WINDHILL PRIMARY SCHOOL

Lower Key Stage Two

	Autumn Cycle A	Spring Cycle A	Summer Cycle A
Topic Objectives: Geography or History	**Romans** ***What did the Romans do for Doncaster?*** **Invasion – Boudicca** **Timeline** • the Roman Empire and its impact on Britain	**Italy** ***Would you rather live in Italy or the UK?*** **Learning about UK – countries and cities** **Italy – physical geography and map reading.** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Rainforests** ***What is a rainforest?*** **Amazon rainforest** **Layers** **Uses of the Amazon** **Deforestation** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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Science Objectives	**Rocks** 3c1: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 3c2: describe in simple terms how fossils are formed when things that have lived are trapped within rock. 3c3: recognise that soils are made from rocks and organic matter.	**Light** 3d1: recognise that they need light in order to see things and that dark is the absence of light 3d2: notice that light is reflected from surfaces 3d3: recognise that light from the sun can be dangerous and that there are ways to protect their eyes 3d4: recognise that shadows are formed when the light from a light source is blocked by a solid object 3d5: find patterns in the way that the size of shadows change.	**Forces & Magnets** 3e1: compare how things move on different surfaces 3e2: notice that some forces need contact between two objects, but magnetic forces can act at a distance 3e3: observe how magnets attract or repel each other and attract some materials and not others 3e4: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 3e5: describe magnets as having two poles 3e6: predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Animals including humans** 3b1: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat 3b2: identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Plants** 3a1: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 3a2: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 3a3: investigate the way in which water is transported within plants 3a4: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
DT Objectives	**Christmas Decoration** **Design:** • Generate, develop, model and communicate their ideas through discussion, annotated sketches. **Make:** • Select from and use a wider range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing] accurately. **Evaluate:** • Evaluate their ideas and products against their own design criteria and consider views of others to improve their work.		**Italian savoury dishes** • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		

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Art Objectives	**Drawing Unit- Body Language** • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, ~~painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay~~)	**Painting- Michelangelo** • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • about the greatest artists, architects and designers in history.	**Textiles Unit (Applique): Mola style artwork** - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques~~, including drawing, painting and sculpture~~ with a range of materials [~~for example, pencil, charcoal, paint, clay~~]

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	Autumn Cycle B		Spring Cycle B	Summer Cycle B	
Topic Objectives: Geography or History	**Lost Lands** ***Who was Tutankhamun?*** **Who was King Tutankhamun** **What did the Greeks do for us?** **Olympics** **Democracy** • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world		**Stone Age** ***How did early man survive?*** **Timeline** **Survival** • Changes in Britain from the Stone Age to the Iron Age.	**Extreme planet** ***Question*** **Hot and cold places** **Explorers – Shackleton and Scott** **Sahara Desert** **Arctic** • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Science Objectives	**Sounds** 4d1: identify how sounds are made, associating some of them with something vibrating 4d2: recognise that vibrations from sounds travel through a medium to the ear 4d3: find patterns between the pitch of a sound and features of the object that produced it 4d4: find patterns between the volume of a sound and the strength of the vibrations that produced it 4d5: recognise that sounds get fainter as the distance from the sound source increases.	**States of Matter** 4c1: compare and group materials together, according to whether they are solids, liquids or gases 4c2: observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 4c3: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Electricity** 4e1: identify common appliances that run on electricity 4e2: construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 4e3: identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery 4e4: recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 4e5: recognise some common conductors and insulators, and associate metals with being good conductors.	**Living Things** 4a1: recognise that living things can be grouped in a variety of ways 4a2: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 4a3: recognise that environments can change and that this can sometimes pose dangers to living things.	**Animals including Humans** 4b1: describe the simple functions of the basic parts of the digestive system in humans 4b2: identify the different types of teeth in humans and their simple functions 4b3: construct and interpret a variety of food chains, identifying producers, predators and prey.

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DT Objectives	**Greek dishes** **Food and nutrition:** • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	**Battery Powered Torches** **Design:** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals. • Generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams. **Make:** • Select from and use a wider range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing] accurately. • Select from a wider range of materials and components, according to their functional properties and aesthetic properties. **Evaluate:** • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** • Understand and use electrical systems in their products [for example, series circuits incorporating switches and bulbs].	**Bird Houses**
Art Objectives	**Greek Pots** • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	**Printing: Cave paintings** • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	**Textiles: weaving** • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)