

Lower KS2 Formal long-term plans

Formal Learners Lower KS2 Year A	Term 1  People and families	Term 2  Fire, fireworks and safety	Term 3  We are Britain	Term 4  People who help us	Term 5  Our World	Term 6  Oceans and seas (pirates and explorers)
<b>English</b>	<p><i>Class text: Peace at last or The great big book of families</i></p> <p><b>Outcomes</b> Non-fiction recount - diary entries what I did at the weekend/ this term/ holidays</p>	<p><i>Class text: The Hodgeheg or Hovis the Hedgehog</i></p> <p><b>Outcomes</b> Non-fiction- persuasion writing letters to keep hedgehogs safe or writing letters to Santa</p>	<p><i>Class text: contemporary fiction- Horrid Henry</i></p> <p><b>Outcomes</b> Reading descriptive texts and writing their own play script to describe a Horrid Henry prank</p>	<p><i>Class text: Heroes who help us from around the World</i></p> <p><b>Outcomes</b> Non-chronological report- reading and creating fact sheets about people who help us.</p>	<p><i>Class text: Around the world in eighty poems.</i></p> <p><b>Outcomes</b> Poetry - Poems from around the world</p> <p>Reading and listening to poetry from other cultures / around the world</p> <p>Writing a descriptive poem.</p>	<p><i>Class text: How I became a pirate</i></p> <p><b>Outcomes</b> Reading, and writing own pirate adventure stories – beginning to structure a story to include a beginning, middle and end.</p>

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<p><b>Maths</b></p>	<p>Number: Number and Place Value</p> <p>Measure: Weight/Mass Height/Length Capacity/Volume</p>	<p>Geometry: Properties of shape.</p> <p>Number: Addition and Subtraction.</p>	<p>Number: Fractions</p> <p>Measure: Money</p>	<p>Geometry: Position and Direction.</p> <p>Number: Number and Place Value</p>	<p>Number: Multiplication and Division.</p> <p>Measure: Time</p>	<p>Using and Applying</p> <p>Statistics</p>
<p><b>Science</b></p>	<p><b>Animals, including Humans (SC2)</b></p> <ul style="list-style-type: none"> <li>• Naming parts of the body</li> <li>• Investigating senses</li> <li>• Grouping Animals</li> <li>• Animal bodies</li> <li>• What we eat</li> </ul>	<p><b>Seasonal Changes – Autumn and Winter (SC4)</b></p> <ul style="list-style-type: none"> <li>• Seasons – Autumn</li> <li>• Autumn Walks</li> <li>• Autumn to Winter investigations</li> <li>• Winter related activities</li> <li>• Animals</li> </ul>	<p><b>Everyday Materials (SC3)</b></p> <ul style="list-style-type: none"> <li>• Naming materials</li> <li>• Objects and materials</li> <li>• Properties</li> <li>• Testing Properties</li> <li>• Umbrella Investigation</li> <li>• Sorting materials</li> </ul>	<p><b>Sound (SC4)</b></p> <ul style="list-style-type: none"> <li>• The presence and absence of sound</li> <li>• Familiar sounds</li> <li>• Common sounds around us</li> <li>• Making sounds</li> <li>• Changing sounds</li> <li>• Music as</li> </ul>	<p><b>Seasonal Changes – Spring and Summer (SC4)</b></p> <ul style="list-style-type: none"> <li>• Winter to Spring</li> <li>• Spring</li> <li>• Spring Walk</li> <li>• Spring to summer</li> <li>• Summer</li> <li>• Keeping safe in the sun</li> </ul>	<p><b>Scientists and Inventors (SC1-4)</b></p> <ul style="list-style-type: none"> <li>• Lego – Ole Kirk Christensen</li> <li>• Astronaut - Mae Jemison</li> <li>• Zoos – Natural habitats</li> <li>• Sensory Gardens – Spiral</li> </ul>

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		in Winter		<p>sound</p> <ul style="list-style-type: none"> <li>• Locating sounds</li> </ul>		<p>Garden</p> <ul style="list-style-type: none"> <li>• Measuring the Weather – meteorologists</li> <li>• Wrapping up warm – Chester Greenwood</li> </ul>
<b>Computing</b>	<p><b>Programming</b></p> <p>Children will begin to understand algorithms. They will use them to control digital devices and practise using a sequence.</p>	<p><b>Online</b></p> <p>Children will use their favourite websites safely. They will understand that we can E-mail another person with support.</p>	<p><b>E-Safety</b></p> <p>Using Safer Internet Day,</p> <p>Children will understand the benefit of ICT and use it responsibly. They will be aware of and manage the risks of online technology and who to talk to if they feel unsafe.</p>	<p><b>Multimedia/programming</b></p> <p>Video (“We are TV Chefs”)</p> <p>Children will create, store and retrieve data and digital content, by creating a video.</p>	<p><b>Multimedia</b></p> <p>Children will create an e-book using images and sounds.</p>	<p><b>Data</b></p> <p>Databases.</p> <p>Children will collect data, present and analyse it in the form of a game.</p>

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<b>History/ Geography</b>	History (Enquiry based) Who is in our families?	History (British History) Bonfire night and Fire of London	Geography (Spatial sense) Ravenswood School- getting around school and to school	Geography (wider world) Key people and where they are based	Geography (UK) Our local community- Nailsea town and Nailsea countryside	History (World History) Pirates and explorers and the role of Bristol.
<b>Art/DT</b>	Using the mediums of: drawing, painting, collage and photography, pupils will learn how to make portraits of themselves and their families.	Pupils will explore and make candle holders. They will learn about different materials and how they can be used to make decorative. candle holders.	Pupils will make collages based on national animals. The children's work will include a British lion.	Pupils will make a range of decorative musical instruments, including a drum and shakers.	Pupils will be supported in making a range of simple dishes that we associate with different countries. Dishes will include an Italian pizza and an American hamburger. Pupils' preferences and dietary needs will be carefully considered.	Pupils will learn to paint the sea in different ways. They will portray calm and stormy seas and add collage to some of their paintings.

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<p><b>Music</b></p>	<p><b>Familiar rhymes and songs</b> Nursery rhymes Action songs Moving to music Music routines</p>	<p><b>Music in natural sounds</b> Desensitisation to sounds and music around us Understanding loud/quiet Music all around Sound scape Christmas Production Music as performance</p>	<p><b>Music from different countries in Great Britain</b> Sharing opinions Comparing and contrasting music from different cultures/places Familiarity with instruments (naming and playing) Distinguishing what instruments sound like</p>	<p><b>Composing and creating music</b> Soundscape Being a conductor Copying patterns in music Creating patterns in music</p>	<p><b>Experiencing music from different cultures</b> Rhythms from other countries Dance from around the world</p>	<p><b>Music of the sea/ocean</b> Sea Shanties - Singing on the sea Composition Pirate songs (singing &amp; playing drums) Understanding &amp; experiencing Instrumental pieces</p>
<p><b>RE</b></p>	<p><b>1.Creation story</b>  Concept: God/Creation  Does God want Christians to look after the world?  Christianity</p>	<p><b>1.Christmas</b>  Concept: Incarnation  What gifts might Christians in town have given Jesus if he'd have been born here rather than Bethlehem?  Christianity</p>	<p><b>2.Prayer at home</b>  Does praying at regular intervals help a Muslim in their everyday life?  Islam</p>	<p><b>1.Easter- Palm Sunday</b>  Why was Jesus welcomed like a King/ celebrity by the crowds on Palm Sunday?  Christianity</p>	<p><b>1.Shabbat</b>  Is Shabbat important to Jewish Children?  Judaism</p>	<p><b>1.Jesus as a Friend</b>  Concept: Incarnation  Was it always easy for Jesus to show friendship?  Christianity</p>

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<p><b>PSHE+C</b></p>	<p><b>Knowing myself.</b></p> <p>Who am I?</p> <p>Learning about others.</p> <p>What is the same or different?</p>	<p><b>Taking care of ourselves.</b></p> <p>Getting ready routines.</p> <p>Things I use to keep me clean and healthy.</p> <p>Nurses, doctors and dentists.</p>	<p><b>Being aware in the community.</b></p> <p>My class.</p> <p>My school.</p> <p>My family.</p> <p>My town.</p> <p>How to I help my communities?</p>	<p><b>Belonging to groups.</b></p> <p>Interacting with people in a group.</p> <p>My groups.</p> <p>Good things about being in a group.</p>	<p><b>Our world.</b></p> <p>Environments around me.</p> <p>Taking care of environments.</p> <p>Looking after living things and animals.</p>	<p><b>My body and growing up.</b></p> <p>Being aware of my body.</p> <p>Boys' and girls' bodies.</p> <p>Personal care routines.</p> <p>Private parts.</p>
<p><b>PE</b></p>	<p><b>Multi skills:</b></p> <p>Using a variety of PE equipment, playing different games, the focus will be to develop coordination, spatial awareness, aiming for a target and balance.</p>	<p><b>Games:</b></p> <p>Exploring a range of games, how to work with a partner and follow some basic rules.</p>	<p><b>Gymnastics:</b></p> <p>How to roll, stretch, jump safely from a range of equipment and link actions together.</p>	<p><b>Inclusive games:</b></p> <p>Finding out how to play, boccia, new age curling and volleyball.</p>	<p><b>Athletics:</b></p> <p>Running, jumping and throwing using different equipment to develop all these skills in preparation for sports day.</p>	<p><b>Striking and fielding:</b></p> <p>Learning skills linked to rounders, cricket and tennis.</p> <p>How to hit a ball with a bat, work in a team and score for your team.</p>
<p><b>Swimming</b></p>	<p>Swimming - each week pupils will learn to go to the local leisure centre where they will build on the previous week to improve water confidence, water safety, swimming skills and rescue skills.</p>					

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<p><b>MFL-French</b></p>	<p><b>Greetings:</b> Students will be introduced to the French language.  They will begin to explore French customs and how to greet others.</p>	<p><b>Family:</b> Students will begin to identify members of their immediate family.</p>	<p><b>Colours and numbers:</b> Students will explore the vocabulary for colours in French and express their preferences.  They will then begin their awareness of numbers.</p>	<p><b>The classroom:</b> The students will hear the words for the days of the week and the months of the year. They will begin to match the language for classroom items to the objects.</p>	<p><b>Fruit:</b> We will explore the range of fruits that we like and dislike and begin to recognise the associated vocabulary.</p>	<p><b>Animals:</b> Students will begin to learn to repeat the language for pets.  We will then revise and consolidate our years learning.</p>
<p><b>Careers</b></p>	<p>Finding about the jobs and roles of people they know.</p>	<p>Learning about nurses, doctors and dentists.</p>	<p>Finding out about the jobs of people who work in school.</p>	<p>Learning about people who help us within our local community.</p>	<p>Finding out about what a chef does and what other roles people have within a kitchen.</p>	<p>Finding out about people who work at sea.</p>
<p>Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams.</p>						

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Year B Formal Learners Lower KS2	Term 1 Local Houses and Homes	Term 2 Animals	Term 3 Space	Term 4 The Royals	Term 5 Global gardens	Term 6 Being Healthy
<b>English</b>	<p><i>Class text: 3 little pigs or This is our house</i></p> <p><b>Outcomes</b> Recount and Explain, writing to describe and design my fantasy dream home.</p>	<p><i>Class text: Just so stories</i></p> <p><b>Outcomes</b> Reading and writing our own story with a moral.</p>	<p><i>Class text: The man on the moon</i></p> <p><b>Outcomes</b> Discussion, understanding how to take part in a discussion with others and discussing what is the moon like?</p>	<p><i>Class text: fairy tales e.g. Cinderella, Frozen</i></p> <p><b>Outcomes</b> Descriptive writing using adjectives to describe people, places and events to write their own fairy tales</p>	<p><i>Class text : We're going on a bear hunt/ Handa's surprise</i></p> <p><b>Outcomes</b> <i>Poetry- Journey poems.</i></p> <p><i>Reading and writing journey poems.</i></p> <p><i>Describing journeys using adjectives.</i></p>	<p><i>Class text: Revolting rhymes or George's marvellous medicine</i></p> <p><b>Outcomes</b> Reading and understanding recipe instructions, using verbs to write own disgusting recipes.</p>
<b>Maths</b>	<p>Number: Number and Place Value</p> <p>Measure: Weight/Mass</p>	<p>Geometry: Properties of shape.</p> <p>Number: Addition</p>	<p>Number: Fractions</p> <p>Measure: Time</p>	<p>Geometry: Position and Direction.</p> <p>Number: Number</p>	<p>Number: Multiplication and Division.</p>	<p>Using and Applying</p> <p>Statistics</p>

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	Height/Length Capacity/Volume	and Subtraction.		and Place Value	Measure: Money	
<b>Science</b>	<b>Scientists and Inventors (SC1-4)</b> <ul style="list-style-type: none"> <li>• Greenhouse Growing – Eden Project</li> <li>• Brilliant Botany – Jane Colden</li> <li>• Doctor’s Surgery - Elizabeth Garrett Anderson</li> <li>• Discovering Germs - Louis Pasteur</li> <li>• Charles Macintosh</li> <li>• Wind power</li> </ul>	<b>Living Things and Their Habitats (SC2)</b> <ul style="list-style-type: none"> <li>• Living, dead or never alive</li> <li>• Local Habitats</li> <li>• Microhabitats</li> <li>• World Habitats</li> <li>• Working together</li> <li>• Food Chains</li> </ul>	<b>Forces and Motion (SC4)</b> <ul style="list-style-type: none"> <li>• Moving bodies</li> <li>• Pushes</li> <li>• Pulls</li> <li>• Spins</li> <li>• Impact of movement on objects, materials and people</li> <li>• Pushes and pulls in and around school</li> </ul>	<b>Uses of Everyday Materials (SC3)</b> <ul style="list-style-type: none"> <li>• Identifying uses</li> <li>• Out and about – hunt for materials</li> <li>• Comparing Suitability</li> <li>• Changing shapes</li> <li>• Recycling</li> <li>• Discovering new materials</li> </ul>	<b>Plants (SC2)</b> <ul style="list-style-type: none"> <li>• Planting a bean</li> <li>• Wild Plants</li> <li>• Gardens</li> <li>• Trees</li> <li>• Parts of plants</li> <li>• How do plants grow?</li> </ul>	<b>Animals, including Humans (SC2)</b> <ul style="list-style-type: none"> <li>• Animal babies</li> <li>• Growing and changing</li> <li>• Basic needs</li> <li>• Healthy eating</li> <li>• Exercise</li> <li>• Keeping clean</li> </ul>

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<p><b>Computing</b></p>	<p><b>Multimedia</b></p> <p>Graphics</p> <p>Children will create, store and retrieve data and digital pictures.</p>	<p><b>Programming</b></p> <p>Children will begin to understand algorithms. They will use them to control digital devices and practise using a sequence.</p>	<p><b>E-Safety</b></p> <p>Creating a Better Internet Together</p> <p>Using Safer Internet Day,</p> <p>Children will understand the benefits of ICT and use it responsibly. They will be aware of and manage the risks of online technology and who to talk to if they feel unsafe.</p>	<p><b>Online</b></p> <p>Websites</p> <p>Children will use their favourite websites safely and research their topic.</p>	<p><b>Data</b></p> <p>Pictograms</p> <p>Students will create pictograms based on data they have collected.</p>	<p><b>Multimedia</b></p> <p>Sound Recording.</p> <p>Children will create, store and retrieve music files.</p>
<p><b>History/ Geography</b></p>	<p>History (Enquiry based)</p> <p>How has home life changed since our Grandparents were children?</p>	<p>Geography (non-UK)</p> <p>Animal habitats- hot and cold countries.</p>	<p>History (Wider History)</p> <p>The first flight and space travel.</p>	<p>History (British History)</p> <p>The Royal Family</p>	<p>Geography (UK)</p> <p>Where do plants and trees grow in the UK?</p>	<p>Geography (Spatial Awareness)</p> <p>How to get to different places and what we do</p>

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<b>Art/DT</b>	Pupils will learn about construction and how to make a range of model houses. Designs will include a castle and a wigwam.	Pupils will find out about textiles and they will learn that sewing can be done by hand and machine. The children will make a weaving and use their textile skills to produce a Christmas card.	Pupils will make images inspired by the moon and the planets, some of the images will be in colour and others monochrome. We will study texture and listen to music whilst we work.	Pupils will observe and discuss royal portraits. They will learn to draw and paint their own versions of a royal portrait and find out about using: line, pattern, texture, shape and colour.	Pupils will learn about how flowers have been portrayed by different artists and cultures. They will find out about the artist Georgia O'Keefe and learn to make botanical style illustrations of flowers they have picked in the school grounds.	The children will learn about what constitutes a healthy diet. With the focus on a Mediterranean diet, the pupils will be assisted in making recipes that include ingredients such as lemons, olive oil, almonds and fish.
<b>Music</b>	<b>Musical skills and understanding instruments</b> Match instruments to symbols Experiencing a variety of instruments by playing them Musical experimentation	<b>Animal music and sounds</b> 'The Lion Sleeps tonight' Develop and perform a group piece Animal sound scape mini-performance: explorers POV, walking through the	<b>Space songs</b> Sound of 'the Planets' What does space sound like? Alien & Monster songs	<b>Songs for celebration</b> National anthem Write a royal song Creating basic score What makes Royal and regal music Instrument exploration Easter songs	<b>Practical playing</b> Playing along to music Dynamics Exploring how to play fast/slow/loud/quiet Understanding pitch Music for mood	<b>Action songs and movement to music</b> Camp fire songs – ready for Summer! Host your own class music festival!

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	<p>Creating and composing Class song Developing music Recording music (score) Lyric writing</p>	<p>jungle.</p>		<p>(practice for end of term assembly) Identify orchestral instruments</p>	<p>Sharing favourite songs How does music make us feel? Comparing pieces</p>	
<b>RE</b>	<p><b>1.Rosh Hashanah and Yom Kippur</b></p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Judaism</p>	<p><b>2.Christmas- Jesus as gift from God.</b></p> <p>Concept: incarnation</p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Christianity</p>	<p><b>2.What did Jesus teach?</b></p> <p>Is it possible to be kind to everyone all of the time?</p> <p>Christianity</p>	<p><b>2.Easter- Resurrection</b></p> <p>Concept: Salvation</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Christianity</p>	<p><b>2.The Covenant</b></p> <p>How special is the relationship Jews have with God?</p> <p>Judaism</p>	<p><b>2.Community and Belonging</b></p> <p>Does going to Mosque give Muslims a sense of Belonging?</p> <p>Islam</p>
<b>PSHCE</b>	<p><b>People around me.</b></p> <p>Recognising and interacting appropriately with people.</p> <p>Understanding that</p>	<p><b>Caring for myself and others.</b></p> <p>What do I need to stay clean and healthy?</p> <p>What do pets need?</p>	<p><b>Looking after our environment.</b></p> <p>Looking at different places we go.</p> <p>Looking after</p>	<p><b>Belonging to groups.</b></p> <p>Interacting with people in a group.</p> <p>My groups.</p> <p>Good things about</p>	<p><b>Personal responsibility.</b></p> <p>Meeting and greeting people.</p> <p>Co-operating with others.</p>	<p><b>Healthy choices.</b></p> <p>Making choices.</p> <p>Choosing activities.</p> <p>Keeping fit and</p>

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	people have different roles and jobs.		our places. Caring for plants.	being in a group.	Taking care of myself.	active. My body.
<b>PE</b>	<b>Fundamental skills:</b>  Focus on running, jumping, aiming for a target, follow basic instructions and play some simple games.	<b>Rolling and Trapping a ball:</b>  To track the movement of a ball, how to catch a ball and kick with correct technique. Play a number of games.	<b>Circuits:</b>  To follow a circuit of activity to develop balance coordination and agility at an individual level. Record results and see if we can improve over time.	<b>Aiming For a target:</b>  Hitting targets with a ball/ bean bag. Playing skittles and other target games.	<b>Athletics:</b>  Running, jumping and throwing using different equipment to develop all these skills in preparation for sports day.	<b>Striking and fielding:</b>  Learning skills linked to rounders, cricket and tennis.  How to bowl a ball work in a team and score for your team.
<b>Swimming</b>	Swimming- each week pupils will learn to go to the local leisure centre where they will build on the previous week to improve water confidence, water safety, swimming skills and rescue skills.					
<b>MFL-French</b>	<b>Greetings:</b>  Students will be re-introduced to the idea of other	<b>Farm animals:</b>  Students will explore the names of different farm animals and	<b>Likes and dislikes:</b>  We will use our existing knowledge to	<b>Family:</b>  Students will revisit the vocabulary of their immediate family and expand	<b>The classroom:</b>  Through this term we will be learning to understand and	<b>Food:</b>  We will explore a range of foods and their names.

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	languages. They will revisit the vocabulary for greetings.	practice using their likes and dislikes.	refresh our knowledge to vocalise our preferences.  Students will have the opportunity to expand their numeracy skills.	this learning to encompass their extended family members.  We will then begin to discover the language used to describe our body with specific attention to our face.	respond to instructions within the classroom.	Students will then use their previous learning to communicate descriptions including colour and likes.
<b>Careers</b>	Finding out about what it means to be a scientist or inventor and what they do.	Learning about people who help us look after our pets.	What does an astronaut do?	Discovering jobs in the service industry. What would it be like to work in the royal household?	What does a musician do?	Learning about the roles of people who help us stay healthy.
Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams.						