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| **Upper KS2: Year 1 (2020/21)** | | | | | |
| Subject area | **Autumn**  *Romans* | | **Spring**  *Africa* | | **Summer**  *Kids’ choice* |
| **Science** Learners ask relevant questions and make predictions, using simple, practical fair tests and careful observations to gather, record, classify and present data in a variety of ways to help draw simple conclusions in answering their questions, using simple scientific language. | Magnets / Forces | | Sound | | (Electricity)  Topic to be chosen, planned, researched and evaluated by children. |
| **Geography** Using maps, globes and junior atlases, learners locate places, continents and Oceans. They analyse evidence and begin to draw conclusions, making comparisons between two locations using photos/ pictures, temperatures in different locations. The needs and actions of populations are considered in varying locations. | Continents and Oceans / Italy | | African landscapes, the people and customs | |
| **History** Using a range of sources, including artefacts and pictures, learners use books / internet to find out about every day lives of people in history and compare with their life today. In identifying reasons for and the results of people's actions, they understand how lives were different and how history has had an effect on their life. | Roman Empire and Roman Britain | | Africa then and now | |
| **D.T.** Learners identify a purpose, then plan their design making drawings with labels. They create safely and accurately with a range of simple tools and evaluate their product, able to make adjustments to improve their product. | Working models | | Mask making | |
| **RE** During discussion, learners identify similarities and differences between religions and beliefs, describing the importance of religious practice / festivals. | Islam | Christmas | Buddhism | Easter |  |
| **Art** Learners develop creativity and confidence in sketching, use of colour, printing and mosaics. They explore work from other cultures using these ideas in their own work. | Creative designs and mosaics | | African art | |  |
| **Music** Learners develop skills in appreciating a variety of music, composition and performance, using voice and percussion instruments. | Choir / class-based music | | African drumming | |

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| **Upper KS2: Year 2 (2021/22)** | | | | | | |
| Subject area | **Autumn**  *Egypt* | | **Spring**  *The Human Body* | **Summer**  *Canals* | | |
| **Science** Learners ask relevant questions and make predictions, using simple, practical fair tests and careful observations to gather, record, classify and present data in a variety of ways to help draw simple conclusions in answering their questions, using simple scientific language. | Light and materials | | Parts and functions of the body | Local habitats | Solids/liquids  /gases | |
| **Geography** Using maps, globes and junior atlases, learners locate places, continents and Oceans. They analyse evidence and begin to draw conclusions, comparing two locations, incl. temp., using photos/pictures. The needs and actions of populations are considered in varying locations. | The Nile / Human geography | | The world around us / climate | Local study - canals | | |
| **History** Using a range of sources, including artefacts and pictures, learners use books / internet to find out about every day lives of people in history and compare with their life today. In identifying reasons for and the results of people's actions, they understand how lives were different and how history has had an effect on their life. | Ancient / modern  Egypt | | Medical discovery – historical figure | History of canal use in Britain | | |
| **D&T** Learners identify a purpose, then plan their design making drawings with labels. They create safely and accurately with a range of simple tools and evaluate their product, able to make adjustments to improve their product. | Working models | | Home economics | Boat design and construction | | |
| **R.E.** During discussion, learners identify similarities and differences between religions and beliefs, describing importance of religious festivals. | Judaism | Christmas | Celebrations | Easter | | The Bible |
| **Art** Learners develop creativity and skills in sketching, use of different mediums and shape. They study great artists and use for inspiration. | 3D models | | Artist study and use of alternative mediums | Sketching | | |
| **Music** develop skills in appreciating a variety of music, composition and performance, using both voice and percussion instruments. | Choir / class-based music | | Choir / PPA cover | Choir / class-based music | | |