| <b>Cycle A LKS2</b> 2024/2025 | Autumn 1   | Autumn 2   | Spi  | ring 1                          | Spring 2  | Summer 1   | Summer 2  |
|-------------------------------|--|--|--|---------------------------------|---|--|---|
| Theme                         | Anglo Saxons and Scots – Britain's<br>Settlement                               |  | Our Lo   | ocal Area                       | The Sunshine<br>State   | Plants   | Vikings   |
| History                       | Who were the<br>Anglo Saxons and<br>how do we know<br>what was<br>important to | Who were the Anglo Saxons and how do we know what was important to them? |  |                                 |   |  | What did the Vikings want in Britain and how did Alfred help to stop them getting it? |
| Geography                     |  |  |  | hy is my local<br>ent changing? | Beyond the<br>magic Kingdom:<br>what is the<br>Sunshine state<br>really like? | Why are jungles<br>so wet and<br>deserts so dry? |   |
| Science                       | Living things and<br>their habitats (Y4<br>classification)                     | Animals including<br>humans (Y3<br>nutrition,<br>skeleton, muscles)      | (  | nd Magnets<br>Y3)               | States of Matter<br>(Y4)  | Plants (Y3)                                      | Scientists and<br>Inventors (Y4)  |
| Computing                     | Data and<br>Information:<br><b>Branching</b><br><b>databases</b><br>Y3         | Creating Media: Stop-frame Animation Y3                                  | Programming B: Events and actions (Scratch) Y3 |                                 | Data and<br>Information:<br><b>Data logging</b><br>(data loggers)<br>Y4       | Creating Media:<br><b>Audio editing</b><br>Y4    | Programming B:  Repetition in  games  (Scratch)  Y4                                   |
| Online Safety                 | Self-image<br>And identify   | Online<br>Relationships  | Online reputation                              | Managing online information     | Health, wellbeing and lifestyle   | Privacy and security                             | Copyright and ownership   |

| Art   |                            | Printing – identify<br>patterns | Computer art –<br>Knowledge of<br>artists and styles<br>of art - Disney<br>animations | Drawing and Painting — Observational work flowers. Use of sketchbooks. |               |
|-------|----------------------------|---------------------------------|---|--|---------------|
| Music | Lincolnshire Music S       | ervice                          | Stop  | Lean on Me   | Blackbird     |
|       |                            | Charanga                        | Charanga  | Charanga   |               |
| DT    | Sewing                     | Drinting                        |   | Food and   | Making Viking |
|       | Design and make a purse    | Printing                        |   | Nutrition  | Boats         |
| RE    | Understanding Christianity | Islam                           |   | Faith through the expressive arts                                      |               |
|       | (Core Unit)                | (Core Unit)                     |   | (Additional Unit)  |               |

| PSHE / RSE   | Theme: Health and Well Being  |   | Theme: Relationships                            |   | Theme: Living in the Wider World                              |   |
|--------------|---|---|---|---|---|---|
| PE           | Games - Tag Rugby<br>Dance - These<br>shoes are made for<br>walking Unit! | Games - Dodgeball<br>Gym - Stretching<br>and curling Unit L | Games - Football<br>Dance - Incognito<br>Unit 2 | Games -<br>Basketball<br>Gym - Symmetry<br>Unit M | Games - Rounders<br>/ kickball<br>Dance – The Eagle<br>Unit 3 | Games - Athletics<br>Gym - Travelling<br>Unit O |
| MFL - French | Moi (All about me)  | Jeux et chansons<br>(Games and Songs)                       | On fait la fete<br>(Celebrations)               | Portraits<br>(Portraits)                          | Les quatre amis<br>(The 4 friends)                            | Ca pousee!<br>(growing things)                  |

| Oracy | Speaking, listening, collaboration and discussion framework used across the curriculum, in conjunction with Wellcomm (Primary) guidelines. |
|-------|--|
|       | (Filliary) guidelines.   |