislike Recognise their work explaining how it was improved Identify repetition contrasts and variations 	
CYCLE B	<p>Theme: Read All About It!</p> <ul style="list-style-type: none"> Sing confidently as a group in tune Sustain a chord or repeating note to a song Improvise using repeated pattern Use selected pitches simultaneously to produce simple harmony 		<p>Theme: Romans</p> <ul style="list-style-type: none"> Follow traditional notation for simple rhythms Use letter names when memorizing simple melodic patterns Use notation in performance Show how they can use dynamics to provide contrast 		<p>Theme: Bringing Books To Life</p> <ul style="list-style-type: none"> Identify the character of a piece of music Compare different kinds of genre Explain the place of silence and what effect it has Identify how a change in timbre can change the effect of a piece of music 	
CYCLE C	<p>Theme: Digging Up The Past</p> <ul style="list-style-type: none"> Sing confidently and expressively in a group Breathe in the correct place when singing Recognise and use basic structural forms e.g rounds, variations, rondo form Revise and play repeated sequence of pitches to produce simple harmony 		<p>Theme: Voyages</p> <ul style="list-style-type: none"> Choose the most appropriate tempo for the music Compose music to meet specific criteria using dynamics, structure, melody rhythm Evaluate music by using appropriate vocabulary Understand use of syncopation and pulse 		<p>Theme: Aztecs</p> <ul style="list-style-type: none"> Contrast the work of famous composers and show preferences Suggest improvements to their own work Listen to layers of sound and how they create effect Identify use of dynamics to shape the character of the music. Understand use of tempo and how this can shape a phrase in music 	
CYCLE D	<p>Theme: Tudor Times</p> <ul style="list-style-type: none"> Evaluate work and suggest improvements Compose music for a range of purposes using chords, rhythm, dynamics, timbre and structure Perform using notation Lead on performance and perform from memory Harmonise accurately following a part Understand and perform two distinct melodic or rhythmic parts and understand how they fit together 		<p>Theme: Dark Skies</p> <ul style="list-style-type: none"> Understand elements of traditional musical notation e.g time signature, flats, sharps, bars Follow a simple tune from traditional notation Recognise different forms of notation e.g clefs etc. Compose music for a range of purposes using structure, dynamics, melody, rhythm and chords 		<p>Theme: Vikings and Invaders</p> <ul style="list-style-type: none"> Analyse features within the music. Evaluate and improve on their work Understand the contrast of the impact of different composers on music Appraise compositions they have created 	

Swarland Primary School Long Term Plan For KS2 Modern Foreign Languages (French)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<ol style="list-style-type: none"> 1. Greetings 2. Numbers 1-12 3. European Day of Languages 4. Age young 5. Age old 6. How you feel 7. Saying & asking name 8. Numbers 13-31 (focus -20) 9-12. Any appropriate cross-curricular pack 13-14. Christmas 		<ol style="list-style-type: none"> 1. IU - 6th Jan - Fête des rois 2. Numbers 30-60 3-4. Colours 5. Shape 6-9. Body 10-11. Alphabet 12. Numbers 60-80 		<ol style="list-style-type: none"> 1. Numbers 81-100 2-5. Pets & animals 6-9. (Pack) Habitats 10-14. Pack: Handa's Surprise 	
CYCLE B	<ol style="list-style-type: none"> 1. Greetings 2. Numbers 1-12 3. How you feel 4. Saying & asking name 5-7. Le melon énorme 8. Numbers 13-20 9. Months 10. Numbers 21-31 & date 11. Birthdays 12. Fête days 13-14. Christmas 		<ol style="list-style-type: none"> 1. Numbers 30-60 2-3. Prepositions & text - Une histoire sombre 4-9. Pack : Château hanté 10. Higher numbers 61-80 11-12. Easter - making a card 		<ol style="list-style-type: none"> 1. Numbers 81-100 2-5. Ice-creams & likes & dislikes 6-12. (Pack) eg: Hungry caterpillar 13-14. Transport 	
CYCLE C	<ol style="list-style-type: none"> 1. Greetings 2. Numbers 1-12 3. European Day of Languages 4. How you feel 5. Saying & asking name 6. Numbers 13-31 7-10. Zoo animals & Cher Zoo pack 11-12. Alphabet 13-14. Christmas 		<ol style="list-style-type: none"> 1. Numbers 30-60 2. Days 3. Months 4. Seasons 5-7. Weather 8-11. (Pack) Eg: Le voyage de Plume / Storms & Shipwrecks or other 12. Higher numbers 61-80 		<ol style="list-style-type: none"> 1. Numbers 81-100 2-7. Sport; opinions & adjectives; parts of body & J'ai mal ... 8-14. Topic on France/French-speaking countries - collaborative task Food, products, people Cars, Geography, school day Paris 	
CYCLE D	<ol style="list-style-type: none"> 1. Greetings 2. Numbers 1-12 3. How you feel 4. Saying & asking name 5. Traditional rhyme (le fermier dans son pré) 6. Numbers 13-31 7-12. Clothes, colours & adjectives 13-14. Christmas 		<ol style="list-style-type: none"> 1. Numbers 30-60 2. Where you live town /country 3-4. Places in town 5-6. Directions 7-10. (pack) Eg: Bear Hunt or: Storms & Shipwrecks or other 11. Higher numbers 61-80 12. Easter 		<ol style="list-style-type: none"> 1. Numbers 81-100 2-7. Pack: eg: Healthy eating 8-9. Time & mealtimes in France 10-14. Café, food & money 	

Swarland Primary School Long Term Plan For KS2 English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks Who were the Greeks? Researching the Greeks, non-fiction writing. Life as a Greek person/God or goddess. Story writing, mythical writing. Reading and analysing myths and legends. Explore fact and fiction.</p>		<p>Theme: Healthy Living How to keep our body healthy through exercise and food reports. Labelling, explanations, and non-fictional writing, leaflets. How we can contribute to a healthy lifestyle. Poetry, alliteration, shape poems, acrostics, descriptive writing.</p>		<p>Theme: The Sea Understanding why Grace Darling was a hero. Report writing, diary writing, adventure stories, role play and drama and explanations. The story of the titanic. Report/story writing, poetry, diary writing, and persuasive writing.</p>	
CYCLE B	<p>Theme: Read All About It The main features of regional and local newspapers. Writing and publishing newspaper reports. Focus on importance of drafting and editing. Labelling, report writing, researching, descriptive writing. Alliteration for newspaper headlines. Christmas poetry, Christmas story boards of the Christmas story. Story of Babushka.</p>		<p>Theme: Romans Understanding the life of a Roman. Role play, report writing, non-fiction writing, story board of Boudicca, imaginative story writing, diary writing. Role play, report writing, non-fiction writing, story board of Boudicca, imaginative story writing, diary writing.</p>		<p>Theme: Bringing Books To Life Imaginative, fantasy writing, looking into different authors and styles of stories, book reviews. Play scripts re-enacting plays using scripts, filming dramas. Imaginative, fantasy writing, looking into different authors and styles of stories, book reviews.</p>	
CYCLE C	<p>Theme: Digging Up The Past Understanding what was life like in prehistoric times - from stone age to iron age. This will be done in a child friendly way through the flintstones, the croods and the ice age (but based on fact) Opportunities for non-fiction writing. Focus texts: Cave baby - Julia Donaldson Stig of the dump - Clive King Stone age boy - Satoshi Kitamura Through use of these texts we will concentrate on story plots, characters and settings. Trip to the Hancock Museum - cross curricular links.</p>		<p>Theme: Voyages Focus texts: Voyages of survival - Arabian Tales (Aladdin, Sinbad, Ali Baba and the forty thieves) Goodnight Mr Tom. Christopher Columbus Quentin Blake's the Seven Voyages of Sinbad the Sailor Studying classic poems, looking at descriptive language and writing own description poems. Retell famous adventure/fantasy stories. Focus on suspense writing, fantasy writing - building a 5 part story.</p>		<p>Theme: Aztecs Chocolate theme - Charlie and the chocolate factory - Charlie and the chocolate factory letter writing and fantasy writing. Understanding the life of Aztecs, who they were, when they lived etc. Study of Moctezuma 2nd. Non-fiction report writing, information finding.</p>	
CYCLE D	<p>Theme: Tudor Times Shakespeare focus (Macbeth (Halloween), Midsummer night's dream) Looking at personal response, completing character studies and writing play scripts. Workshop company - drama Poetry - turning well known Shakespeare novels into different forms of poems. Theatre performances Drama/role play - using dialogue, recognising the difference between spoken and written speech. Suspense writing - show children how to build suspense through the story Icoriander By Sally Gardener.</p>		<p>Theme: Dark Skies Focus texts: Star wars, Dr who, back to the future, time travel Mars mission UFOs and Aliens: Investigating Extra-terrestrial visitors Extreme By Paul Mason. UGO Diary Bu Satoshi Kitamura - writing recounts/non-fiction writing Science fiction focus - Tales from outer Suburbia By Shaun Tan Focus on suspense writing, fantasy writing - building a 5 part story.</p>		<p>Theme: Vikings and Invaders To research Viking Britain - non fiction writing. To write recounts of the Battle of Hastings - the Norman Conquest in 1066. Roleplay/drama the story of the Vikings. Text focus - how to train your dragon By Cressida Cowell - linked to fantasy writing and link to heroes and villains.</p>	

Swarland Primary School Long Term Plan For KS2 Design Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks Food hygiene. Cultural food, seasonal products. How to create savoury dishes inspired by Greek ingredients. Using and handling equipment safely. Measure ingredients to nearest gram accurately, calculate ratios of ingredients to scale up or down. Create and refine recipes including ingredients, methods, cooking time and temperatures.</p>		<p>Theme: Healthy Living Knowledge: Know what constitutes a balanced and nutritious meal. Time my cooking and prep time, think ahead plan order of work, seek views of others about my design and product, ,present persuasive text on benefits of my product. Making free standing photograph frames. Explore stable structures. Use knowledge of ratio to draw scaled drawings, use words, labels and models to communicate my design, refine quality of finished product.</p>		<p>Theme: The Sea Know how a real lighthouse works, its purpose. Use electrical circuits and switches to good effect, use ICT control programme to make mechanism work, use knowledge of area and volume to calculate materials needed. Create series and parallel circuits progressing to circuits using electronics kits that employ components such as LEDs, resistors, transistors and chips. Control and monitor models using software designed for this purpose.</p>	
CYCLE B	<p>Theme: Read All About It How to make paper. Explore paper making from newspaper and plant material. Clarify ideas, explain my design to a partner explaining the benefits, refine and improve work, investigate and explore a range of existing products. Moving mechanisms. Strengthen, stiffen - reinforce structures. Design and generate ideas for cards and calendars - card leavers and linkages.</p>		<p>Theme: Romans Cook and prepare Roman food. Use scales to accurately weigh ingredients for recipes, use my knowledge of proportion to mix ingredients, use tools safely How to make a catapult. Apply knowledge of how to stiffen, strengthen and reinforce complex structures, use and understand mechanical systems such as levers and pulleys, gears, cam etc. Create mosaics.</p>		<p>Theme: Bringing Books To Life Designing and creating films, digital media, podcasts and audio books. Film plays and drama and performance poetry. Use a range of design and editing software to produce a movie trailer, thinking of finishing techniques and audience and purpose.</p>	
CYCLE C	<p>Theme: Digging Up The Past To take inspiration from design through history. Explore using a range of tools and mechanisms. Use scientific knowledge of transference of forces to choose appropriate mechanisms for a product such as levers, pulleys and gears. Investigate how levers, pulleys and gears were utilised and have developed through time.</p>		<p>Theme: Voyages Design and create moving monsters or sea creatures based on mechanism of using pneumatics and or cams. Make products by working efficiently and carefully selecting materials. Make products through stages of prototypes, making continual refinements.</p>		<p>Theme: Aztecs Explore using chocolate as material to create a product. Design with purpose by identifying opportunities to design. Create chocolate product to advertise such as Easter egg, chocolate bar. Use moulds, templates. Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</p>	
CYCLE D	<p>Theme: Tudor Times Identify great designers from the past. Explore the construction and design of The Globe Theatre. Choose suitable techniques to construct their own version of The Globe. Strengthen materials using suitable techniques.</p>		<p>Theme: Dark Skies To design and create sun dials. Cut materials with precision and refine the finish with appropriate tools. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work. Evaluate the design of products so as to suggest improvements to the user experience.</p>		<p>Theme: Vikings and Invaders Investigate long boat construction and the power of sails with wind. Create sails using a range of textiles with appropriate stitching. Begin to understand the need for a seam allowance. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots and cut outs.</p>	

Swarland Primary School Long Term Plan For KS2 History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks</p> <p>Knowledge: Lifestyles and events that occurred in ancient Greece. Use key word and phrases about the past, use key dates to describe events, present work using simple slideshows. Know that people's lives in a historical period were not all the same. Use role play to show different view points, combine info I have found with that of others to understand a period in history.</p>		<p>Theme: Healthy Living</p> <p>Explore trade routes of the past. Have they always been the same? Research into our diets through the ages including the changes during the war with rationing, changes to frozen food and microwaveable food. Explore kitchen changes to prepare foods and the equipment and gadgets used.</p>		<p>Theme: The Sea</p> <p>Local history study of life and times of Grace Darling. Field work skills to Grace Darling museum to consider interpretations of an event knowing some information is more reliable than others. RNLI Titanic. Compare and contrast aspects of modern day life to those in the past, place changes in a chronological framework, summarise events in a lively and imaginative way. Local castles in Northumberland area by the sea.</p>	
CYCLE B	<p>Theme: Read All About It!</p> <p>A study of the history of paper and how it's changed over time. Study of how communication has changed over time from fire signals, semaphores, morse code, letters, telephone, email, skype, future communication methods. The Christmas story - RE link.</p>		<p>Theme: Romans</p> <p>Hadrian's wall, Life and times of Pliny the Elder, Julius Ceasar Find out about and analyse information sought by visits to local historical sites and museums. Know about the Roman Empire and its impact on Britain Ask and answer questions, select and record information based on the enquiry focus. Explore life and events of ancient Rome, the spread of the Empire and what its legacy has been for us now. Using a variety of history sources of evidence begin to understand the era.</p>		<p>Theme: Bringing Books To Life.</p> <p>History of paper, originating in China. History of book making and printing. Look at writing through the ages and in different cultures including Egyptian hieroglyphics, cave paintings, scrolls and scriptures, stone tablets, papyrus, etc. Look at the history of radio and television as these developed as means of communication and sharing books. Compare to present day books, Kindles, podcasts and project what form books will take in the future.</p>	
CYCLE C	<p>Theme: Digging Up The Past</p> <p>Exploring the stone age to the iron age. Investigate early civilizations and their place in chronology. Explore fossils and inferring about the past through the use of bones and fossils. Begin to place events, artefacts and historical figures on a time line using dates. Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>		<p>Theme: Voyages</p> <p>Explore Darwin and his concept of evolution over time and changes that occurred to instigate change. Research into historically significant voyages over rivers and mountains and to new worlds and continents. Explore famous historical figures such as Christopher Columbus, and Phileas Fogg.</p>		<p>Theme: Aztecs</p> <p>Explore the life and times of the Aztecs. Explore their life styles, social set up, religious beliefs, technological and cultural changes in that period. Research into famous Aztecs and their trade links. Begin to select suitable sources of evidence giving reasons for their choices.</p>	
CYCLE D	<p>Theme: Tudor Times</p> <p>Exploration of the Monarchs of Britain beyond 1066 including Elizabeth 1st and Henry 8th. Study of significant changes which occurred during their reign including the creation of the Church Of England, changes to laws. Investigate famous people around at this time including Sir Walter Raleigh and Shakespeare.</p>		<p>Theme: Dark Skies</p> <p>Investigate the historical space race and the political motivation for this. Explore historical space missions beyond living memory such as the landing on the moon and within living memory, Mars Mission. Explore future planned missions such as humans living on Mars. Place these on timelines using dates. Identify period of rapid change in history and contrast them with times of relatively little change.</p>		<p>Theme: Vikings and Invaders</p> <p>Explore the local history of Lindisfarne including its castle and surrounding area. Investigate the significance of the Lindisfarne Gospels. Discover which areas were invaded by Vikings and other Invaders and what their impact has been on the area. Research into the life and times of Vikings. Use vocabulary such as era, chronology, dates, change, century and legacy.</p>	

Swarland Primary School Long Term Plan For KS2 Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks</p> <p>Understand a range of other cultures art and use this as inspiration for my own design.</p> <p>Use drawing and sculpture with purpose and meaning.</p> <p>Understand the viewpoints of others by looking at images, people and places from different view points.</p> <p>Experiment with different materials and techniques and find best one for purpose.</p> <p>Greek plates, clay pots and clay figure sculpture, life drawing, Greek busts.</p>		<p>Theme: Healthy Living</p> <p>Figurative drawing. Life drawing.</p> <p>Study of Bridget Riley work as optical art movement, black and white images.</p> <p>Funny bones figures.</p> <p>Experience an art gallery.</p> <p>Considering size of famous art works. Creating large scale and small scale work.</p> <p>Collaborative work. Assessing and evaluating work.</p>		<p>Theme: The Sea</p> <p>Study of Lowry as he holidayed in Northumberland by the sea. Explore his work and inspirations.</p> <p>Artists who created seascapes.</p> <p>Water colour painting techniques, colour mixing. Investigating and experiencing techniques used for working with water colour paints.</p> <p>Creating a colour wash background using paint or ink. Investigating how famous artists have depicted the sea. Create a contemporary representation of the sea using a choice a media.</p>	
CYCLE B	<p>Theme: Read All About It!</p> <p>Dada art movement.</p> <p>Collage, including cutting and painting techniques.</p> <p>Knowing /understanding the 'DADA' movement and its artists.</p> <p>Planning and creating collage compositions, including use of silhouette.</p> <p>Ink as a media. Explore prominent artists of the 20th century including Andy Warhol, Jackson Pollock and Bridget Riley. Recreating the painting techniques of Jackson Pollock.</p>		<p>Theme: Romans</p> <p>Mosaics</p> <p>Make images using textiles to communicate ideas using colour and pattern, describe and explain art from other cultures and know how artefacts came to be in museums.</p> <p>Experimenting with pencil, chalk charcoal, pastels and paint as media to achieve tones of light and shade.</p> <p>Drawing from first hand experience using observation techniques.</p> <p>Investigating the work of Albrecht Durer.</p>		<p>Theme: Bringing Books To Life</p> <p>Artwork as illustrations</p> <p>Experiment with different materials and techniques to find the best ones for the purpose of my work, advertise my book cover</p> <p>Knowing and recognising the work and styles of a range of illustrators both historic and contemporary. (e.g. Quentin Blake, Gerald Scarfe, Arthur Rackham etc).Drawing techniques, (line and sketch). Using colour to achieve impact in illustration. Understanding how illustration can influence others' perception of a story or character.</p>	
CYCLE C	<p>Theme: Digging Up The Past</p> <p>Exploring the materials and tools used by cave men to draw and paint cave paintings. Examine how the materials were made using natural materials. Replicate similar mediums using present day equivalents. Explore the culture of telling stories through pictures. Use a number of brush techniques using thick and thin brushes including fingers to produce shapes, textures, patterns and lines.</p>		<p>Theme: Voyages</p> <p>Observational drawings of animals and plants. Examine the book plates and investigational scientific drawings of Darwin and other scientists and botanists who recorded plant and animals species in great detail. Explore their use of line and use of hardnesses of pencils to show line, tone and texture.</p> <p>Use a variety of techniques to add interesting effects.</p>		<p>Theme: Aztecs</p> <p>Create and explore pattern and tessellation taking inspiration from the Aztecs. Create accurate patterns showing fine detail. Give details in own sketches and research about the style of other notable artists and designers. Create their own original pieces that show a range of influences and styles.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>	
CYCLE D	<p>Theme: Tudor Times</p> <p>Explore Elizabethan clothing particularly the ornate gowns of Queen Elizabeth First. Explore which techniques may have been used to create the gown particularly the stitching and finishing touches. Use this influence to inspire work using basic cross stitch and back stitch. Shape and stitch a variety of materials. Explore weaving, plaiting, quilting, padding and gathering. Combine these techniques to create a piece of art.</p>		<p>Theme: Dark Skies</p> <p>Installation 3D artwork. Explore the effort and result of working together to create one piece of art work. Look at the renaissance painters who had help and assistance working together on one piece of work. Create and combine shapes to create recognisable forms. Include texture that conveys feelings, expression or movement.</p>		<p>Theme: Vikings and Invaders</p> <p>Historical art work investigating the Lindisfarne Gospels. Explore how they were made and the materials and tools used to create the images and illuminated lettering. Replicate similar techniques using modern day materials. Develop a personal style of painting and drawing based upon the ideas of others.</p>	

Swarland Primary School Long Term Plan For KS2 Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks People and locality of modern Greece. Use correct geographical vocab to describe features of locality, use internet to find out about contrasting locality. Know about how changes to a place can affect the lives of people - physical geography volcanoes Describe how places all over the world are linked, use atlases to locate and map places.</p>		<p>Theme: Healthy Living Regional food from different countries, name and locate counties of UK. Plan routes and work out distances of food import export using map scales, read symbols on Ordnance Survey maps Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of food, minerals and water.</p>		<p>Theme: The Sea To read and use local maps of a local area. To use fieldwork to observe measure and record the human and physical features in the local area - Holy Island, mapping and locating castles on Ordnance Survey. To know where in the world we are, name the seas and continents on a globe. To use the eight points of a compass to compare places in the world with England and Northumberland.</p>	
CYCLE B	<p>Theme: Read All About It! Other countries cultural celebrations around the world. Use internet to find out about contrasting locality, analyse differences and similarities on contrasting localities. Locate and map where regional newspapers come from. Which County do they come from? Research catchment and distribution areas.</p>		<p>Theme: Romans Modern day Roman Empire. Identify and locate including longitude and latitude of places in Roman Empire then and now, compare similarities and differences, communicate features using precise vocabulary. Understand geographical similarities between a region in UK, Italy and somewhere in north or south America. A study of the physical and human geographical features of Rome and Italy.</p>		<p>Theme: Bringing Books To Life. Books from other cultures. Locate countries around the world, concentrating on, major cities. Atlases as a source of information. Augmented globes through atlases. Name and locate counties and cities in the UK where famous authors are from, identify human and physical characteristics, key topographical features and understand how they have changed over time.</p>	
CYCLE C	<p>Theme: Digging Up The Past Explore the physical geography created by the historical changes to the world through tectonic plate shifting and continental drift. Explore how this created the continents as we know them today and the oceans. Name and locate the continents and oceans. Investigate how volcanoes and mountain ranges were formed throughout the ages.</p>		<p>Theme: Voyages Orienteering skills. Examine historical explorers voyages. Where did they go? What did they discover? Explore their voyages over rivers and mountains and look at what they discovered. Map and plan routes that they took. Use longitude and latitude in mapping skills. Describe key aspects of physical geography and human geography using accurate and developing vocabulary.</p>		<p>Theme: Aztecs Geographical research into North and South America. Compare and contrast this location to the UK. Investigate the physical and human features of the area. Including climate zones, rivers, mountains, earthquakes, settlements, land use and the water cycle. Identify patterns and population densities.</p>	
CYCLE D	<p>Theme: Tudor Times Investigate the UK capital city of London and its attractions. Compare city of London to rural Northumberland. Investigate land use and tourism in both areas. Describe how both localities have changed over time.</p>		<p>Theme: Dark Skies Investigate the local heritage and geographical significance of the Kielder Observatory and Dark Skies Award. Locate Northumberland on satellite images and compare and contrast light pollution in other parts of the UK. Field trip to the observatory and surrounding area.</p>		<p>Theme: Vikings and Invaders Compare and contrast Viking settlements including local Northumberland sites. Fieldwork skills in visiting geographical site of Lindisfarne including the castle. Geographical features of Lindisfarne including features of a tidal island. Explore the geographical domain in Scandinavia.</p>	

Swarland Primary School Long Term Plan For KS2 Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks</p> <p>Know common rocks including volcanic rocks.</p> <p>Make careful observations, compare and describe rocks, discuss findings with partner, plan and carry out investigations with partner</p>		<p>Theme: Healthy Living</p> <p>Know about teeth, digestion, organs</p> <p>Use precise scientific language, explain to good effect, decide best approach to find answer to questions, use multimedia to present findings.</p> <p>Know what constitutes nutrition and name parts and functions of skeleton and muscles.</p> <p>Make predictions, select information from sources, question other about their work to gain understanding.</p>		<p>Theme: The Sea</p> <p>Know light is reflected off surfaces.</p> <p>Find patterns that determine size of shadows, ask questions, set up enquires, gather, record and present and analyse data.</p> <p>Know common appliances that use electricity - lighthouses.</p> <p>Review and compare results and predictions, create and test electrical circuits with conductors, insulators, buzzers, switches.</p>	
CYCLE B	<p>Theme: Read All About It</p> <p>States of matter.</p> <p>Compare and group materials, solids, liquids or gases, observe materials change state when heated or cooled, measure the temp at which this happens, evaporation and condensation in the water cycle.</p> <p>Investigate states of matter and process of dissolving, separating, filtering.</p>		<p>Theme: Romans</p> <p>Knowledge:</p> <p>Forces and magnets.</p> <p>Observe magnets attracting, repelling, investigate which materials are attracted to magnets, describe magnets two poles, compare and group materials, explore strength of magnets.</p> <p>Plants</p> <p>Identify the functions of different flowering plants, explore the requirements of plants for life and growth, investigate ways in which water is transported within plants, explore the life cycle of a plant.</p>		<p>Theme: Bringing Books To Life</p> <p>Sound</p> <p>Know how sounds are made</p> <p>Identify how sounds are made, vibrating, find patterns between the pitch, find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	
CYCLE C	<p>Theme: Digging Up The Past</p> <p>Focus on the famous scientist of Charles Darwin focusing on evolution and inheritance. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		<p>Theme: Voyages</p> <p>Investigate animal and plant classification following on from the study of Darwin last term. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>		<p>Theme: Aztecs</p> <p>Explore the heating and cooling of substances and the properties of materials including chocolate and cocoa bean.</p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Explore the life cycle of the cocoa bean. Compare this to life cycles of other plants.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	
CYCLE D	<p>Theme: Tudor Times</p> <p>The theatre and magic of science - observing and explaining phenomena. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Using test results to make predictions to set up further comparative and fair tests.</p> <p>Using simple models to describe scientific ideas.</p>		<p>Theme: Dark Skies</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night.</p>		<p>Theme: Vikings and Invaders</p> <p>Forces and the identification of the effects of air resistance, water resistance and friction, which act between moving surfaces. How did the Vikings use these principles when planning an invasion. Using results to draw simple conclusions, make predictions for new values, suggest improvements.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p>	

Swarland Primary School Long Term Plan For KS2 Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	<p>Theme: Greeks</p> <p>Know about how the computer networks work.</p> <p>Use the internet in a multiple of ways, search the world-wide web to do with Greek topics and to communicate and collaborate.</p> <p>Know how to use a variety of software.</p> <p>Select, use and combine a variety of software on a range of digital devices to collect, analyse, evaluate and present data and information to do with Greeks.</p>		<p>Theme: Healthy Living</p> <p>To create a healthy us poster/information booklet on a healthy lifestyle aspect.</p> <p>Select, use and combine a variety of software on a range of digital devices to and present healthy us information.</p> <p>E-safety</p> <p>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.</p>		<p>Theme: The Sea</p> <p>Know how to write a control program.</p> <p>Design, write and program a series of instructions and algorithms to make a repetitive sequence of a lighthouse working on an electrical circuit.</p> <p>To understand the story about why Grace Darling is famous and to show this using a programme on the computer.</p> <p>Present information on the computer to do with Grace Darling.</p>	
CYCLE B	<p>Theme: Read All About It</p> <p>Know how to publish newspaper content in multimedia</p> <p>J2webby to publish reports on website.</p> <p>Design, write and debug programmes to accomplish a goal.</p>		<p>Theme: Romans</p> <p>Use sequence, selection and repetition in programs.</p> <p>Search for information on Romans use different search technologies effectively.</p>		<p>Theme: Bringing Books To Life</p> <p>Audio books, record audio of book reviews for others using Aurasma.</p> <p>Creating and recording own sounds.</p> <p>Create podcasts and films using a variety of technological aids.</p>	
CYCLE C	<p>Theme: Digging Up The Past</p> <p>Know about how the computer networks work.</p> <p>Use the internet in a multiple of ways, search the world-wide web to do with stone age to iron age topics and to communicate and collaborate.</p> <p>Know how to use a variety of software.</p> <p>Select, use and combine a variety of software on a range of digital devices to collect, analyse, evaluate and present data and information to do with the stone and iron ages.</p>		<p>Theme: Voyages</p> <p>J2e/story creator - sequence pictures and captions to retell a voyage story</p> <p>Design a game on scratch/makey makey to do with a character/ to make a simple interactive scene of an event within a story.</p>		<p>Theme: Aztecs</p> <p>Use sequence, selection and repetition in programs.</p> <p>Search for information on Aztecs and use different search technologies effectively.</p> <p>Audio books, record audio of book reviews for others using Aurasma -linked to Charlie and the chocolate factory.</p>	
CYCLE D	<p>Theme: Tudor Times</p> <p>Morpho Booth App to communicate historical findings through characterisation.</p>		<p>Theme: Dark Skies</p> <p>Children to listen to Gustav Holst - Piece of music called 'The planets'. Children to use create app to design their own piece of planet music to explain the eight planets. Music link.</p> <p>Children to track ISS and satellite pictures on the internet.</p>		<p>Theme: Vikings and Invaders</p> <p>To create a Viking information booklet or a step by step guide on how to train your dragon.</p> <p>Select, use and combine a variety of software on a range of digital devices to and present healthy us information.</p> <p>E-safety</p> <p>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.</p>	

