|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year A** | **A child’s war** (Y6) | **Potions** (Y4) | **Frozen Kingdom** (Y6) | **Urban pioneers** (Y3) | **Allotment** (Y5) | **Beast creator** (Y5) |
| **Main focus** | **History:** Second world war | **Science:** States of matter | **Geography:** Features of the polar regions | **Art and Design:**SculptureCooking and nutrition | **Geography:** Land use; Food origin; Geographical skills and fieldwork; Map work; Climate | **Science:** Living things and their habitats |
| **Other learning themes** | **English:** Letters, Diaries, Persuasive Writing, Narrative dialogue, Speeches**Geography:** British cities, Human geography | **English:**  Labels & Instructions, Letter writing, Play scripts,Non-chronological reports, Classic poetry**History:** Historic use of potions | **English:** Chronological reports, Short narrative,Diaries, Haiku poetry,Letter writing**Geography:** Features of the polar regions**Science:***Food chains within the Arctic environment, investigating producers, predators and prey*  | **English:**  LeafletsFree verse poetryAutobiographyE mailSigns and slogans**Science:**Light and darkSources and reflectorsShadowsSun safety | **English:**  Non-chronological reports,Instructions, Explanations, NarrativePoetry**Science:**  Plant reproduction and lifecycles, Lifecycles of mammals, amphibians, insects and birds*, functions of the parts of a plant; requirements for plant growth; the role of flowers and the properties of seeds; properties of soil*  | **English:**  Non-chronological reports,Instructions & adverts,Comic strips,Limericks and kennings,Fantasy narrative**Geography:**  Local fieldwork,; Contrasting locations |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year B** | **I am warrior!** (Y4)  | **Predator** (Y3) | **Traders and raiders** (Y4) | **Blood heart** (Y6) | **Darwin’s delights** (Y6) | **Road trip USA** (Y4) |
| **Main focus** | **History:** The Roman Empire and its impact on Britain | **Science:**  Food chains; Fossils;Plant parts and functions; Water transportation in plants; Skeletal systems; Working Scientifically | **History:**  Anglo Saxons and Vikings | **Science:** Human circulatory systemMeasuring heart rateHistory of blood groupsLifestyle effects | **Science:**  Evolution and Inheritance, Living things and their Habitats,Working Scientifically | **Geography:** Using World and US Maps, Human and Physical Geography |
| **Other learning themes** | **English:** Soliloquies,Historical Narrative,Play Scripts, Instructions,Invitations and Menus,Letters**Geography:** Comparing Britain and Italy; Using Maps; Location Knowledge; Human and Physical Geography. | **English:**  RecountsLeaflets, Poetry,Dilemma stories,Speeches**Geography:**  Fieldwork; Using maps to locate countries and continents | **English:**  Reports,Character Profiles,Myths and Legends,Poetry,Historical Narrative**Geography:** Using Maps; Settlement: Europe | **English:** Non chronological reportsShape poetrySlogans and AdvertsBiographyNarrative (personification)**Art and DT:** Modelling and sculptureAbstract artSelecting tools and equipmentHealthy recipesProduct packagingWorking models | **English:**  Labelling & journals,Explanations texts,Diaries, Letters,Newspaper reports**Geography:** Using Maps,Geographical similarities and differences, Islands of the World | **English:**  Postcards,Diary writing,E mails,Myths & Legends,Acrostic poems,Play scripts**Science:** Electricity |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year C** | **Gods and mortals** (Y3) | **Burps, bottoms and bile** (Y4) | **Mighty metals** (Y3) | **Tomorrow’s world** (Y6) | **Playlist** (Y4) | **Hola Mexico!** (Y4) |
| **Main focus** | **History:** Ancient Greece | **Science:**  Teeth Types, Tooth Decay and Hygiene, The Digestive System,Working Scientifically | **Science:** Forces | **IT:**  Effective and safe online researchComputer networksAlgorithmsLogical reasoningDownloading musicWebsite design | **Music:**  Music of the 20th century | **Music:** Performing skills |
| **Other learning themes** | **English:** Character profiles,Instructions and commands,Myths & Legends,Discussion**Geography:** Ancient and Modern Day Greece,Geographical Features, Using Maps | **English:** Explanation texts,Fact files, Idioms,Fantasy Narrative, Slogans & persuasive texts | **English:**Non-chronological reports,Classic fiction, Explanation texts,Glossaries,List poetry**D and T:** Product evaluation; Using research to inform design; Selecting materials; Making vehicles; Building an Iron Man; Using electrical circuits | **English:** E mail and blogsNewspaper reportsWebsitesThriller narrativesPodcasts**Science:**LightElectricity**History:**History of computing | **English:**PoetryShort narrativeSilent moviesSong lyricsPostersInformation leaflets **Science:**Sound | **English:**  Invitations,Myths and Legends,Postcards,Instructions, Poetry**Geography:**  Using Maps,Human and Physical Geography of Mexico**Science:** Light and shadows |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year D** | **Tribal tales** (Y3)  | **Star gazers** (Y6) | **Tremors** (Y3) | **Pharaohs** (Y5) | **Time traveller** (Y5) | **Alchemy Island** (Y5) |
| **Main focus** | **History:** Prehistoric Britain from the Stone Age to the Iron Age | **Science:** Earth and space, Forces | **Geography:** Volcanoes and earthquakes | **History:** Ancient Egypt | **Art and Design:** Photography, Great artists  | **Music:** Composing, Recording and editing software, Atmospheric music, Graphic scores |
| **Other learning themes** | **English**: Information books, Adventure stories, Fact files, Poetry using similies and metaphors**Geography:** Fieldwork, Human and physical geography, using maps and aerial images**Science**: Plants, Light | **English:** Mnemonics, Myths and legends, Free verse poetry, Newspaper reports, Science fiction**History:** Significant historical figures**D and T:** *Investigate a range of materials appropriate for making a moonscape or space shuttle* | **English:** recounts, Historical Narrative using personification, Newspaper reports, Poetry**History:** Ancient Rome and Pompeii | **English:** Chronological reports, Fact files, Research skills, Mystery stories, Play scripts**Geography:** Human and physical features of Egypt, The river Nile, Tourism | **English:** Character study, Narrative – adventure, Free verse poetry, Quotations and poems**Science:** Animals including humans, Living things and their habitats**Geography:** Changes in the local community**History:** Changes over the last century | **English:** Fantasy narrative, Non chronological reports, Soliloquies, Poetry, Lyrics**Science:** Properties and changes of materials**Geography:** Map reading, using co-ordinates, Human and physical features |

**KEY STAGE 2 OVERVIEW: Possible 4 year rolling programme**

This grid describes a possible four year rolling programme for schools with classes including pupils from Year 3 through to Year 6 eg small schools with one or more mixed age and phase classe(s). All pupils will study the same topics, regardless of which age group they belong to, and which age group the ILP is intended to be taught in. By the end of Key Stage 2, pupils will have covered all the Programmes of Study for that Key Stage (see grid below).

**The Cornerstones Essential Skills will be used to differentiate the learning outcomes where necessary.**

The grid describes the main learning outcomes for each topic. Maths, SPAG, MFL and PHSE are not included as it assumed that these will be taught discretely, according to the school’s own curriculum and ethos.

This combination of ILP’s results in the following gaps:

|  |  |  |
| --- | --- | --- |
| **Year group** | **Gap from the Programme of Study** | **Suggested ILP in which to teach these gaps (appearing in italicised print in the grids)** |
| 3 | Plants | Allotment Year A: Investigate the functions of the parts of a plant; investigate the requirements for plant growth; investigate the role of flowers and the properties of seeds |
| 3 | Soils | Allotment Year A: Investigate the properties and origins of soils |
| 4 | Food chains | Frozen Kingdom Year A: Look at food chains within the Arctic environment, investigating producers, predators and prey |
| 4 | Evaporation and condensation | Discrete teaching |
| 5 | Pulleys, levers, gears | Discrete teaching |
| 5 | Uses of everyday materials | Stargazers Year D: Investigate a range of materials appropriate for making a moonscape or space shuttle |