

# Key Stage 2 Long Term Map (Years A1 and B1)

	<b>AUTUMN A</b> Ancient Egypt	<b>SPRING A</b> Around Leek	<b>SUMMER A</b> WW2	<b>AUTUMN B</b> South Pole	<b>SPRING B</b> Volcanoes and Earthquakes	<b>SUMMER B</b> Ancient Greece
<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 Poetic Forms- Shape Poems and Calligrams
<b>MATHS</b>	Year 3 <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>	Year 3 <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>	Year 3 <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>	Year 3 <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>	Year 3 <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>	Year 3 <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>
	Year3/4 <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>	Year3/4 <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>	Year3/4 <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>	Year3/4 <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>	Year3/4 <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>	Year3/4 <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>

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	Year 3 -Drawing 2D shapes -Describing 3D shapes  Year 4 - 2D shapes inc symmetry, triangles and quadrilaterals.	- Measures; time, capacity, length and mass - Statistics/data - 2D shape (perimeter)  Year 4 - 2D shape (area and perimeter)	Year 3 - Shape- turns, lines and pairs of lines  Year 4 -Position and direction -Roman Numerals	Year 3 -Drawing 2D shapes -Describing 3D shapes  Year 4 - 2D shapes inc symmetry, triangles and quadrilaterals.	- Measures; time, capacity, length and mass - Statistics/data - 2D shape (perimeter)  Year 4 - 2D shape (area and perimeter)	Year 3 - Shape- turns, lines and pairs of lines  Year 4 -Position and direction -Roman Numerals
	Year 4 - Number and Place value - Addition and subtraction inc empty box - Multiplication and division - Fractions - 2D shape incl symmetry triangles and quadrilaterals	Year 4 - Number and Place value - Addition and subtraction inc empty box and money - Multiplication and division - 2D shape inc symmetry, area and perimeter - Measures; time and money - Statistics/data	Year 4 - Number and Place value - Addition and subtraction inc empty box - Multiplication and division - Gaps-4 operations - Fractions - 2D shape inc symmetry - Position and direction - Statistics/data - Measures; length, mass and capacity - Roman Numerals	Year 4 - Number and Place value - Addition and subtraction inc empty box - Multiplication and division - Fractions - 2D shape incl symmetry triangles and quadrilaterals	Year 4 - Number and Place value - Addition and subtraction inc empty box and money - Multiplication and division - 2D shape inc symmetry, area and perimeter - Measures; time and money - Statistics/data	Year 4 - Number and Place value - Addition and subtraction inc empty box - Multiplication and division - Gaps-4 operations - Fractions - 2D shape inc symmetry - Position and direction - Statistics/data - Measures; length, mass and capacity - Roman Numerals
<b>R.E.</b>	<b>Incarnation/God</b> What is the Trinity? (Core learning – Baptism and the Grace)  <b>Other Faiths</b> What are festivals of light?	<b>Other Faiths</b> What can we learn from a Mosque?  <b>Salvation</b> Why do Christians call the day Jesus died ‘Good Friday’?	<b>Kingdom of God</b> When Jesus left, what was the impact of Pentecost?  <b>Other Faiths</b> Is life like a journey?	<b>Creation/Fall</b> What do Christians learn from the creation story?  <b>Incarnation/God</b> What is the Trinity? (Digging Deeper – the Incarnation)	<b>Other Faiths</b> What can we learn from a synagogue?  <b>Salvation</b> How do Christians remember Jesus’ last supper?	<b>Gospel</b> What kind of world did Jesus want?  <b>People of God</b> What is it like to follow God?
<b>COMPUTING</b>	<b>E-safety</b>	<b>Using Microsoft Word</b>	<b>Multimedia Presentations</b>	<b>E-safety</b> - Online Chat	<b>Email</b> - how e-mails work,	<b>Coding-</b> Espresso coding Year 3 – Level 3

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	<ul style="list-style-type: none"> <li>- Internet and Phone safety</li> <li>- Friends Online and Offline</li> <li>- Understanding online danger</li> <li>- Safe searching</li> </ul>	<ul style="list-style-type: none"> <li>- Keyboard and mouse skills</li> <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>- PowerPoint</li> <li>- Animations and Transitions</li> <li>- Transferring word processing skills</li> </ul>	<ul style="list-style-type: none"> <li>- Online bullying</li> <li>- Private and Personal information</li> <li>- Understanding online danger</li> <li>- Safe searching</li> </ul>	<ul style="list-style-type: none"> <li>- sending e-mails</li> <li>- using e mail features</li> </ul> <p><i><b>Coding Espresso Python unit 2</b></i></p> <ul style="list-style-type: none"> <li>- Graphics</li> <li>- Numbers and Simulations</li> </ul>	<p>Year 4 – Level 4</p> <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></p> <p>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 Leek</b></p> <ul style="list-style-type: none"> <li>- Field and map work of the local area, focussing on Leek town centre.</li> <li>- Ask/answer questions about why the landscape looks like this.</li> <li>- Identify key human and physical features</li> </ul>		<p><b>South 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> </ul>	<p><b>Volcanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>- Understand and use key geographical vocabulary of volcanoes and earthquakes</li> <li>- Use digital maps to show how the</li> </ul>	

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		<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>- explain similarities and differences.</li> <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 South Pole.</li> </ul>	<p>landscape is affected.</p> <ul style="list-style-type: none"> <li>- Human and physical features – are humans having an impact?</li> <li>- Locate / compare volcanoes and earthquakes in different parts of the world</li> </ul>	
<b>HISTORY</b>	<p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>- in-depth study to include</li> <li>- location,</li> <li>- kingdoms,</li> <li>- timeline,</li> <li>- homes, food, toys,</li> <li>- jobs, pharaohs,</li> <li>- mummification,</li> <li>- pyramids and Gods.</li> </ul>		<p><b>In-depth study of WW2</b></p> <ul style="list-style-type: none"> <li>- Key dates/people</li> <li>- (Churchill/ Hitler)</li> <li>- Changes in that period of time (women’s work, evacuees, rationing)</li> <li>- Propaganda</li> <li>- The Blitz</li> <li>- Lasting impact on our lives today.</li> </ul>			<p><b>Greek Life and Achievements</b></p> <ul style="list-style-type: none"> <li>- in-depth study of Greek life and achievements a</li> <li>- how they have influenced the western world.</li> <li>- Olympics focus.</li> </ul>
<b>ART</b>		<p><b>Artist Focus – William Morris</b></p> <ul style="list-style-type: none"> <li>- research the work of William Morris</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> <ul style="list-style-type: none"> <li>- Focus on war artist Henry Moore</li> <li>- Compare with Alberto Giacometti</li> <li>- create and combine shapes to create recognisable forms</li> <li>- adding detail</li> <li>- texture to conveys feelings, expressions or movement</li> </ul>		<p><b>Drawing and Painting –</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>	<p><b>Egyptian Chariot</b></p> <ul style="list-style-type: none"> <li>- mechanical - cams or pulleys</li> </ul>			<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>- making a Christmas bookmark</li> </ul>		<p><b>Food</b></p> <ul style="list-style-type: none"> <li>- pitta bread and Greek salad</li> </ul>

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	creating moving parts			<ul style="list-style-type: none"> <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>	<p><b>Listening, responding and Composing</b> – Charanga Unit ‘Bringing Us Together’</p> <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</li> <li>- standard notation</li> </ul>		<p><b>Singing - KS2 play</b></p> <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>	<p><b>Listening, responding and composing</b> – Charanga unit ‘Three Little Birds’</p> <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</li> <li>- standard notation</li> </ul>		<p><b>Singing - KS2 play</b></p> <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>	<p><b>Tag Rugby</b></p> <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> <p>Rules of the game</p> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>- Using defensive tactics</li> <li>- Catching/throwing</li> <li>- Individual skills</li> <li>- Team work</li> </ul> <p>Rules of the game</p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- balance,</li> <li>- body shapes</li> <li>- flight with control</li> <li>- sequences</li> </ul> <p>transitions</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Musicality</li> <li>- Developing rhythm</li> <li>- Working individually and together</li> </ul> <p>Self control</p>	<p><b>Tennis</b></p> <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> <p>Rules of the game</p> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>- Using defensive tactics</li> <li>- Catching/throwing</li> <li>- Individual skills</li> <li>- Team work</li> </ul> <p>Rules of the game</p>	<p><b>Football</b></p> <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> <p>Rules of the game</p> <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>- Using defensive tactics</li> <li>- Catching/throwing</li> <li>- Individual skills</li> <li>- Team work</li> </ul> <p>Rules of the game</p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- balance,</li> <li>- body shapes</li> <li>- flight with control</li> <li>- sequences</li> </ul> <p>transitions</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Musicality</li> <li>- Developing rhythm</li> <li>- Working individually and together</li> <li>- Self control</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Sprinting/running skills</li> <li>- Jumping skills</li> </ul> <p>Throwing with accuracy</p> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- Problem solving strategies</li> <li>- Using maps and directions</li> <li>- Working with others</li> </ul>

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<b>PSHE</b>	<b>Me and My Safety</b> <ul style="list-style-type: none"> <li>- Identifying risks and dangers</li> <li>- School rules to stay safe</li> <li>- Medicine safety</li> <li>- Peer pressure</li> <li>- Personal safety</li> </ul>	<b>Happy Healthy Me</b> <ul style="list-style-type: none"> <li>- Balanced diet</li> <li>- Healthy choices</li> <li>- Growing up and changing</li> <li>- Bacteria and viruses</li> <li>- Allergies</li> <li>- Medicines and drugs</li> </ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>- Different families</li> <li>- Emotions</li> <li>- Choices and consequences</li> <li>- Dealing positively with feelings</li> <li>- Safe and unsafe touches</li> <li>- Taking responsibility</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> <li>-</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> <li>- Responsibility to each other, the community and the environment</li> <li>- Rights, Responsibilities and Duties</li> <li>-</li> </ul>	<b>Me and Other People</b> <ul style="list-style-type: none"> <li>- Diversity</li> <li>- Different communities</li> <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	Church visit Easter/ Eucharist- Ash Wednesday service	Church visit Eucharist Leaver's service Club day	All Saints' Day Remembrance Eucharist	Church visit Easter/ Eucharist -Ash Wednesday service	Church visit Eucharist Leaver's service Club day

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	Harvest Church visit RE days	Fairtrade  RE day		Harvest Church visit RE days	Fairtrade  RE 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)