KS2: Summer

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Summer 1** | **Summer 2** |
| **Theme/Topic title** | | **Ancient Egypt** | **Ancient Greece** |
| **Texts** | | * The Time Traveller’s Cat * The Egyptian Times (Newspaper) | Greek Myths, Marcia Williams  • Theseus and the Minotaur  • The Trojan War  • The Battle of Marathon |
| **English** | **Fiction focus** | * Historical adventure | • Myths and legends |
| **Non-fiction focus** | * Reports (newspaper) * Explanations * Instruction writing | * Factual reports and mixed media research |
| **Poetry** | * Narrative poetry | * Poetry to depict the story of a Greek myth |
| **Mathematics** | **Content overview** | * Fractions * Time | * Shape * Mass and Capacity * Consolidation of all 4 operations |
| **Science** | **Focus** | **Earth in Space** | **Walking with Dinosaurs** |
| **Content overview**  **N.C. P.O.S.** | * To describe the Sun, Earth and Moon as approximately spherical bodies. * To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. * To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. * To recognise that light appears to travel in straight lines. * To understand that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | * Recognise when and how long dinosaurs were on the Earth for. * Describe what Earth was like when dinosaurs were here and how we know. * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). * Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. * Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. * Construct and interpret a variety of food chains, identifying producers, predators and prey. * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and   differences, including microorganisms, plants and animals.  • Give reasons for classifying  plants and animals based on  specific characteristics. |
| **Computing** | **Focus** | **System:**  Control a more complex physical  emulation system inputs and outputs. | **Design:**  Using programming to create  an activity for younger children. |
| **N.C. subject content** | * Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. | • Use logical reasoning to explain  how some simple algorithms  work and to detect and correct  errors in algorithms and  programs. |
| **Online safety message** | * How can I communicate safely online? | • What do I do if I see things  which upset me online? |
| **Geography** | **Focus** | **Using Maps** | **Understand Features and Places in the UK** |
| **N.C. subject content** | • Mapping - Produce own scaled  maps.   * Using maps – Compare land use and geographical features on different types of maps.   • Field work - Choose the best method  of recording observations and  measurements, including sketch  maps, plans, graphs and digital  technologies.  • Direction - Use four and six figure  grid references to locate features on  an Ordnance Survey or world map.  • Positioning - Locate and explain the  significance of latitude and longitude  and the Prime Greenwich Meridian.  • Perspectives - Explain what physical and  human processes may have occurred in  a place by studying an aerial image of it. | • 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **History** | **Focus** | | | **Cause and Consequence** | **Ancient Greeks** |
| **N.C. subject content** | | | * Overview of the ancient Egyptian civilisation. * Chronological knowledge and understanding of world history. | * Ancient Greece – a study of Greek life and achievements and their influence on the western world. |
| **Physical education** | | **Content overview** | **Fitness and non-contact games** | | |
| **N.C. subject content** | Play non-contact competitive games following set rules.  Communicate, collaborate and compete with each other.  Develop flexibility, strength, technique, control and balance.  Compare performances with previous ones and demonstrate improvement to achieve a personal best.  Outdoor/adventurous - Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role. | | |
| **Art and Design** | | **Focus** | **Egyptian Art** | | **Greek Modelling** |
| **N.C. subject content** | • Pupils create sketch books to record  their observations and use them to  review and revisit ideas. | | • Pupils improve their mastery of  art and design techniques,  including drawing, painting and  sculpture with a range of  materials [for example, pencil,  charcoal, paint, clay. |
| **Design and Technology** | | **Focus** | **Investigating Materials** | | **Greek Pots and Artefacts** |
| **N.C. subject content** | • Pupils select from and use a wider  range of tools and equipment to  perform practical tasks [for example,  cutting, shaping, joining and  finishing], accurately.  • Pupils design and create a pyramid-  based structure considering function  and form.  • Pupils understand and use  mechanical systems in their products  [for example, gears, pulleys, cams,  levers and linkages]. | | • Pupils understand how key  events and individuals in design  and technology have helped  shape the world.  • Pupils investigate and analyse a  range of existing products.   * Create storage vessels using modern methods (including plastic formation). |
| **Music** | | **Focus** | **Music from the Past** | | **Performance** |
| **N.C. subject content** | * Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. * Pupils develop an understanding of the history of music. | | * Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music. * Pupils listen with attention to detail and recall sounds with increasing aural memory. |
| **PSHE /**  **RE** | |  | The delivery of RE and PSHE is aimed at pupils developing an increased awareness of other people around the world. This includes guided discussions around race, religion, personal choice and world events. In addition to covering specific details about the different religions around the world, these subjects also focus on what it is to be a positive role model and contributing to society as a whole.  Rights and Responsibilities, Personal networks and Early Warning signs will be covered as part of the Protective Behaviours PSHE curriculum. | | |