

Heritage Coast Federation KS2 Long Term Plan

Year	Autumn	Spring	Summer
Cycle A (2022-23)	Going Underground Homes - Golden Thread	A Watery World Transport - Golden Thread	Rewind Time Jobs - Golden Thread
Cycle B (2023-24)	Invaders and Traders Symbols - Golden Thread	Up, Up and Away Inventions - Golden Thread	The Olympics Sports - Golden Thread
Cycle C (2024-25)	Legacies from the Past Homes - Golden Thread	Transport and Travel Food - Golden Thread	There's No Planet B Weather - Golden Thread
Cycle D (2025-26)	Time Travellers Significant Items - Golden Thread	Revolving Royals Clothing - Golden Thread	Money Makers Revenue - Golden Thread

Curriculum Key

	Golden Threads
Red Statements	National Curriculum Objectives
Black Statements	Subject Specific Statements
Blue Statements	Teaching Pointers
Purple Highlighted	Local Study
Green Highlighted	Guidance on Half Term Planning



Heritage Coast Federation KS2 Long Term Plan

Cycle A

Rationale	Going Underground		A Watery World		Rewind Time	
	This topic will invite children’s curiosity to see what we can learn from what lies underground. From studies of our earliest history, supported by archaeology, to becoming ‘petrologists’ and studying rocks, children will learn how much what lies beneath us can inform our knowledge of the world.		Our Federation is located within a diverse and plentiful environment: within reach of us are the wilds of the moorland, the Heritage coast and the wonderful River Esk. This topic will bring geography and our local environments to life with concrete and cross-curricular learning experiences.		This exciting topic will invite children to turn back the clock in order to explore and discover earlier civilizations, historical events that have significantly impacted history, including a focused study on Ancient Egypt, and relate this back to our current life today, building on prior learning from ‘Going Underground’.	
Science	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Year 3/4 Rocks-This planet rocks Year 5/6 Living Things and their habitats Illustrating Lifecycles See block outcomes for each individual unit	Year 3/4 Light-Shining the light Year 5/6 Materials and their properties Material Consultants See block outcomes for each individual unit	Year 3/4 States of Matter-The Circle of Life Year 5/6 Animals Including Humans-The Human Species See block outcomes for each individual unit	Year 3/4 Animals-Habitat Helpers Year 5/6 Light- Lighting Technicians See block outcomes for each individual unit	Year 3/4 Plants Greatly Green Growers Year 5/6 Electricity- Electric Art See block outcomes for each individual unit	Year 3/4 Electricity Electric Personalities Year 5/6 Integrated Revision Medical Manoeuvres + Sound extension See block outcomes for each individual unit
History	Changes in Britain from the Stone Age to the Iron Age • Use chronological vocabulary. • Put the events of prehistory into the correct order and understand the scale of prehistoric time. • Explain the different sources of evidence about prehistory. • Evaluate the reliability of different sources of evidence about prehistory. • Understand and use some vocabulary that archaeologists use. • Demonstrate an understanding of how layers of debris left behind by humans build up over time • Demonstrate an understanding that lower layers are older, and higher layers are younger • Carefully dig and record an archaeological excavation. • Demonstrate an understanding that lower layers are older, and higher layers are younger. • Organise some key facts about prehistory Incorporate a local history study related to this topic. Stone Age to Iron Age Britain Block A - History Introduction to Stone Age and Iron Age UKS2				The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between short- and long-term timescales. • Understand the abstract term ‘civilisation’. • Locate the world’s countries, using maps and focussing on their environmental regions and key physical characteristics. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Describe and understand key aspects of physical and human geography. Earliest Civilisations: Ancient Egyptians Block A: Introduction to Ancient Egypt UKS2	

Heritage Coast Federation KS2 Long Term Plan

Geography	Human geography, including: types of settlement and land use Understand the differential distribution of hill forts across the country. - Identify features on a map using a key - Transfer features from one map to another of a different scale. - Read contour lines. - Answer historical questions using map-reading skills. - Follow and generate four or six-figure grid references. - Generate questions about a historical topic. - Generate questions about a historical topic - Select, record and present historical information - Read an archaeological site plan - Create an information poster to inform others - Follow grid references and use a map and compass to find geographical features - Create a sketch plan of a site - Create a profile of an archaeological feature - Start to interpret the archaeological evidence on a site Block G - Stone Age and Iron Age Hill Forts UKS2	Locational Knowledge Name and locate...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. Human and Physical Geography Describe and understand key aspects of: physical geography, including:, rivers, mountains. - Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. - Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. - Use atlases, globes and digital/computer mapping to locate countries and describe features. - Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics - To describe and understand key aspects of physical geography, including coasts, cliffs and beaches. - To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time Rivers, Mountains and Coasts Local Study (River Esk) Block A - The Journey of a River Block F - Coasts - Where Land Meets Sea	Human and Physical Geography: describe and understand key aspects of: physical geography, including: rivers and the water cycle - Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies. - Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, religious and social history; and between short- and long-term timescales. - Understand historical concepts such as continuity and change, and significance, and use them to make connections and to create their own structured accounts. Earliest Civilisations: Ancient Egyptians Block G: The Nile LKS2
Geographical skills and fieldwork	Royal Geographical Society Map Skills Year 3 and 5 - Using eight compass points to give directions. - Locating places on maps. - Contour lines	Royal Geographical Society Map Skills Year 4 and 6 - Interpret maps and aerial photographs. - Communicate geographical information through maps. - Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	Royal Geographical Society Map Skills Application of key skills from Autumn and Spring Term

Heritage Coast Federation KS2 Long Term Plan

Art	Pupils should be taught: - 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] - about great artists, architects and designers in history			
	LKS2 Painting Using Mixed Media Unit: Prehistoric Painting	LKS2 Sculpture and 3D Unit: Mega Materials	LKS2 Drawing Unit: Growing Artists	LKS2 Craft and Design Unit: Ancient Egyptian Scrolls (Year 1)
	UKS2 Painting and Mixed Media Unit: Portraits	UKS2 Sculpture and 3D Unit: Interactive Installation	UKS2 Drawing Unit: Make My Voice Heard	UKS2 Craft and Design Unit: Architecture
DT	When designing and making, pupils should be taught to: 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 or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.			
	LKS2 Food Unit: Eating Seasonally	LKS2 Structures and Mechanisms Unit: Making a Slingshot Car	LKS2 Electrical Systems Unit: Electric Poster	LKS2 Textiles Unit: Egyptian Collars
	UKS2 Food Unit: What could be Healthier?	UKS2 Structures and Mechanisms Unit: Playgrounds	UKS2 Electrical Systems Unit: Steady Hand Game	UKS2 Textiles Unit: Waistcoats

Heritage Coast Federation KS2 Long Term Plan

Computing Skills to be taught over course of key stage	LKS2 (Year 3 Units) Connecting Computers • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Stop Frame Animation • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact UKS2 (Year 5) Systems and Searching • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content Video Production • Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a rage ways to report concerns about content and contact	LKS2 (Year 3) Sequencing Sounds • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Branching Databases • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly UKS2 (Year 5) Selection in Physical Computing • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Flat-File Databases • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	LKS2 (Year 3) Desktop Publishing • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Events and Actions in Programs • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information UKS2 (Year 5) Vector Drawing • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Selection in Quizzes • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	Esafety NOS Year 3 and 5 units. There are 8 areas to cover over the academic year. Covering at least one per half term. These units are to be tailored for the needs of your class.		

Heritage Coast Federation KS2 Long Term Plan

MFL	Pupils should be taught to: - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages		
	LKS2 (Year 3) Moi Les Couleurs UKS2 (Year 5) Ma Famille On Fait le Fete	LKS2 La Jungle Tutti Frutti UKS2 Cher Zoo Le Petit Dejeuner	LSK2 Vive le Sport La Meteo UKS2 Vive le Temps Libre A la Plage
Music	Year 4: Body and turned percussion (Theme: Rainforests) Year 6: Songs of World War 2	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers) Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Year 3: Jazz Year 5: Composition notation (Theme: Ancient Egypt)
	Year 3: Ballads Year 5: Looping and remixing	Year 3: Creating a composition in response to an animation (Theme: Mountains) Year 5: Composition to represent the festival of colour (Theme: Holi festival)	Year 4: Rock and Roll Year 6: Composing and performing a Leavers' song** (6 lessons)
	Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.		
PE	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best.		

Heritage Coast Federation KS2 Long Term Plan

	Invasion Games (Attacking and Defending)	Fundamental Skills and Athletics	Summer Sports	
	Swimming and Water Safety - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations.			
PSHE School to follow SCARF	Me and my relationships Valuing Differences	Keeping Myself Safe Rights and Responsibilities	Being My Best Growing and Changing Additional resources from NYCC Busy Bodies to supplement SCARF RSE	
RE	Year 3 and 4 UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God? Year 5 and 6 UC U2.1 What does it mean if Christians believe God is holy and loving? UC U2.4 Why do Christians believe Jesus was the Messiah?	Year 3 and 4 L2.4 Why do people pray? L2.5 Why are festivals important to religious communities? Year 5 and 6 U2.6 What does it mean to be a Muslim in Britain today? (FULL TERM)	Year 3 and 4 UC L2.4 What kind of world did Jesus want? L2.9 What can we learn from religions about deciding what is right and wrong? Year 5 and 6 UC U2.5 Christians and how to live: ‘What would Jesus do?’ U2.7 What matters most to Humanists and Christians?	
Ideas to develop enterprise throughout the year groups over the academic year	- Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief - Links that could be made as appropriate: - What are the local economies of the area studied? Why are they here? - Why do economies differ by area? - What impact will change have on the local economies? - What new business enterprise would survive here? - Career opportunities for the future. - Curriculum possibilities: - Rotary club - Looking at economies through geography - Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. - Raise funds for a school project or local charity.			
British Values	Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures	Cultural Development/Cultural Capital Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect
Opportunities for Diversity and Equality Teaching	In all lessons: - Ensure differences are respected, recognised and valued - Promote positive relationships and attitudes - Promote a shared sense of belonging and inclusion - Challenge stereotype and prejudice - Choose resources carefully for diversity excluding those that promote stereotypes - Incorporate a range of learning styles and plan appropriately considering the diversity in your class			

Heritage Coast Federation KS2 Long Term Plan

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Cycle A (2022-23)	Going Underground Homes - Golden Thread	A Watery World Transport - Golden Thread	Rewind Time Jobs - Golden Thread
Cycle B (2023-24)	Invaders and Traders Symbols - Golden Thread	Up, Up and Away Inventions - Golden Thread	The Olympics Sports - Golden Thread
Cycle C (2024-25)	Legacies from the Past Homes - Golden Thread	Transport and Travel Food - Golden Thread	There's No Planet B Weather - Golden Thread
Cycle D (2025-26)	Time Travellers Significant Items - Golden Thread	Revolving Royals Clothing - Golden Thread	Money Makers Revenue - Golden Thread

Curriculum Key

	Golden Threads
Red Statements	National Curriculum Objectives
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Heritage Coast Federation KS2 Long Term Plan

Cycle B

Rationale	Invaders and Traders		Up, Up and Away		The Olympics	
	With links to British Values, children will compare and contrast lifestyles by investigating differences between city and rural life, as well as different civilisations and cultures. Children will develop a wider understanding of the different ways of life, including Britain’s influence from the wider world.		Using a Scientific approach to learning, children will be inspired to discover, question and learn about our solar system, as well as linking to our topic ‘There’s No Planet B’ by encouraging them to question and understand where we as humans fit into the wider universe here on planet Earth.		The Olympics symbolises a link between ancient world history and our current societal celebrations. Children will follow connections from the Olympics to discover life in Ancient Greece, alongside human geography over time, as well as developing geographical knowledge as we travel to countries from around the world.	
Science	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Year 3/4 Plants A Feast of Flowers, fruit and seeds Year 5/6 Living things and their habitats The classification Code See block outcomes for each individual unit	Year 3/4 States of Matter-What’s the matter Year 5/6 Evolution and Inheritance Survival of the fittest See block outcomes for each individual unit	Year 3/4 Animals-Fit for success + Earth and Space pre learning Year 5/6 Forces-Welcome to Force Land See block outcomes for each individual unit	Year 3/4 Forces-Magnetic fun and games Year 5/6 Earth and Space-Space! See block outcomes for each individual unit	Year 3/4 Living things and their habitats-A world of Living things Year 5/6 Materials Special Effects Materials See block outcomes for each individual unit	Year 3/4 Sound Sounds Spectacular Year 5/6 Integrated Revision- Materials Sensational Science See block outcomes for each individual unit
History	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation. - Understand how people’s lives have shaped Britain. - Understand cause and consequence. - Gain historical perspective by placing their knowledge into different contexts - Understand how people’s lives have shaped Britain. - Understand historical concepts such as continuity and change, and cause and consequence. - Gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales. - Understand how Britain has been influenced by the wider world. - Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources. - Use sketch maps to record features. - Use maps. - Understand some aspects of human geography including place names that describe the settlement. Invaders and Settlers: Anglo Saxons Block A - Introduction to Anglo Saxons Block B - Settlements LKS2		A significant turning point in British history Own planning history of race to space		Ancient Greece – a study of Greek life and achievements and their influence on the western world - Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. - Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. - Understand Ancient Greece, Greek life, their achievements and influence on the western world. - Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. - Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. - Understand Ancient Greece, Greek life, their achievements and influence on the western world. - Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. - Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilisation’. - Understand Ancient Greece, Greek life, their achievements and influence on the western world Local Study - Weather Ancient Greece Block A - Timeline Block E - Home Life UKS2	

Heritage Coast Federation KS2 Long Term Plan

Geography	Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Human and physical geography Describe and understand key aspects of: 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 • Know and understand how people's lives have shaped the nation, and how Britain has been influenced by the wider world. • Understand historical concepts such as cause and consequence. • Gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales. • Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resource • Understand how land use has changed over time. • Use maps. • Study human geography including land use and trade links. Invaders and Settlers: Anglo Saxons Block C - Invasions LKS2	Describe and understand climate zones and biomes. Use maps, atlases and globes to locate countries. • Begin to learn about indigenous populations of different biomes and how climate affects their lives. • Find out how different climate impacts vegetation. • Closely observe and then draw animals/plants. • Understand the delicate interdependent nature of ecosystems and consider global environmental problems and solutions. Earth Matters Block A-Biomes UKS2	Locational Knowledge locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human Geography: Describe and understand key aspects of economic activity including trade links 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 • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods studied. • Gain and deploy a historically grounded understanding of abstract terms such as 'economy'. • Create their own structured accounts, including written narratives and analyses. Ancient Greece Block D - Trade UKS2 Specific lesson on latitude and longitude and Tropics with link to Greek discovery/development
Geographical skills and fieldwork	Royal Geographical Society Map Skills Year 3 and 5 • Using eight compass points to give directions. • Locating places on maps. • Contour lines	Royal Geographical Society Map Skills Year 4 and 6 • Interpret maps and aerial photographs. • Communicate geographical information through maps. • Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	Royal Geographical Society Map Skills Application of key skills from Autumn and Spring Term

Heritage Coast Federation KS2 Long Term Plan

Art	Skills to be taught over course of key stage	Pupils should be taught: - 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] - about great artists, architects and designers in history			
		LKS2 Painting Using Mixed Media Unit: Light and Dark UKS2 Painting and Mixed Media Unit: Artists Study	LKS2 Sculpture and 3D (Original Scheme) Unit: Sculpture UKS2 Sculpture and 3D Unit: Making Memories	LKS2 Drawing Unit: Power Prints UKS2 Drawing Unit: I Need Space	LKS2 Craft and Design (Original Scheme) Unit: Craft UKS2 Craft and Design Unit: Photo Opportunity
DT	Skills to be taught over course of key stage	When designing and making, pupils should be taught to: 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 or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.			
		LKS2 Food Unit: Adapting a Recipe UKS2 Food Unit: Come Dine with me	LKS2 Structures and Mechanisms Unit: Constructing a Castle UKS2 Structures and Mechanisms Unit: Bridges	LKS2 Electrical Systems Unit: Torches UKS2 Electrical Systems Unit: Pop-Up Book	LKS2 Textiles Unit: Fastenings UKS2 Textiles Unit: Stuffed Toys

Heritage Coast Federation KS2 Long Term Plan

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Heritage Coast Federation KS2 Long Term Plan

Computing Skills to be taught over course of key stage	LKS2 (Year 4 Units) The Internet - Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Audio Production - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact UKS2 (Year 6) Communication and Collaboration - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Webpage Creation - Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals,	LKS2 (Year 4) Repetition in Shape - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Data Logging - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information UKS2 (Year 6) Variables in Games - Design, write and debug programs that accomplish specific goal, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Introduction to Spreadsheets - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	LKS2 (Year 4) Photo Editing - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Repetition in Games - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information UKS2 (Year 6) 3D Modelling - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Sensing - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,
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Heritage Coast Federation KS2 Long Term Plan

	including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour		including collecting, analysing, evaluating and presenting data and information
	Esafety NOS Year 4 and 6 units. There are 8 areas to cover over the academic year. Covering at least one per half term. These units are to be tailored for the needs of your class.		
MFL	Pupils should be taught to: - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages		
	LKS2 (Year 4) Les Monstres Le Calendrier des fetes UKS2 (Year 6) Les portraits Les Cadeaux	LKS2 Les animaux Au Marche UKS2 Le carnaval des animaux Au cafe	LKS2 Je suis le musicien A la mode UKS2 Your de France Destinations
Music	Year 3: Developing singing technique (Theme: Vikings) Year 5: Blues	Year 3: Pentatonic melodies and composition (Chinese New Year) Year 6: Theme and variations (Theme: Pop Art)	Year 3: Traditional instruments and improvisation (India) Year 5: South and West Africa
	Year 4: Adapting and transposing motifs (Theme: Romans) Year 5: Musical theatre	Year 4: Haiku, music and performance (Theme: Hanami festival) Year 6: Film music	Year 4: Samba and carnival sounds and instruments (Theme: South America) Year 6: Composing and performing a Leavers' song** (6 lessons)
	Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.		

Heritage Coast Federation KS2 Long Term Plan

PE	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	Invasion Games (Attacking and Defending)	Fundamental Skills and Athletics	Summer Sports
	Swimming and Water Safety • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.		
PSHE School to follow SCARF scheme	Me and my relationships Valuing Differences	Keeping Myself Safe Rights and Responsibilities	Being My Best Growing and Changing Additional resources from NYCC Busy Bodies to supplement SCARF RSE
RE	Year 3 and 4 L2.8 What does it mean to be Hindu in Britain today? (FULL TERM) Year 5 and 6 U2.1 Why do some people believe God exists? UC U2.2 Creation and science: conflicting or complementary?	Year 3 and 4 UC L2.3 What is the ‘Trinity’ and why is it important for Christians? UC L2.5 Why do Christians call the day Jesus died ‘Good Friday’? Year 5 and 6 U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? UC U2.6 What do Christians believe Jesus did to ‘save’ people?	Year 3 and 4 UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost? L2.6 Why do some people think that life is a journey and what significant experiences mark this? Year 5 and 6 UC U2.8 For Christians, what kind of King is Jesus? U2.3 What do religions say to people when life gets hard?
Ideas to develop enterprise throughout the year groups over the academic year	• Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief • Links that could be made as appropriate: ○ What are the local economies of the area studied? Why are they here? ○ Why do economies differ by area? ○ What impact will change have on the local economies? ○ What new business enterprise would survive here? ○ Career opportunities for the future. • Curriculum possibilities: ○ Rotary club ○ Looking at economies through geography ○ Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. ○ Raise funds for a school project or local charity.		

Heritage Coast Federation KS2 Long Term Plan

British Values	Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures	Cultural Development/Cultural Capital Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect
Opportunities for Diversity and Equality Teaching	In all lessons: • Ensure differences are respected, recognised and valued • Promote positive relationships and attitudes • Promote a shared sense of belonging and inclusion • Challenge stereotype and prejudice • Choose resources carefully for diversity excluding those that promote stereotypes • Incorporate a range of learning styles and plan appropriately considering the diversity in your class			

Heritage Coast Federation KS2 Long Term Plan

Year	Autumn	Spring	Summer
Cycle A (2022-23)	Going Underground Homes - Golden Thread	A Watery World Transport - Golden Thread	Rewind Time Jobs - Golden Thread
Cycle B (2023-24)	Invaders and Traders Symbols - Golden Thread	Up, Up and Away Inventions - Golden Thread	The Olympics Sports - Golden Thread
Cycle C (2024-25)	Legacies from the Past Homes - Golden Thread	Transport and Travel Food - Golden Thread	There's No Planet B Weather - Golden Thread
Cycle D (2025-26)	Time Travellers Significant Items - Golden Thread	Revolving Royals Clothing - Golden Thread	Money Makers Revenue - Golden Thread

Curriculum Key

	Golden Threads
Red Statements	National Curriculum Objectives
Black Statements	Subject Specific Statements
Blue Statements	Teaching Pointers
Purple Highlighted	Local Study
Green Highlighted	Guidance on Half Term Planning



Cycle C

Heritage Coast Federation KS2 Long Term Plan

Rationale	Legacies From The Past		Transport and Travel		There’s No Planet B	
	This topic is all about celebrating our home here in the United Kingdom. We will discover important events that have impacted our culture over time, namely the origins of the Roman Empire and its spread to Britain, as well as the human geography of settlements and how we see the echoes of these key events in our country today.		In this unit, we will learn about our diverse history and heritage of modes of transport, from ships, cars, trains, and planes. We will study the impact and effect of transport over time, from key moments in the past, and how transport continues to aid us in experiencing rich opportunities around the globe.		Focusing on our personal responsibility to care for our environment, children will learn about sustainability and become advocates for a planet without pollution. With a view to caring for our own beautiful locality for years to come, we will acknowledge the impact humans are having on the wider world and how to make a positive change.	
Science	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Year 3/4 Rocks-This planet rocks Year 5/6 Living Things and their habitats Illustrating Lifecycles See block outcomes for each individual unit	Year 3/4 Light-Shining the light Year 5/6 Materials and their properties Material Consultants See block outcomes for each individual unit	Year 3/4 States of Matter-The Circle of Life Year 5/6 Animals Including Humans-The Human Species See block outcomes for each individual unit	Year 3/4 Animals-Habitat Helpers Year 5/6 Light- Lighting Technicians See block outcomes for each individual unit	Year 3/4 Plants Greatly Green Growers Year 5/6 Electricity- Electric Art See block outcomes for each individual unit	Year 3/4 Electricity Electric Personalities Year 5/6 Integrated Revision Medical Manoeuvres + Sound extension See block outcomes for each individual unit
History	The Roman Empire and its impact on Britain: Julius Caesar’s attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army. - Learn about the Roman Empire, its origins and ruling systems and its geographical reach. - To learn about the legend of the founding of Rome and place events into the correct periods of time. - To understand the benefits and impact of the different Roman ruling systems. - To examine how the lands within the Roman Empire changed over time and begin to understand why. The Romans in Britain Block A - Introduction to The Romans LKS2		Britain’s settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: the changing power of monarchs using case studies such as Victoria. - Understand how our knowledge of the past is constructed from a range of sources. Victorians Block A: Long Live the Queen UKS2			

Heritage Coast Federation KS2 Long Term Plan

Geography	Locational Knowledge Name and locate counties and cities of the United Kingdom. key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Name and locate cities of the United Kingdom. - Describe and understand key aspects of human geography including types of settlement and land use - Understand that there are some things we depend on today which are available because of the Romans. The Romans in Britain Block H - Roman Legacy LKS2	Locational Knowledge locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Use maps to locate areas 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. - Name and locate counties and cities of the United Kingdom; geographical regions and their identifying human and physical characteristics; and understand how some of these aspects have changed over time. Victorians Local Study - Inventions Block D - Local Streets Block E - Local People UKS2	Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, 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 - Deepen understanding of the interaction between physical and human processes. - Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. - Describe and understand key aspects of human geography including land use, economic activity and the distribution of natural resources. Climate Change Mini Topic Climate Zones, Biomes and Vegetation. UKS2
Geographical skills and fieldwork	Royal Geographical Society Map Skills Year 3 and 5 - Using eight compass points to give directions. - Locating places on maps. - Contour lines	Royal Geographical Society Map Skills Year 4 and 6 - Interpret maps and aerial photographs. - Communicate geographical information through maps. - Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	Royal Geographical Society Map Skills Application of key skills from Autumn and Spring Term

Heritage Coast Federation KS2 Long Term Plan

Art	Pupils should be taught: - 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] - about great artists, architects and designers in history			
	LKS2 Painting Using Mixed Media Unit: Prehistoric Painting	LKS2 Sculpture and 3D Unit: Mega Materials	LKS2 Drawing Unit: Growing Artists	LKS2 Craft and Design Unit: Fabric of Nature (Year 3)
	UKS2 Painting and Mixed Media Unit: Portraits	UKS2 Sculpture and 3D Unit: Interactive Installation	UKS2 Drawing Unit: Make My Voice Heard	UKS2 Craft and Design Unit: Architecture
DT	When designing and making, pupils should be taught to: 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 or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.			
	LKS2 Food Unit: Eating Seasonally	LKS2 Structures and Mechanisms Unit: Making a Slingshot Car	LKS2 Electrical Systems Unit: Electric Poster	LKS2 Textiles Unit: Egyptian Collars
	UKS2 Food Unit: What could be Healthier?	UKS2 Structures and Mechanisms Unit: Playgrounds	UKS2 Electrical Systems Unit: Steady Hand Game	UKS2 Textiles Unit: Waistcoats

Heritage Coast Federation KS2 Long Term Plan

Computing Skills to be taught over course of key stage	LKS2 (Year 3 Units) Connecting Computers - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer communication and collaboration - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Stop Frame Animation - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact UKS2 (Year 5) Systems and Searching - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration - Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content Video Production - Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a rage ways to report concerns about content and contact	LKS2 (Year 3) Sequencing Sounds - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Branching Databases - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Use technology safely, respectfully and responsibly UKS2 (Year 5) Selection in Physical Computing - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Flat-File Databases - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	LKS2 (Year 3) Desktop Publishing - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Events and Actions in Programs - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information UKS2 (Year 5) Vector Drawing - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Selection in Quizzes - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	Esafety NOS Year 3 and 5 units. There are 8 areas to cover over the academic year. Covering at least one per half term. These units are to be tailored for the needs of your class.		

Heritage Coast Federation KS2 Long Term Plan

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	LKS2 (Year 3) Moi Les Couleurs UKS2 (Year 5) Ma Famille On Fait le Fete	LKS2 La Jungle Tutti Frutti UKS2 Cher Zoo Le Petit Dejeuner	LSK2 Vive le Sport La Meteo UKS2 Vive le Temps Libre A la Plage
Music	Year 4: Body and turned percussion (Theme: Rainforests) Year 6: Songs of World War 2	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers) Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Year 3: Jazz Year 5: Composition notation (Theme: Ancient Egypt)
	Year 3: Ballads Year 5: Looping and remixing	Year 3: Creating a composition in response to an animation (Theme: Mountains) Year 5: Composition to represent the festival of colour (Theme: Holi festival)	Year 4: Rock and Roll Year 6: Composing and performing a Leavers' song** (6 lessons)
	Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.		
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Heritage Coast Federation KS2 Long Term Plan

	Invasion Games (Attacking and Defending)	Fundamental Skills and Athletics	Summer Sports	
	Swimming and Water Safety - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations.			
PSHE School to follow SCARF	Me and my relationships Valuing Differences	Keeping Myself Safe Rights and Responsibilities	Being My Best Growing and Changing Additional resources from NYCC Busy Bodies to supplement SCARF RSE	
RE	Year 3 and 4 UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God? Year 5 and 6 UC U2.1 What does it mean if Christians believe God is holy and loving? UC U2.4 Why do Christians believe Jesus was the Messiah?	Year 3 and 4 L2.4 Why do people pray? L2.5 Why are festivals important to religious communities? Year 5 and 6 U2.6 What does it mean to be a Muslim in Britain today? (FULL TERM)	Year 3 and 4 UC L2.4 What kind of world did Jesus want? L2.9 What can we learn from religions about deciding what is right and wrong? Year 5 and 6 UC U2.5 Christians and how to live: ‘What would Jesus do?’ U2.7 What matters most to Humanists and Christians?	
Ideas to develop enterprise throughout the year groups over the academic year	- Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief - Links that could be made as appropriate: - What are the local economies of the area studied? Why are they here? - Why do economies differ by area? - What impact will change have on the local economies? - What new business enterprise would survive here? - Career opportunities for the future. - Curriculum possibilities: - Rotary club - Looking at economies through geography - Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. - Raise funds for a school project or local charity.			
British Values	Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures	Cultural Development/Cultural Capital Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect
Opportunities for Diversity and Equality Teaching	In all lessons: - Ensure differences are respected, recognised and valued - Promote positive relationships and attitudes - Promote a shared sense of belonging and inclusion - Challenge stereotype and prejudice - Choose resources carefully for diversity excluding those that promote stereotypes - Incorporate a range of learning styles and plan appropriately considering the diversity in your class			

Heritage Coast Federation KS2 Long Term Plan

Year	Autumn	Spring	Summer
Cycle A (2022-23)	Going Underground Homes - Golden Thread	A Watery World Transport - Golden Thread	Rewind Time Jobs - Golden Thread
Cycle B (2023-24)	Invaders and Traders Symbols - Golden Thread	Up, Up and Away Inventions - Golden Thread	The Olympics Sports - Golden Thread
Cycle C (2024-25)	Legacies from the Past Homes - Golden Thread	Transport and Travel Food - Golden Thread	There's No Planet B Weather - Golden Thread
Cycle D (2025-26)	Time Travellers Significant Items - Golden Thread	Revolving Royals Clothing - Golden Thread	Money Makers Revenue - Golden Thread

Curriculum Key

	Golden Threads
Red Statements	National Curriculum Objectives
Black Statements	Subject Specific Statements
Blue Statements	Teaching Pointers
Purple Highlighted	Local Study
Green Highlighted	Guidance on Half Term Planning



Heritage Coast Federation KS2 Long Term Plan

Cycle D

Rationale	Time Travellers		Revolving Royals		Money Makers	
	As historians and geographers, children will use a variety of skills to discover the Viking era, including its relation to life today. Investigating journeys made by the first Viking raiders to England, we will study invasions and raids, as well as the law and justice of the time.		In studying the timeline of rulers and monarchs in our country, spanning through key times in history to present day, children will engage in this topic to discover and understand life throughout the ages, including the impact of key rulers on societies and how this compares to life in modern day Britain.		This topic will provide a fun and captivating insight into business skills, encouraging children to develop their entrepreneurial ambitions by designing and creating for a specific purpose. Throughout, the children will learn vital skills that they will need in the future.	
Science	Autumn Term 1 Year 3/4 Plants A Feast of Flowers, fruit and seeds Year 5/6 Living things and their habitats The classification Code See block outcomes for each individual unit	Autumn Term 2 Year 3/4 States of Matter-What's the matter Year 5/6 Evolution and Inheritance Survival of the fittest See block outcomes for each individual unit	Spring Term 1 Year 3/4 Animals-Fit for success + Earth and Space pre learning Year 5/6 Forces-Welcome to Force Land See block outcomes for each individual unit	Spring Term 2 Year 3/4 Forces-Magnetic fun and games Year 5/6 Earth and Space-Space! See block outcomes for each individual unit	Summer Term 1 Year 3/4 Living things and their habitats-A world of Living things Year 5/6 Materials Special Effects Materials See block outcomes for each individual unit	Summer Term 2 Year 3/4 Sound Sounds Spectacular Year 5/6 Integrated Revision-Materials Sensational Science See block outcomes for each individual unit
History	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwardthe Confessor Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 - Understand how knowledge of the past is constructed from a range of sources. - Ask historically valid questions. - Learn about Viking raids and invasion. - Learn about the success of the Viking invasion. - Discover when the Vikings began to invade Britain and to place this period as a key event in history. - Think of historically valid questions to ask about the Vikings. - Understand how we know about the Vikings Invaders and Settlers - Vikings Block A - Introduction to the Vikings LKS2		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as John, Anne and Victoria Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as crime and punishment from the Anglo-Saxons to the present. - Develop a chronologically secure knowledge and understanding of British history. Develop the appropriate use of historical terms. - Establish clear narratives within and across the periods they study. - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Understand how our knowledge of the past is constructed from a range of sources, and should evaluate the reliability of each of these sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as crime and punishment from the Anglo-Saxons to the present. - Develop a chronologically secure knowledge and understanding of British history. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Understand how our knowledge of the past is constructed from a range of sources, and evaluate the reliability of each of these sources. Understand that the past is represented in different ways. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Crime and Punishment Block A - Rule of Law /Black B - Crimes and Punishment LKS2		A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Local Study - natural resources past and present: fishing-gansies, alumn works, mining, tourism Smugglers in Robin Hoods Bay	

Heritage Coast Federation KS2 Long Term Plan

Geography	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 Locational Knowledge locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand trade links within the Viking period • Understand how Vikings made money. • Make links to land use and economic activity • Understand the impact volcanoes and earthquakes can have on human and physical geography. • Understand, label and explain features of a volcano. • Understand, label and explain gestures of an earthequake. Invaders and Settlers - Vikings Block D - Viking Trade Volcanoes and Earthquakes LKS2		Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 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 Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. • Describe and understand 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 • Locate the Amazon Basin within South America, concentrating on its environmental regions, key physical and human characteristics, and major cities. • Understand geographical similarities and differences through the study of human and physical geography in the Amazon Basin. Specific lesson on latitude and longitude and Tropics UKS2 Comparing People and Places -Amazon Basin
Geographical skills and fieldwork	Royal Geographical Society Map Skills Year 3 and 5 • Using eight compass points to give directions. • Locating places on maps. • Contour lines	Royal Geographical Society Map Skills Year 4 and 6 • Interpret maps and aerial photographs. • Communicate geographical information through maps. • Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	Royal Geographical Society Map Skills Application of key skills from Autumn and Spring Term

Heritage Coast Federation KS2 Long Term Plan

Art Skills to be taught over course of key stage	Pupils should be taught: - 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] - about great artists, architects and designers in history			
	LKS2 Painting Using Mixed Media Unit: Light and Dark UKS2 Painting and Mixed Media Unit: Artists Study	LKS2 Sculpture and 3D (Original Scheme) Unit: Sculpture UKS2 Sculpture and 3D Unit: Making Memories	LKS2 Drawing Unit: Power Prints UKS2 Drawing Unit: I Need Space	LKS2 Craft and Design (Original Scheme) Unit: Craft UKS2 Craft and Design Unit: Photo Opportunity
DT Skills to be taught over course of key stage	When designing and making, pupils should be taught to: <u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.			
	LKS2 Food Unit: Adapting a Recipe UKS2 Food Unit: Come Dine with me	LKS2 Structures and Mechanisms Unit: Constructing a Castle UKS2 Structures and Mechanisms Unit: Bridges	LKS2 Electrical Systems Unit: Torches UKS2 Electrical Systems Unit: Pop-Up Book	LKS2 Textiles Unit: Fastenings UKS2 Textiles Unit: Stuffed Toys

Heritage Coast Federation KS2 Long Term Plan

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Heritage Coast Federation KS2 Long Term Plan

Computing Skills to be taught over course of key stage	LKS2 (Year 4 Units) The Internet - Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	LKS2 (Year 4) Repetition in Shape - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	LKS2 (Year 4) Photo Editing - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
	Audio Production - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact	Data Logging - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	Repetition in Games - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	UKS2 (Year 6) Communication and Collaboration - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	UKS2 (Year 6) Variables in Games - Design, write and debug programs that accomplish specific goal, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	UKS2 (Year 6) 3D Modelling - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
	Webpage Creation - Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals,	Introduction to Spreadsheets Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	Sensing - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,

Heritage Coast Federation KS2 Long Term Plan

	including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour		including collecting, analysing, evaluating and presenting data and information
	Esafety NOS Year 4 and 6 units. There are 8 areas to cover over the academic year. Covering at least one per half term. These units are to be tailored for the needs of your class.		
MFL	Pupils should be taught to: - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages		
	LKS2 (Year 4) Les Monstres Le Calendrier des fetes UKS2 (Year 6) Les portraits Les Cadeaux	LKS2 Les animaux Au Marche UKS2 Le carnaval des animaux Au cafe	LKS2 Je suis le musicien A la mode UKS2 Your de France Destinations
Music	Year 3: Developing singing technique (Theme: Vikings) Year 5: Blues	Year 3: Pentatonic melodies and composition (Chinese New Year) Year 6: Theme and variations (Theme: Pop Art)	Year 3: Traditional instruments and improvisation (India) Year 5: South and West Africa
	Year 4: Adapting and transposing motifs (Theme: Romans) Year 5: Musical theatre	Year 4: Haiku, music and performance (Theme: Hanami festival) Year 6: Film music	Year 4: Samba and carnival sounds and instruments (Theme: South America) Year 6: Composing and performing a Leavers' song** (6 lessons)
	Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.		

Heritage Coast Federation KS2 Long Term Plan

PE	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	Invasion Games (Attacking and Defending)	Fundamental Skills and Athletics	Summer Sports
	Swimming and Water Safety • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.		
PSHE School to follow SCARF scheme	Me and my relationships Valuing Differences	Keeping Myself Safe Rights and Responsibilities	Being My Best Growing and Changing Additional resources from NYCC Busy Bodies to supplement SCARF RSE
RE	Year 3 and 4 L2.8 What does it mean to be Hindu in Britain today? (FULL TERM) Year 5 and 6 U2.1 Why do some people believe God exists? UC U2.2 Creation and science: conflicting or complementary?	Year 3 and 4 UC L2.3 What is the ‘Trinity’ and why is it important for Christians? UC L2.5 Why do Christians call the day Jesus died ‘Good Friday’? Year 5 and 6 U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? UC U2.6 What do Christians believe Jesus did to ‘save’ people?	Year 3 and 4 UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost? L2.6 Why do some people think that life is a journey and what significant experiences mark this? Year 5 and 6 UC U2.8 For Christians, what kind of King is Jesus? U2.3 What do religions say to people when life gets hard?
Ideas to develop enterprise throughout the year groups over the academic year	• Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief • Links that could be made as appropriate: ○ What are the local economies of the area studied? Why are they here? ○ Why do economies differ by area? ○ What impact will change have on the local economies? ○ What new business enterprise would survive here? ○ Career opportunities for the future. • Curriculum possibilities: ○ Rotary club ○ Looking at economies through geography ○ Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. ○ Raise funds for a school project or local charity.		

Heritage Coast Federation KS2 Long Term Plan

British Values	Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures	Cultural Development/Cultural Capital Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect
	Opportunities for Diversity and Equality Teaching In all lessons: • Ensure differences are respected, recognised and valued • Promote positive relationships and attitudes • Promote a shared sense of belonging and inclusion • Challenge stereotype and prejudice • Choose resources carefully for diversity excluding those that promote stereotypes • Incorporate a range of learning styles and plan appropriately considering the diversity in your class			