

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Termly Values	Kindness and Empathy	Friendship and Respect	Honesty and Responsibility	Tolerance and Fairness	Support and Inclusion	Challenge and Resilience
THEMATIC TOPIC	Battle of the Ages		Roman Britain		A River Story	
Intent	What were the features of the Bronze Age and the Iron Age?		Why was the Roman Empire so important and what changes did it bring to Britain?		How was a river born and where does it end?	
Implementation	<p>History: Compare and contrast the Bronze Age and the Iron Age: Which was more impressive?</p> <p>Geography: Climate and Weather – why is climate so important?</p>		<p>History: What was the Roman Empire and how did it change life in Britain?</p> <p>Geography: Earthquakes and Volcanoes – how does the Earth shake, rattle and roll?</p>		<p>Geography: Rivers and the water cycle: how does the water go round and round?</p> <p>History: Local History – why should we preserve our locality? How did the rivers impact the development of Manchester?</p>	
Impact	<p>To compare two periods of history, understanding which sources have helped us to learn about them</p> <p>To understand how climate and weather varies across the world.</p>		<p>To compare ancient and modern civilisations, contrasting them to a local environment and understanding the impact of Natural Disasters on humans, then and now.</p>		<p>To understand how humans use rivers and the water cycle for civilisation and settlements.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Topic Launch</p>	<p style="text-align: center;">The Bronze Age vs The Iron Age <u>What are the features of the Bronze Age and the Iron Age?</u></p> <ol style="list-style-type: none"> History – Timeline activity – work in Kagan 4s to order the timeline cards for either the Bronze Age or the Iron Age, match up with a group with the other timeline and blend the two together to form one long timeline. Upload to SeeSaw / photo for books. History – work through PowerPoint identifying key features of the two ages. Split children into two groups – Bronze Age or Iron Age. Explain that they will work in Kagan 4s to create an A3 information poster about their specified era, to include details on housing and settlements, clothing, weapons and major developments. Groups will then match with a group from the opposing era, swapping information about their respective ages. Art – investigate Celtic patterns and knot work (introductory PPT). Create a Celtic knot design using construction paper and scissors. Geography – Map of the UK, identify sites of known Bronze Age and Iron Age settlements, creating a key and using known symbols. Write a short description of what each era looked for in its settlements. 	<p style="text-align: center;">The Romans <u>Why was the Roman Empire so important and what changes did it bring to Britain?</u></p> <ol style="list-style-type: none"> History – Work with a partner, QQT Roman Empire Fact Cards, children create their own fact file. Feedback their top facts to the group and complete Knowledge Organisers. Geography – plot on a map the extent of the Roman Empire, name the modern countries that were occupied by the Romans during their Empire. DT – Make your own Roman coin using clay. English / History – What did the Romans do for us? Work in Kagan 4s to create an information poster explaining 5 things the Romans introduced to Britain (use iPads /printed information sheets and photos). English / History / Debate – Hold your own Roman Senate: each Kagan 4 chooses the invention they think is most significant and present to the group. Senate votes on the most impactful legacy left behind by the Romans. 	<p style="text-align: center;">Rivers <u>What are the most famous rivers of the world and where are they?</u></p> <ol style="list-style-type: none"> Geography – Plot on a world map the most famous rivers of the world – the Nile, the Amazon, the Danube, the Mississippi, the Yangtze, the Thames, the Zambezi, the Congo, the Rhine and the Ganges. Write an interesting fact about each river. English / Drama – Tour Guide. Choose a famous river and create a role-play of a tourist trip along its banks, pointing out landmarks, animals, settlements etc. Perform to rest of the class. DT – design a vessel to travel up the River Thames. Look at the boats and other vehicles that already offer commuter travel on the Thames, identify the benefits they offer. Work with a partner to design your own alternative vessel. Make out of cardboard / junk modelling and decorate. Present to the rest of the group, explaining the features of your boat and why it fits the brief. 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Collaborative Learning</p>	<h2>Kagan Structures.</h2>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grammar</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> Manipulate word, sentence and text structure for cohesion and effect. Use a full range of punctuation taught at LKS2 Use and understand the full range of grammar terminology taught at LKS2. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Word classes Prefixes and suffixes Determiners Sentence structure Time and cause conjunctions, prepositions and adverbs Pronouns Fronted adverbials </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Paragraph structure Headings and subheadings Perfect form of verbs Apostrophes in contractions Punctuating direct speech Apostrophes for single and plural possession Commas for cohesion in lists and after adverbials </td> </tr> </table>			<ul style="list-style-type: none"> Word classes Prefixes and suffixes Determiners Sentence structure Time and cause conjunctions, prepositions and adverbs Pronouns Fronted adverbials 	<ul style="list-style-type: none"> Paragraph structure Headings and subheadings Perfect form of verbs Apostrophes in contractions Punctuating direct speech Apostrophes for single and plural possession Commas for cohesion in lists and after adverbials
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Spelling	Y3/4 spelling patterns		
Handwriting	PenPals Scheme of Work – Cambridge University Press		
Reading	Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Rising Stars: Cracking Comprehensions– Scheme of Work)		
Drama	DEAL drama structures		
English	<p>Focus picture books: alternative worlds <i>The Tunnel</i> – Anthony Browne <i>A child of Books</i> – Oliver Jeffers <i>How to Live Forever</i> – Colin Thompson</p> <p>Focus author: Classic Modern Fiction <i>The Iron Man</i> – Ted Hughes Focus on narrative, character and setting description.</p> <p>Focus Poetry: Imagery National Poetry Day - The Environment (Nature) Writing Kennings and alliterative rhyming couplets teaching point syllables, scanning, rhyme and rhythm The Moon by Robert Louis Stevenson Nature by Bonnie Harding</p> <p>Focus Non-Fiction: Information texts – life in the Bronze and Iron Ages.</p> <p>Guided Reading and Class Story: Roald Dahl - <i>The Twits</i></p>	<p>Focus author: Historical Fiction <i>Escape from Pompeii</i> – Christina Balit Focus on narrative, action scenes and plot development.</p> <p>Focus Poetry Haikus Link to natural disasters and the fall of Pompeii</p> <p>Focus Non-Fiction: Non-chronological reports – natural disasters: what are they and where do they occur</p> <p>Instructions – How to survive in Roman Britain – a Gaul's guide.</p> <p>Guided Reading and Class Story: Roald Dahl – <i>The Witches</i></p>	<p>Focus author: Contemporary Fiction <i>Harry Potter and the Philosopher's Stone</i> – JK Rowling Focus on pace, adventure and authorial intent.</p> <p>Focus Poetry Humorous poems and riddles. Performance poetry and raps</p> <p>Focus Non-Fiction: The Water Cycle</p> <p>Guided Reading and Class Story: Hilaire Belloc - Cautionary Tales</p>

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	<p>Poetry: Performance Poetry - theme of The Environment (Nature - colours in nature, the moon and stars, trees and mountains). Rhyming couplets in the style of Christina Rossetti - <i>What is Pink?</i> Kennings to describe features of nature - linked to the moon. Narrative – setting description: Picture Books. Expanded noun phrases, prepositional phrases and adding drop in clauses. Narrative, character description and development. Who or what is the Iron Man? Write an extended description fit for a wanted poster. Introduce expanded noun phrases, embedded clauses and alliteration.</p>		<p>Narrative, Action scenes – the battle with the dragon. Alternative endings. Focus on pace and atmosphere with verb openers and adverbial phrases. Informal letters – postcards to the Iron Man from the humans. Contracted word forms and standard / non-standard English. Information texts and their features, Non-chronological reports. The similarities and differences of the Bronze and Iron Ages.</p>		<p>Narrative – setting description: <i>Escape from Pompeii</i>. Adverbial and prepositional phrases. Adverbial openers and verb openers. Chronological reports: Diary writing linked to <i>Escape from Pompeii</i>. Play Scripts and Dialogues – Link to Pompeii. Journalism and Recounts – eruption of Pompeii, Roman Invasion of Britain, Rebellion of Boudicca. Poetry: Haikus - explain that traditionally Haikus describe an aspect of nature: expand to use Haikus to describe Roman Britain.</p>		<p>Biographies and autobiographies. Julius Caesar / Boudicca Instructions: how to survive a Roman invasion. Diaries: life as a Roman Gladiator.</p>		<p>Narrative, setting and character descriptions, main character analysis (Harry, Ron, Hermione etc.). Formal letters – letter of complaint from Mr. Dursley. Direct speech – character conversation. Punctuating speech correctly. Poetry: Humorous poems and riddles. Write your own riddles for the Sorting Hat.</p>		<p>Adventure Stories, action scenes and cliff-hangers. Write an alternative ending to the Philosopher's Stone. Persuasive Writing – entrance application to Hogwarts School of Witchcraft and Wizardry. Poetry: Narrative poetry - story of a river.</p>	
Maths	<u>Year 3</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 4</u>
	Place Value and Money Addition and Subtraction Shape and Symmetry Multiplication and Division	Number and Place Value Addition and Subtraction Properties of Shape Multiplication and Division Money	Addition and Subtraction Time and Data Multiplication and Division Fractions	Addition and Subtraction Time, Bar Charts and Pictograms Multiplication and Division Fractions	Place Value Addition and Subtraction Measures and Data Fractions Place Value and Division	Place Value and Decimals Addition and Subtraction Measures and Data Fractions Decimals	Addition and Subtraction Time, Position and Direction Multiplication and Division Fractions	Addition and Subtraction Time, Shape and Data Multiplication and Division	Place Value and Money Addition and Subtraction Multiplication and Division Measurement and Data Money	Number, Place Value and Sequences Addition and Subtraction Money Measures Multiplication Decimals	Place Value and Sequences Multiplication and Division Shape, Data and Measure Fractions Addition and Subtraction	Place Value Decimals Multiplication and Division Shape and Angles Fractions Time and Data Addition and Subtraction
Year 3 and Year 4 Programme of Study:												

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	<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 	<ul style="list-style-type: none"> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 	<ul style="list-style-type: none"> Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks]. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 			
IT and Computing	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand the opportunities [networks] for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
	<p>Logical Number Sequences Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Scratch Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts.</p>	<p>De-bugging Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts</p>	<p>Research Understand computer networks including the internet. Explore how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration</p>	<p>Shapes and Crystal Flowers Repetition Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>Animation iMovie</p>
Science	<p>Pupils should:</p> <ul style="list-style-type: none"> Ask relevant questions and set up different types of simple, practical and scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests making systematic and careful observations. Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 					

	<ul style="list-style-type: none"> Report on findings from enquiries, including oral and write explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 				
	<p>Physics Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	<p>Physics Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Biology Scientific Enquiry Animals Including Humans – Bones, Muscles and Movement</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Biology Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Biology Living Things and Their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.
Geography	<p>Pupils should:</p> <ul style="list-style-type: none"> Extend their knowledge and understanding beyond the local area, to include the United Kingdom and Europe, North and South America. Identify and find the location and characteristics of a range of the world's most significant human and physical features. Develop their use of geographical tools and skills to enhance their locational and place knowledge. 				
	<p>Climate and Weather Why is climate so important?</p>		<p>Earthquakes and Volcanoes. How does the earth shake, rattle and roll?</p>		<p>Rivers and The Water Cycle. How does the water go round and round?</p>
	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe Identify key physical and human characteristics, countries, and major cities Name and locate counties, cities and geographical regions of the United Kingdom Name and describe their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts and rivers), and land-use patterns 			<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	

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	<ul style="list-style-type: none"> Understand how some of these aspects have changed over time. 		
History	Pupils should: <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time, and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity and difference, and significance. Construct informal responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 		
	Bronze Age and Iron Age Which was more impressive?	Roman Britain Why was the Roman Empire so important and what changes did it bring to Britain?	Our Local Area Why is local History Important?
	<ul style="list-style-type: none"> Understand and create own chronological timelines Understand the achievements of the earliest civilizations Understand who the Lindow Man was and why he is important to local history Understand how our knowledge of the past is constructed from a range of sources. Notice similarities and differences between periods and note their importance to the people of that time. 	<ul style="list-style-type: none"> Develop an overview of where and when the first civilizations appeared Complete an in-depth study of an ancient civilisation (Roman Empire) Complete a study over time tracing how several aspects of national history are reflected in the locality (Bronze Age and Iron Age Britain, Roman Britain) Analyse written sources from writers from the time period. Explore the long-term legacy of the invasion. Make links between local listed buildings and historical events from the time of the building's construction. 	
D&T	Pupils Should: <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		
	Projects on a Page: delivered intensively through termly DT Super Learning Days		
	Design Technology: Textiles 2d Shape to 3D Product	Design Technology: Food Technology Link to Science – design a healthy menu to promote human growth and development	Design Technology: Mechanical Systems Levers and Linkages
<ul style="list-style-type: none"> 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 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<ul style="list-style-type: none"> 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 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. 		
Art	Pupils should: <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. 		
	Compare Modern street art with historical cave art Artist study – Banksy Use a variety of medium to create your own street art.	Roman pottery project – working with clay	Marbling inks – water pictures Sketchbooks to collect record, review, revisit and evaluate ideas

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	<ul style="list-style-type: none"> Produce creative work Develop skills in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works Know about great artists, craft makers and designers Begin to produce accurate drawings of people Begin to explore the concept of perspective Explore effects with hue, tint, tone, shades and mood Explore the use of colour for purposes and to express feelings 		<ul style="list-style-type: none"> Use stories, music, poems as stimuli Select and use materials Explore fabric printing and painting Explore and appreciate different artists Work collaboratively on a larger scale Plan and develop ideas Sketch and paint from observation or imagination Discuss and evaluate own work and that of others Create pattern for purposes. 			
Music	<p>Pupils should:</p> <ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 					
	<p>Harvest Festival Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music</p>	<p>Christmas Carol Concert Exploring and Developing playing skills Introduce the notes D, E, C and F Improvisation using the above notes Composition using the above notes Recording music through both graphic and standard notation Listen and Appraise</p>	<p>Learning is focused around one song: Let Your Spirit Fly. an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Easter service Music from Around the World Revise learnt notes Improvise and Compose Listen and Appraise Record music using standard and graphic notation</p>	<p>Revise learnt notes and introduce G, A and Bb Sing and copy back Improvise and Compose using learnt notes Recording music through standard and graphic notation Listen and Appraise</p>	<p>Classical Music History of Music Consolidate this year's learning Learn language of Music Continue using learnt notes Sing and copy back Improvise and Compose Listen and Appraise Record music using standard and graphic notation</p>
	<ul style="list-style-type: none"> 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 Use and understand staff and other musical notations 			<ul style="list-style-type: none"> Using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory 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	<p>Pupils should:</p> <ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities Be physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives. 					
	<p>Orienteering Sports Coach – Games Dance Swimming</p>	<p>Orienteering Sports Coach – Games Gym Swimming</p>	<p>Orienteering Sports Coach – Games Dance Swimming</p>	<p>Orienteering Sports Coach – Games Gym Swimming</p>	<p>Orienteering Sports Coach – Games Gym Swimming</p>	<p>Orienteering Sports Coach – Games Gym Swimming</p>
	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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. <u>SWIMMING and WATER SAFETY</u> 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] 		

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	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns 		<ul style="list-style-type: none"> Perform safe self-rescue in different water-based situations. 			
RE	What does it mean to be a Christian?		Why do people pray?		How do family life and festivals show what matters to Jewish people?	
PSHE RSHE	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	How can we be a good friend?	What keeps us safe?
Foreign Languages French	<p>Our School</p> <p>Children will learn key vocabulary and phrases around the theme of school. They will be able to speak about their preferences about activities and school subjects.</p>		<p>Holidays and Hobbies</p> <p>In this unit of work, children will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn key vocabulary of how to say what the weather is like, temperatures and names of different sports and hobbies.</p>		<p>All About Me</p> <p>In this unit, children will learn and understand instructions, name parts of the body and say what they are wearing.</p>	
	<ul style="list-style-type: none"> 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 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. 					
Possible Trips and Events	<p>Iron Age Hill Fort</p> <p>Tatton Park Stone: Bronze and Iron Age Workshop day.</p> <p>Time Trips Workshop in school</p> <p>The Celtic Man – Manchester Museum</p>		<p>Deva Centre – Chester Roman Day Experience</p> <p>Roman Lakes - Marple</p>		<p>Trips / Workshops: Local walk – sites of historical interest</p>	