

# KS2 LONG TERM MAP A2 B2

	<b>AUTUMN A</b> <b>Space race</b>	<b>SPRING A</b> <b>Around School</b>	<b>SUMMER A</b> <b>Romans</b>	<b>AUTUMN B</b> <b>North Pole</b>	<b>SPRING B</b> <b>Rivers and Mountains</b>	<b>SUMMER B</b> <b>Aztecs</b>
<b>ENGLISH</b>	Imaginary Worlds Letters Animal Poems	Stories by the Same Author Non-Chronological Reports Creating Images-Poetry	Stories with Humour Information Texts Performance Poetry	Stories with Familiar Settings Letters Classic Poetry	Twisted Fairy Tales Non-Chronological Reports Humorous Poetry	Adventure and Mystery Stories Information Texts Shape Poetry and Calligrams
<b>MATHS</b>	<b>Year 3</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Fractions (halves and quarters)</li> <li>- 2D shape inc symmetry</li> <li>- 3D shape</li> <li>- Measures; money and length</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Fractions</li> <li>- 3D shape</li> <li>- 2D shape (perimeter)</li> <li>- Measures; time</li> <li>- Statistics/data</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Mixed problems-4 operations</li> <li>- Fractions</li> <li>- Position and direction</li> <li>- 2D Shape (properties)</li> <li>- Measures; time (durations of events and Roman Numerals)</li> <li>- Measures; mass and capacity</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Fractions (halves and quarters)</li> <li>- 2D shape inc symmetry</li> <li>- 3D shape</li> <li>- Measures; money and length</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Fractions</li> <li>- 3D shape</li> <li>- 2D shape (perimeter)</li> <li>- Measures; time</li> <li>- Statistics/data</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Mixed problems-4 operations</li> <li>- Fractions</li> <li>- Position and direction</li> <li>- 2D Shape (properties)</li> <li>- Measures; time (durations of events and Roman Numerals)</li> <li>- Measures; mass and capacity</li> </ul>
	<b>Year3/4</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Fractions</li> </ul>	<b>Year3/4</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box and money</li> <li>- Multiplication and division</li> </ul>	<b>Year3/4</b> <ul style="list-style-type: none"> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Gaps-4 operations</li> <li>- Fractions</li> <li>- Position and direction</li> </ul>	<b>Year3/4</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Fractions</li> </ul>	<b>Year3/4</b> <ul style="list-style-type: none"> <li>- Number and Place value</li> <li>- Addition and subtraction inc empty box and money</li> <li>- Multiplication and division</li> </ul>	<b>Year3/4</b> <ul style="list-style-type: none"> <li>- Addition and subtraction inc empty box</li> <li>- Multiplication and division</li> <li>- Gaps-4 operations</li> <li>- Fractions</li> <li>- Position and direction</li> </ul>

	<p>Year 3</p> <ul style="list-style-type: none"> <li>-Drawing 2D shapes</li> <li>-Describing 3D shapes</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- 2D shapes inc symmetry, triangles and quadrilaterals.</li> </ul>	<ul style="list-style-type: none"> <li>- Measures; time, capacity, length and mass</li> <li>- Statistics/data</li> <li>- 2D shape (perimeter)</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- 2D shape (area and perimeter)</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>- Shape- turns, lines and pairs of lines</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>-Position and direction</li> <li>-Roman Numerals</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>-Drawing 2D shapes</li> <li>-Describing 3D shapes</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- 2D shapes inc symmetry, triangles and quadrilaterals.</li> </ul>	<ul style="list-style-type: none"> <li>- Measures; time, capacity, length and mass</li> <li>- Statistics/data</li> <li>- 2D shape (perimeter)</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- 2D shape (area and perimeter)</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>- Shape- turns, lines and pairs of lines</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>-Position and direction</li> <li>-Roman Numerals</li> </ul>
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<b>R.E.</b>	<p><b>Incarnation/God</b> What is the Trinity? (Core learning – Baptism and the Grace)</p> <p><b>Other Faiths</b> What are festivals of light?</p>	<p><b>Other Faiths</b> What can we learn from a Mosque?</p> <p><b>Salvation</b> Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p><b>Kingdom of God</b> When Jesus left, what was the impact of Pentecost?</p> <p><b>Other Faiths</b> Is life like a journey?</p>	<p><b>Creation/Fall</b> What do Christians learn from the creation story?</p> <p><b>Incarnation/God</b> What is the Trinity? (Digging Deeper – the Incarnation)</p>	<p><b>Other Faiths</b> What can we learn from a synagogue?</p> <p><b>Salvation</b> How do Christians remember Jesus’ last supper?</p>	<p><b>Gospel</b> What kind of world did Jesus want?</p> <p><b>People of God</b> What is it like to follow God?</p>
<b>COMPUTING</b>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>- Internet and Phone safety</li> </ul>	<p><b>Using Microsoft Word</b></p> <ul style="list-style-type: none"> <li>- Keyboard and mouse skills</li> </ul>	<p><b>Multimedia Presentations</b></p> <ul style="list-style-type: none"> <li>- PowerPoint</li> </ul>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>- Online Chat</li> <li>- Online bullying</li> </ul>	<p><b>Email</b></p> <ul style="list-style-type: none"> <li>- how e-mails work,</li> <li>- sending e-mails</li> </ul>	<p><b>Coding-</b> Espresso coding Year 3 – Level 3 Year 4 – Level 4</p>

	<ul style="list-style-type: none"> <li>- Friends Online and Offline</li> <li>- Understanding online danger</li> <li>- Safe searching</li> </ul>	<ul style="list-style-type: none"> <li>- More advanced world processing skills</li> </ul> <p><b>Coding-</b> Espresso coding Year 3 – Level 3 Year 4 – Level 4</p> <ul style="list-style-type: none"> <li>- Plan, design and make own app</li> <li>- Logical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>- Animations and Transitions</li> <li>- Transferring word processing skills</li> </ul>	<ul style="list-style-type: none"> <li>- Private and Personal information</li> <li>- Understanding online danger</li> <li>- Safe searching</li> </ul>	<ul style="list-style-type: none"> <li>- using e mail features</li> </ul> <p><b>Coding</b> Espresso Python Introduction</p> <ul style="list-style-type: none"> <li>- Inputs and Variables</li> <li>- Test and debug</li> </ul>	<ul style="list-style-type: none"> <li>- Plan, design and make own app</li> <li>- Logical reasoning</li> </ul>
<b>SCIENCE</b>	<p><b>Light</b> Reflected light</p> <ul style="list-style-type: none"> <li>- safety</li> <li>- shadows</li> </ul> <p><b>Sounds</b></p> <ul style="list-style-type: none"> <li>- how sounds are made,</li> <li>- how sounds travel</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- Skeletons and Muscles</li> <li>- Nutrition of Food</li> </ul> <p><b>Living things and their habitats –</b></p> <ul style="list-style-type: none"> <li>- Grouping living things</li> <li>- Classification</li> <li>- Environments</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- functions and parts of flowering plants</li> <li>- what plants need to grow</li> <li>- pollination, seed formation and seed dispersal.</li> <li>- investigate the way in which water is transported within plants</li> </ul>	<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>- moving on different surfaces</li> <li>- attract or repel</li> <li>- compare and group</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- Understanding and constructing circuits</li> <li>- Conductors and insulators</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>- compare and group</li> <li>- fossils</li> <li>- soils</li> </ul> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- digestive system</li> <li>- teeth</li> <li>- food chains</li> <li>-</li> </ul>	<p><b>States of matter &amp; Water cycle</b></p> <ul style="list-style-type: none"> <li>- solids, liquids or gases</li> <li>- changing state</li> <li>- evaporation and condensation</li> </ul>
<b>GEOGRAPHY</b>		<p><b>Around School</b></p> <ul style="list-style-type: none"> <li>- Field and map work of the local area, focussing on the immediate area around our school.</li> <li>- Ask/answer questions about why the landscape looks like this.</li> <li>- Identify key human and physical features</li> </ul>		<p><b>North Pole.</b></p> <ul style="list-style-type: none"> <li>- Using compass points to describe where in the world.</li> <li>- Make comparisons between this area and local area using pictures and digital maps,</li> <li>- explain similarities and differences.</li> </ul>	<p><b>Rivers and Mountains</b></p> <ul style="list-style-type: none"> <li>- Understand and use key geographical vocabulary of rivers and mountains.</li> <li>- Use digital maps to show how the landscape is affected.</li> <li>- Human and physical features – are</li> </ul>	

		<p>of the area and why they are there.</p> <ul style="list-style-type: none"> <li>- Think about if they are changing and why.</li> <li>- Using compass points to describe a route between two places.</li> <li>- Locate home in relation to cities and counties near to us.</li> </ul>		<ul style="list-style-type: none"> <li>- Language: topics/equator/pole</li> <li>- Identify/explain key physical and human features.</li> <li>- Explain weather features and impact of climate change on the North Pole.</li> </ul>	<p>humans having an impact?</p> <ul style="list-style-type: none"> <li>- Locate / compare rivers and mountains in the UK and wider world</li> </ul>	
<b>HISTORY</b>	<p><b>Race to Space</b></p> <ul style="list-style-type: none"> <li>- Key dates of the race to the moon</li> <li>- The importance of the Moon landing</li> <li>- Key figures (Neil Armstrong)</li> <li>- In depth study of life in the 1960s. <ul style="list-style-type: none"> <li>- 1960s comparison to life now looking at similarities and differences and reasons for changes.</li> </ul> </li> </ul>		<p><b>Romans</b></p> <p>In-depth study to include</p> <ul style="list-style-type: none"> <li>- location,</li> <li>- timeline,</li> <li>- homes, food, toys,</li> <li>- jobs</li> <li>- The impact of the Roman Empire on Britain- roads, root words, numerals, towns and cities.</li> </ul>			<p><b>Aztecs</b></p> <p>In-depth study to include</p> <ul style="list-style-type: none"> <li>- location,</li> <li>- timeline,</li> <li>- homes, food, toys,</li> <li>- jobs,</li> <li>- beliefs</li> </ul>
<b>ART</b>	<p><b>Artist Focus – Andy Warhol</b></p> <ul style="list-style-type: none"> <li>- research the work of Andy Warhol</li> <li>- use their work to replicate a style.</li> <li>- explain some of the features of art from historical periods</li> <li>- create original pieces that are influenced by studies of others</li> </ul>	<p><b>3D Art –</b></p> <p>focus on Alexander Calder, Barbara Hepworth and Andy Goldsworthy</p> <ul style="list-style-type: none"> <li>- create and combine shapes to create recognisable forms</li> <li>- adding detail</li> <li>- texture to convey feelings, expressions or movement</li> </ul>				<p><b>Drawing and Painting – Aztec sun pictures</b></p> <ul style="list-style-type: none"> <li>- show texture using pencils, chalks, pastels and charcoal</li> <li>- line, tone, shape and colour</li> <li>- hatching and cross hatching</li> <li>- brush techniques</li> <li>- mixing colours</li> <li>- watercolours</li> </ul>
<b>DESIGN AND TECHNOLOGY</b>			<b>Roman Chariot</b>	<b>Textiles</b>	<b>Food</b>	
					- pitta pizza making	

			<ul style="list-style-type: none"> <li>- mechanical - cams or pulleys</li> <li>- creating moving parts</li> </ul>	<ul style="list-style-type: none"> <li>- making a Christmas stocking</li> <li>- measure, tape or pin, cut and join</li> <li>- Sewing using a range of different stitches</li> </ul>	<ul style="list-style-type: none"> <li>- nutrition, eat well plate,</li> <li>- tools such as knives and graters.</li> </ul>	
<b>MUSIC</b>	<b>Listening, responding and Composing –</b> Charanga Unit ‘Mamma Mia’ <ul style="list-style-type: none"> <li>- Create a sequence for a tune</li> <li>- choose, order, combine and control sounds to create an effect.</li> <li>- Devise own notation</li> <li>- play musical patterns</li> <li>- music vocabulary standard notation</li> </ul>		<b>Singing - KS2 play</b> <ul style="list-style-type: none"> <li>- Sing from memory</li> <li>- following the tune</li> <li>- Follow signals</li> <li>- simple part singing</li> <li>- how voices change</li> </ul>	<b>Listening, responding and Composing –</b> Charanga Unit ‘Lean on Me’ <ul style="list-style-type: none"> <li>- Create a sequence for a tune</li> <li>- choose, order, combine and control sounds to create an effect.</li> <li>- Devise own notation</li> <li>- play musical patterns</li> <li>- music vocabulary standard notation</li> </ul>		<b>Singing - KS2 play</b> <ul style="list-style-type: none"> <li>- Sing from memory</li> <li>- following the tune</li> <li>- Follow signals</li> <li>- simple part singing</li> <li>- how voices change</li> </ul>
<b>PE</b>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>- Using tactics</li> <li>- Marking techniques</li> <li>- Send and receive</li> <li>- Individual skills</li> <li>- Team work</li> </ul> Rules of the game  <b>Netball</b> <ul style="list-style-type: none"> <li>- Using defensive tactics</li> <li>- Catching/throwing</li> <li>- Individual skills</li> <li>- Team work</li> </ul> Rules of the game	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>- balance,</li> <li>- body shapes</li> <li>- flight with control</li> <li>- sequences</li> </ul> transitions  <b>Dance</b> <ul style="list-style-type: none"> <li>- Musicality</li> <li>- Developing rhythm</li> <li>- Working individually and together</li> </ul> Self control	<b>Tennis</b> <ul style="list-style-type: none"> <li>- Using tactics</li> <li>- Marking techniques</li> <li>- Send and receive</li> <li>- Individual skills</li> <li>- Team work</li> </ul> Rules of the game  <b>Rounders</b> <ul style="list-style-type: none"> <li>- Using defensive tactics</li> <li>- Catching/throwing</li> <li>- Individual skills</li> <li>- Team work</li> </ul> Rules of the game	<b>Football</b> <ul style="list-style-type: none"> <li>- Using tactics</li> <li>- Marking techniques</li> <li>- Send and receive</li> <li>- Individual skills</li> <li>- Team work</li> </ul> Rules of the game  <b>Handball</b> <ul style="list-style-type: none"> <li>- Using defensive tactics</li> <li>- Catching/throwing</li> <li>- Individual skills</li> <li>- Team work</li> </ul> Rules of the game	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>- balance,</li> <li>- body shapes</li> <li>- flight with control</li> <li>- sequences</li> </ul> transitions  <b>Dance</b> <ul style="list-style-type: none"> <li>- Musicality</li> <li>- Developing rhythm</li> <li>- Working individually and together</li> </ul> Self control	<b>Athletics</b> <ul style="list-style-type: none"> <li>- Sprinting/running skills</li> <li>- Jumping skills</li> </ul> Throwing with accuracy  <b>OAA</b> <ul style="list-style-type: none"> <li>- Problem solving strategies</li> <li>- Using maps and directions</li> </ul> Working with others
<b>PSHE</b>	<b>Me and My Safety</b> <ul style="list-style-type: none"> <li>- Identifying risks and dangers</li> </ul>	<b>Happy Healthy Me</b> <ul style="list-style-type: none"> <li>- Balanced diet</li> <li>- Healthy choices</li> </ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>- Different families</li> <li>- Emotions</li> </ul>	<b>Me and My School</b> <ul style="list-style-type: none"> <li>- Self worth</li> <li>- Decision making</li> <li>- Democracy</li> </ul>	<b>Me in the World</b> <ul style="list-style-type: none"> <li>- Managing money</li> <li>- Economic choices</li> <li>- Sustainability</li> </ul>	<b>Me and Other People</b> <ul style="list-style-type: none"> <li>- Diversity</li> <li>- Different communities</li> </ul>

	<ul style="list-style-type: none"> <li>- School rules to stay safe</li> <li>- Medicine safety</li> <li>- Peer pressure</li> <li>- Personal safety</li> </ul>	<ul style="list-style-type: none"> <li>- Growing up and changing</li> <li>- Bacteria and viruses</li> <li>- Allergies</li> <li>- Medicines and drugs</li> </ul>	<ul style="list-style-type: none"> <li>- Choices and consequences</li> <li>- Dealing positively with feelings</li> <li>- Safe and unsafe touches</li> <li>- Taking responsibility</li> </ul>	-	<ul style="list-style-type: none"> <li>- Responsibility to each other, the community and the environment</li> <li>- Rights, Responsibilities and Duties</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance</li> <li>-</li> </ul>
<b>French</b>	<u>Year 3</u> <ul style="list-style-type: none"> <li>- revisit and recap KS1</li> <li>- Weather</li> <li>- Colours</li> <li>- classroom objects</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>- revisit and recap year 3</li> <li>- Clothes</li> <li>- Food</li> <li>- sports/hobbies</li> <li>- adjectives to describe (big, little etc)</li> </ul>			<u>Year 3</u> <ul style="list-style-type: none"> <li>- revisit and recap KS1</li> <li>- Weather</li> <li>- Colours</li> <li>- classroom objects</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>- revisit and recap year 3</li> <li>- Clothes</li> <li>- Food</li> <li>- sports/hobbies</li> <li>- adjectives to describe (big, little etc)</li> </ul>		
<b>ENRICHMENT</b>	Time Team role play.   Shine Day Archaeological digs. Links to the local area.  Carol service Christmas parties	Number Day World Book Day/Red Nose Day Hot cross fun (Easter) Mother's Day café  Life skills?? – setting up a tuck shop( whole school) or bring and buy/swishing using <b>(to develop)</b>	Sports tournaments	Carol service Christmas parties	Number Day World Book Day/Red Nose Day Hot cross fun (Easter) Mother's Day café  Life skills?? – setting up a tuck shop( whole school) or bring and buy/swishing using <b>(to develop)</b>	Church visit Eucharist Leaver's service Race for life/Welly wanging (charitable events)
<b>SPIRITUAL</b>	All Saints' Day Remembrance Eucharist Harvest Church visit RE days	Church visit Easter/ Eucharist- Ash Wednesday service Fairtrade  RE day	Church visit Eucharist Leaver's service Club day	All Saints' Day Remembrance Eucharist Harvest Church visit RE days	Church visit Easter/ Eucharist -Ash Wednesday service Fairtrade  RE day	Church visit Eucharist Leaver's service Club day

<b>WIDER COMMUNITY</b>	Christmas fayre Christingle Discos	Chocolate Bingo Disco Number Day – NSPCC Fairtrade	May Fayre Club Day Inter schools -Arts project Summer sizzler Race for life/Welly wanging (child led charitable events)	Christmas fayre Christingle Discos	Chocolate Bingo Disco Number Day – NSPCC Fairtrade	May Fayre Club Day Inter schools -Arts project Summer sizzler Race for life/Welly wanging (child led charitable events)
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