

# LEARNING JOURNEY 2

| KEY STAGE 1        |   |  |   |  |   |   |   |  |   |   |  |  |  |
|--------------------|---|--|---|--|---|---|---|--|---|---|--|--|--|
| YEAR 1             |   |  |   |  |   |   | YEAR 2  |  |   |   |  |  |  |
| KS1 B              | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  | KS1 A   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
| English<br>(Set A) | Fiction<br><b>Stories in familiar settings</b><br><br>Non-fiction<br><b>Labels, lists, signs &amp; posters</b><br><br>Poetry<br><b>Songs and repetitive poems</b>   | Fiction<br><b>Stories involving fantasy</b><br><br>Non-fiction<br><b>Information texts</b><br><br>Poetry<br><b>Poems about animals</b> | Fiction<br><b>Stories in familiar settings</b><br><br>Non-fiction -<br><b>Instructions</b><br><br>Poetry<br><b>Playing with language</b>  | Fiction<br><b>Tales from a variety of cultures</b><br><br>Non-fiction<br><b>Recounts</b><br><br>Poetry<br><b>The Sound Collector</b> | Fiction<br><b>Fairy stories</b><br><br>Non-fiction<br><b>Letters</b><br><br>Poetry<br><b>Poems on a theme: The Sea</b>  | Fiction<br><b>Classic contemporary fiction</b><br><br>Non-fiction<br><b>Information texts: Minibeasts</b><br><br>Poetry<br><b>Traditional poems: A.A. Milne</b> | (Set B)   | Fiction<br><b>Stories in familiar settings</b><br><br>Non-fiction<br><b>Labels, lists, signs and posters</b><br><br>Poetry<br><b>Silly poems</b>   | Fiction<br><b>Stories involving fantasy</b><br><br>Non-fiction<br><b>Information texts</b><br><br>Poetry<br><b>List poems</b> | Fiction<br><b>Traditional Tales</b><br><br>Non-fiction<br><b>Instructions and lists</b><br><br>Poetry<br><b>Bedtime poems</b>   | Fiction<br><b>Stories about feelings</b><br><br>Non-fiction<br><b>Recounts</b><br><br>Poetry<br><b>Poems with an element of fantasy and humour</b> | Fiction<br><b>Traditional tales from other cultures</b><br><br>Non-fiction<br><b>Letters and books</b><br><br>Poetry<br><b>Poems to say aloud</b>  | Fiction<br><b>Humorous stories</b><br><br>Non-fiction<br><b>Information texts - Owls</b><br><br>Poetry<br><b>Poems by the same author - Milligan</b> |
| Maths              | Number: Place Value<br><b>Y1 – Numbers to 20</b><br><br>Number: Addition and Subtraction<br><b>Y1 – Numbers within 20 ( including recognising money)</b><br><br>Number:<br><b>Y1 – Place Value to 50 and Multiplication</b> |  | Number:<br><b>Y1 – Division and consolidation</b><br><br><b>Y1 – Place Value to 100</b><br><br>Measurement: Length and Height<br><br>Geometry<br><b>Y1 – Shape and consolidation</b><br><br>Number:<br><b>Y1 – Fractions and consolidation</b><br><br>Consolidation |  | Geometry: Position and Direction<br><br>Measurement: Time<br><br>Problem solving and efficient methods<br><br>Measurement:<br><b>Y1 – Weight and Volume</b><br><br>Consolidation and investigations |   | (Set B)   | Number: Place Value<br><b>Y2 – Numbers to 100</b><br><br>Number: Addition and Subtraction<br><b>Y2 – Numbers within 100 (including money)</b><br><br>Number:<br><b>Y2 - Multiplication</b> |   | Number:<br><b>Y2 – Division</b><br><br><b>Y2 – Statistics</b><br><br>Measurement: Length and Height<br><br>Geometry<br><b>Y2 – Properties of shape</b><br><br>Number:<br><b>Y2 – Fractions</b><br><br>Consolidation |  | Geometry: Position and Direction<br><br>Measurement: Time<br><br>Problem solving and efficient methods<br><br>Measurement:<br><b>Y2 – Mass, Capacity and Temperature</b><br><br>Consolidation and investigations |  |
| Topic              | <b>What I need to be me?</b>  | <b>Flying High</b>   | <b>Blown Away</b>   | <b>Town &amp; Country</b>  | <b>Long Live the Queen</b>  | <b>Going Abroad</b>   | (Set B)   | <b>The Big Build</b>   | <b>Who am I?</b>  | <b>Posting and Places</b>   | <b>Brilliant Bodies</b>  | <b>Animal Allsorts</b>   | <b>Where shall we go?</b>  |
| Science            | Working scientifically  |  |   |  |   |   |   |  |   |   |  |  |  |
| Science            | How do we change as we grow?<br><br>Different animal life cycles<br><br>Basic needs of animals<br><br>Healthy living  | Working scientifically through experiments   | Collect data on local weather   | What is living, dead, and things that have never been alive<br><br>Habitats<br><br>Food chains                                       | Observe, identify and name plants and their parts<br><br>Experience how plants grow and what they need to be healthy  | (Set B)   | Explore materials:<br><br>Identifying<br><br>Describing physical properties<br><br>Comparing and grouping | Working scientifically through experiments   | Explore senses<br><br>Naming and labelling basic parts of the human body  | Name and group animals into herbivores, carnivores and omnivores<br><br>Naming and labelling basic parts of the human body  | Changes across the four seasons<br><br>Observe and describe weather  |  |  |

## LEARNING JOURNEY 2

|              |  |   |   |  |   |   |  |  |   |  |   |   |   |
|--------------|--|---|---|--|---|---|--|--|---|--|---|---|---|
| Geography    |  | Aerial photos of local landmarks.   | Identify weather patterns;<br>Comparing hot and cold areas of the world.<br><br>Use simple fieldwork and observational skills   | Differences between town/city life and rural life<br><br>Name and locate the four countries and capital cities of the United Kingdom<br><br>Use basic geographical vocabulary<br><br>Use simple fieldwork and observational skills | Is the Queen just Queen of England?<br><br>Locate on a map the countries of the UK and naming their capital cities  | Where Brazil is located in relation to other countries.<br><br>Name and locate the world's seven continents and five oceans<br><br>Understand geographical similarities and differences<br><br>Weather patterns<br><br>Hot and cold areas of the world<br><br>Use world maps atlases and globes |  | Use aerial photographs<br><br>Devise simple map – simple key   |   | Compare local features with features in the Arctic<br><br>Record the temperature compare it to the Arctic<br><br>Continents and oceans<br><br>Countries and capitals of the United Kingdom<br><br>Understand geographical similarities and differences<br><br>Use world maps atlases and globes<br><br>Use simple compass directions | Decide on the best route for the sensory trail and draw up plans<br><br>Use simple fieldwork and observational skills   |   | Name and locate the world's seven continents and five oceans<br><br>Identify weather patterns<br><br>Use world maps atlases and globes<br><br>Use simple compass directions   |
| History      |  | <i>The history of flight.<br/>Events beyond living memory</i>   |   | <i>Explore history of town/city and rural life examining contrasts</i>   | Comparing the lives of Queen Victoria and Queen Elizabeth<br><br>The lives of significant individuals   |   |  | <i>History of a chosen structure(local?)</i>   | Significant historical events, people and places in their own locality<br><br>Changes within living memory  | <i>How communication has changed over time</i>   |   |   | Christopher Columbus<br><br>Old and new maps of the world   |
| Art & Design | Investigate animal patterns<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques | Flying creatures using Collage<br><br>3D bird/angels/other as Christmas decorations<br><br>Use a range of materials creatively<br><br>Learn about the work of a range of artists, craftsmen and designers | Cloud painting: study Constable and Luke Howard<br><br>Use a range of materials creatively<br><br>Learn about the work of a range of artists, craftsmen and designers | Create images through photography investigate scale and the photography of Slinkachu. Relate to microhabitats<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques                                 | Look critically at famous portraits of Queen Elizabeth 2nd. Create 3D dimensional embellished frames for their portraits<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques | Pupils will study some costumes worn by children at the Rio Carnival<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques   |  | Native American face masks<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques<br><br>Learn about the work of a range of artists, craftsmen and designers | Design and make personalised name plate / collage<br><br>Paint a self-portrait Design and decorate a box<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques | Design their own postcard inspired by Inuit art.<br><br>Use a range of materials creatively<br><br>Use drawing, painting and sculpture   | Observation drawing of mini beasts graphite and oil pastels<br><br>Clay models of mini beasts<br><br>Use a range of materials creatively<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques | Design and sculpt an animal<br><br>Use a range of materials creatively<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques | Make observational drawings linked to science<br><br>Look at the detailed botanical pictures of trees<br><br>Use drawing, painting and sculpture<br><br>Develop a wide range of techniques<br><br>Learn about the work of a range of artists, craftsmen and designers |

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|                     |  |  |  |   |  |  |  |  |   |  |   |  |  |  |
|---------------------|--|--|--|---|--|--|--|--|---|--|---|--|--|--|
| Design & Technology | Pupils design a smoothie                                   | Make a moving Christmas Card                                   |  | Design and make a vehicle for the Town and Country mice               |  | Pupils will design and make flags                                      |  | Construct houses   | <i>Design and make a 3D family tree</i>                     |  | <i>Design and build a skeleton</i>  | Textiles focus - make an animal hand puppet            |  |  |
|                     | They learn about the importance of eating '5' a day        | Explore and use mechanisms                                     |  | Build structures  |  | Build structures   |  | Design   |   |  |   | Design   |  |  |
|                     | Design   |  |  | Explore and use mechanisms  |  | Explore and use mechanisms   |  | Generate, develop, model and communicate their ideas       |   |  |   | Generate, develop, model and communicate their ideas   |  |  |
|                     | Generate, develop, model and communicate their ideas       |  |  |   |  |  |  | Select tools and materials                                 |   |  |   | Select tools and materials                             |  |  |
|                     | Select tools and materials                                 |  |  |   |  |  |  | Evaluate ideas and products                                |   |  |   | Evaluate ideas and products                            |  |  |
|                     | Evaluate ideas and products                                |  |  |   |  |  |  | Build structures   |   |  |   | Build structures                                       |  |  |
|                     |  |  |  |   |  |  |  | Explore and use mechanisms                                 |   |  |   | Explore and use mechanisms                             |  |  |
| Computing           | Online safety  | Coding   | Coding   | Creating pictures   | Coding   |  |  | Online safety  | Databases   | Online safety  |   | Spreadsheets   |  |  |
|                     | Internet and email (effective searching)                   | Communication and networks                                     |  | Spreadsheets  |  |  |  | Coding   | Graphing  | Animated story books   |   | Databases  |  |  |
|                     |  |  |  |   |  |  |  |  |   | Making music   |   | Graphing   |  |  |
|                     |  |  |  |   |  |  |  |  |   |  |   | Presenting ideas                                       |  |  |
| Music               | Harvest songs  | Link music to colour and season                                | Exploring music of the weather,                                      | Describe musical elements such as pitch, tempo, duration and dynamics | Learning to sing a selection of patriotic songs and will perform these at their street party | Pupils will be introduced to samba                                     |  | Peter and the Wolf   | Clapping games and rhymes                                   | Traditional songs from our locality and learn some from contrasting place – the Arctic | Learn the '5 senses rap' and then compose a simple rap  | Classify musical instruments into groups               | Pupils will go on a musical magic carpet ride                          |  |
|                     | Use their voices expressively                              | Use their voices expressively                                  | Use their voices expressively  | Use their voices expressively   | Use their voices expressively  | Use their voices expressively  |  | Use their voices expressively                              | Use their voices expressively                               | Use their voices expressively  | Explore sense of hearing listening to Danse Macabre   | Use their voices expressively                          | Use their voices expressively  |  |
|                     | Experiment with, create, select and combine sounds         | Play tuned and un-tuned instruments                            | Play tuned and un-tuned instruments                                  | Use their voices expressively   | Use their voices expressively  | Play tuned and un-tuned instruments                                    |  | Experiment with, create, select and combine sounds         | Listen with concentration and understanding                 | Use their voices expressively  | Use their voices expressively   | Experiment with, create, select and combine sounds     | Experiment with, create, select and combine sounds                     |  |
|                     |  | Experiment with, create, select and combine sounds             |  | Listen with concentration and understanding                           | Listen with concentration and understanding  | Listen with concentration and understanding                            |  |  | Listen with concentration and understanding                 | Listen with concentration and understanding  | Listen with concentration and understanding   |  |  |  |
|                     |  |  |  |   |  |  |  |  |   | Experiment with, create, select and combine sounds                                     | Experiment with, create, select and combine sounds  |  |  |  |
| RE                  | What makes some places significant?                        | Why does Christmas matter to Christians?<br><b>INCARNATION</b> | Who is Jewish? What do they believe and how do they live?            | What can we learn from sacred books and stories?                      | What is the "good news" Christians believe Jesus brings?<br><b>GOSPEL</b>                    | Why should we care for the Earth?<br><b>RE day CREATION</b>            |  | What do Christians believe God is like?<br><b>GOD</b>      | Who is a Muslim? What do they believe and how do they live? | How and why do we celebrate significant times?   | Why does Easter matter to Christians?<br><b>SALVATION</b><br><b>RE trip</b><br>St Albans Abbey (Cathedral) Easter Trail | How do we show we care for others? Why does it matter? | Who is an inspiring person?<br><b>RE day PEOPLE OF GOD</b>             |  |
|                     |  |  |  |   |  |  |  |  |   |  |   |  |  |  |
| PE                  | Tag Rugby  | Gym  | Dance  | Gym   | Circuits   | Athletics  |  | Football   | Gym   | Dance  | Gym   | Circuits   | Athletics  |  |
|                     | Basic ball skills  | ActEi  | ActEi  | Dance   | Basketball   |  |  | Basic ball skills  | ActEi   | ActEi  | Dance   | Cricket  |  |  |
| PSHE                | Health and Wellbeing                                       |  | Relationships  |   |  | Living in the Wider World  |  | Health and Wellbeing                                       |   |  | Relationships   |  | Living in the Wider World  |  |
|                     | Healthy lifestyles<br>Keeping safe<br>Growing and changing |  | Healthy relationships<br>Feelings and emotions<br>Valuing difference |   |  | Rights and responsibilities<br>Taking care of the environment<br>Money |  | Healthy lifestyles<br>Keeping safe<br>Growing and changing |   |  | Healthy relationships<br>Feelings and emotions<br>Valuing difference  |  | Rights and responsibilities<br>Taking care of the environment<br>Money |  |

# LEARNING JOURNEY 2

| LOWER KEY STAGE 2  |  |   |  |   |   |   |         |   |   |  |   |   |  |
|--------------------|--|---|--|---|---|---|---------|---|---|--|---|---|--|
| YEAR 3             |  |   |  |   |   |   | YEAR 4  |   |   |  |   |   |  |
| KS2B               | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  | KS2A    | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
| English<br>(Set A) | Fiction<br><b>Stories by the same author</b><br><br>Non fiction<br><b>Instructions and explanations</b><br><br>Poetry<br><b>Creating images</b>                                    | Fiction<br><b>Stories from other cultures</b><br><br>Non fiction<br><b>Information texts Letters</b><br><br>Poetry<br><b>Humorous poems</b> | Fiction<br><b>Myths and legends</b><br><br>Non fiction<br><b>Recounts</b><br><br>Poetry<br><b>Traditional poems</b>  | Fiction<br><b>Stories about imaginary worlds</b><br><br>Non fiction<br><b>Non-chronological reports</b><br><br>Poetry<br><b>Performance poems</b> | Fiction<br><b>Adventure Stories</b><br><br>Non fiction<br><b>Persuasive writing</b><br><br>Poetry<br><b>Traditional poems</b> | Fiction<br><b>Plays and Dialogues</b><br><br>Non fiction<br><b>Non-chronological reports</b><br><br>Poetry<br><b>Shape poems: Playing with form</b> | (Set B) | Fiction<br><b>Fables</b><br><br>Non fiction<br><b>Instructions and explanations</b><br><br>Poetry<br><b>Creating images</b>   | Fiction<br><b>Stories in Familiar Settings</b><br><br>Non fiction<br><b>Information texts</b><br><br>Poetry<br><b>Poetic form: Syllabic poems</b> | Fiction<br><b>Myths and legends</b><br><br>Non fiction<br><b>Recounts</b><br><br>Poetry<br><b>List poems and kennings</b>  | Fiction<br><b>Fairy stories and playscripts</b><br><br>Non fiction<br><b>Non-chronological reports</b><br><br>Poetry<br><b>Poems to perform</b> | Fiction<br><b>Stories with humour</b><br><br>Non fiction<br><b>Persuasive writing</b><br><br>Poetry<br><b>Nonsense poetry</b> | Fiction<br><b>Stories from other cultures</b><br><br>Non fiction<br><b>Chronological reports</b><br><br>Poetry<br><b>Poetry by heart</b> |
| Maths              | Number: Place Value<br><b>Y3 – Hundreds and count in 50s</b><br><br><b>Representing numbers to 1000</b><br><br><b>Find more or less 1, 10, 100</b><br><br><b>Compare and order</b> |   | Multiplication<br><b>Y3 – Multiply 2 digits by 1 digit</b><br><br>Correspondence<br><br>Scaling<br><br>Division<br><b>Y3 – Divide 2 digits by 1 digit</b>  |   | Not yet released by White Rose Maths  |   | (Set B) | Number: Place Value<br><b>Y4 – count in 1000s and 25s</b><br><br><b>Partitioning</b><br><br><b>Find more or less 1000</b><br><br><b>Compare and order</b><br><br><b>Roman numerals to 100</b><br><br><b>Rounding</b><br><br><b>Negative numbers</b> |   | Multiplication<br><b>Written methods</b><br><b>Y4 – Multiply 2 and 3 digits by 1 digit</b><br><br>Correspondence<br><br>Division<br><b>Y4 – Divide 2 and 3 digits by 1 digit</b> |   | Not yet released by White Rose Maths  |  |
|                    | Number: Addition and Subtraction<br><b>Y3 – Subtract 1, 2 and 3 digits</b><br><br>Estimate and check   |   | Length, perimeter and area<br><b>Y3 – Equivalent lengths mm, cm and m</b><br><br><b>Y3 – Measure and calculate perimeter</b>   |   |   |   |         | Number: Addition and Subtraction<br><b>Y4 – subtract 4 digits</b><br><br>Estimate and check   |   | Length, perimeter and area<br><b>Y4 – Equivalent lengths km</b><br><br><b>Y4 – Perimeter on a grid, of a rectangle, of rectilinear shapes</b>                                    |   |   |  |
|                    | Number: Multiplication and Division<br><b>Y3 – Multiply and divide 3, 4, 8</b><br><br>Comparing and applying   |   | Measure lengths<br><br>Add and subtract lengths<br><br>Recognising fractions<br><br>Equivalent fractions<br><br>Fractions of an amount<br><br>Add and subtract fractions<br><br><b>Y3 – Measurement: mass and capacity</b> |   |   |   |         | Number: Multiplication and Division<br><b>Y4 – Multiply and divide 6, 7, 9, 11, 12</b><br><b>Multiplying and dividing by 10, 100, 1 and 0</b><br><br>Comparing and applying   |   | Area<br><br>Recognising fractions<br><br>Equivalent fractions<br><br>Fractions of an amount<br><br>Add and subtract fractions<br><br><b>Y4 – Number: Decimals</b>                |   |   |  |
| Topic              | <b>Where does my food go?</b>  | <b>Were the dark ages dark?</b>   | <b>Batteries not included</b>  | <b>Dragons, fact or fiction?</b>  | <b>Sounding off</b>   | <b>Source to sea (Amazon River)</b>   | (Set B) | <b>Why are humans animals too?</b>  | <b>Set in stone</b>   | <b>What did the Romans do for us?</b>  | <b>Shake, rock and roll</b>   | <b>Shadow dancers</b>   | <b>Around the world in 20 days</b>   |
| Science            | Working scientifically   |   |  |   |   |   |         |   |   |  |   |   |  |
|                    | Digestive system<br><br>Teeth<br><br>Food chains   | Working scientifically through experiments  | Appliances that run on electricity<br><br>Simple circuits<br><br>Conductors and insulators   | Forces and magnets  | How sounds are made<br><br>Vibration and pitch  | Investigating plants - functions of different parts<br><br>Requirements of plants for life and growth<br><br>The life cycle of flowering plants     | (Set B) | Nutrition<br><br>Skeletons and muscles  | Explore and use classification keys<br><br>Recognise that environments can change   | Solids, liquids and gases  | Compare rocks<br><br>Formation of fossils<br><br>Composition of soils   | Light<br><br>Dangers of the sun<br><br>Shadows  | Working scientifically through experiments   |

# LEARNING JOURNEY 2

## LOWER KEY STAGE 2

| LOWER KEY STAGE 2       |  |  |   |  |   |  |        |  |   |   |                             |   |   |   |   |
|-------------------------|--|--|---|--|---|--|--------|--|---|---|-----------------------------|---|---|---|---|
| YEAR 3                  |  |  |   |  |   |  | YEAR 4 |  |   |   |                             |   |   |   |   |
| KS2B                    | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   | KS2A   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2                    | Summer 1  | Summer 2  |   |   |
| <b>Geography</b>        |  | <p>Locate countries using maps</p> <p>Name and locate counties and cities of the United Kingdom</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Types of settlements and land use</p> |   | Name and locate counties and cities of the United Kingdom  |   | <p>Climate zones</p> <p>Biomes and vegetation belts</p> <p>Rivers, mountains, volcanoes and earthquakes</p> <p>The water cycle</p> |        |  | <p>Types of settlements and land use</p> <p>Economic activity</p> | Learn about the physical and human geography of modern Italy            | Locate countries using maps | Locate countries using maps                           | <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area</p> <p>Understand key aspects of physical geography and human geography</p> <p>Use maps, atlases, globes and digital/computer mapping</p> | <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area</p> <p>Understand key aspects of physical geography and human geography</p> <p>Use maps, atlases, globes and digital/computer mapping</p> | <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Study the geography of their school and grounds and the features of its surrounding environment</p> |
| <b>History</b>          | <i>Food in periods throughout history</i>  | <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>  | <p><i>What came before electricity?</i></p> <p><i>When did we have electricity?</i></p> | Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: | <i>History of a musical instrument</i>                |  |        | <i>Link back to food throughout history – knowledge of nutrition</i> | Changes in Britain from the Stone Age to the Iron Age             | Learn about Julius Caesar's invasions of Britain in 55 B.C. and 54 B.C. |                             | <i>Famous explorers</i>                               |   |   |   |
| <b>Art &amp; Design</b> | <p>To create sketch books</p> <p>To improve their mastery of art and design techniques</p> | To improve their mastery of art and design techniques  | Learn about the greatest artists, architects and designers in history                   | Learn about the greatest artists, architects and designers in history                                    | To improve their mastery of art and design techniques | To improve their mastery of art and design techniques  |        | To create sketch books   | To improve their mastery of art and design techniques             | To create sketch books  | To create sketch books      | To improve their mastery of art and design techniques | To create sketch books  | To improve their mastery of art and design techniques   |   |

# LEARNING JOURNEY 2

## LOWER KEY STAGE 2

| LOWER KEY STAGE 2              |  |  |   |  |   |   |        |   |  |  |  |  |          |
|--------------------------------|--|--|---|--|---|---|--------|---|--|--|--|--|----------|
| YEAR 3                         |  |  |   |  |   |   | YEAR 4 |   |  |  |  |  |          |
| KS2B                           | Autumn 1   | Autumn 2   | Spring 1  | Spring 2                               | Summer 1  | Summer 2  | KS2A   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2 |
| <b>Design &amp; Technology</b> | <p>Use research and develop design criteria to inform design</p> <p>Generate, develop, model and communicate their ideas</p> <p>Select from and use a wider range of tools and equipment to</p> <p>Select from and use a wider range of materials and components</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products</p> <p>Principles of a healthy varied diet</p> <p>Prepare and cook a variety of dishes</p> <p>Understand seasonality</p> | <p><i>Design and make a class Anglo-Saxon settlement</i></p> | <p>Use research and develop design criteria to inform design</p> <p>Generate, develop, model and communicate their ideas</p> <p>Select from and use a wider range of tools and equipment to</p> <p>Select from and use a wider range of materials and components</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce</p> <p>Understand and use electrical systems</p> | <p><i>Design and make a dragon</i></p> | <p><i>Design and make a musical instrument</i></p>  | <p><i>Class model of features of the Amazon river</i></p> |        | <p>Use appropriate tools, materials and equipment</p> | <p>Use appropriate tools, materials and equipment to make a simple summer shelter for a nomadic hunter-gatherer family</p> | <p><i>Design and make a Roman shield</i></p>               | <p>Use research and develop design criteria to inform design</p> <p>Generate, develop, model and communicate their ideas</p> <p>Select from and use a wider range of tools and equipment to</p> <p>Select from and use a wider range of materials and components</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products</p> <p>Principles of a healthy varied diet</p> <p>Prepare and cook a variety of dishes</p> <p>Understand seasonality</p> | <p><i>Design and make a sundial</i></p>  |          |
| <b>Computing</b>               | <p>Online safety</p> <p>Coding</p> <p>Spreadsheets</p>   |  | <p>Touch typing</p> <p>Email (including email safety)</p>   |  | <p>Databases</p> <p>Graphing</p> <p>Simulations</p> |   |        | <p>Online safety</p> <p>Coding</p>                    |  | <p>Spreadsheets</p> <p>Writing for different audiences</p> |  | <p>Coding</p> <p>Animation</p> <p>Effective searching</p> <p>Hardware investigations</p> |          |

# LEARNING JOURNEY 2

## LOWER KEY STAGE 2

| LOWER KEY STAGE 2 |   |  |  |  |   |  |        |  |  |  |  |  |  |   |
|-------------------|---|--|--|--|---|--|--------|--|--|--|--|--|--|---|
| YEAR 3            |   |  |  |  |   |  | YEAR 4 |  |  |  |  |  |  |   |
| KS2B              | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   | KS2A   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |   |
| <b>Music</b>      | Play and perform in solo and ensemble contexts<br><br>Listen with attention to detail and recall sounds | Play and perform in solo and ensemble contexts<br><br>Improvise and compose music<br><br>Listen with attention to detail and recall sounds | Play and perform in solo and ensemble contexts<br><br>Listen with attention to detail and recall sounds<br><br>Appreciate and understand a wide range of music | Play and perform in solo and ensemble contexts<br><br>Improvise and compose music<br><br>Listen with attention to detail and recall sounds<br><br>Use and understand staff and other musical notations | Play and perform in solo and ensemble contexts<br><br>Improvise and compose music<br><br>Listen with attention to detail and recall sounds<br><br>Appreciate and understand a wide range of music | Play and perform in solo and ensemble contexts<br><br>Listen with attention to detail and recall sounds<br><br>Use and understand staff and other musical notations<br><br>Appreciate and understand a wide range of music |        | Play and perform in solo and ensemble contexts<br><br>Listen with attention to detail and recall sounds<br><br>Use and understand staff and other musical notations<br><br>Appreciate and understand a wide range of music<br><br>Develop an understanding of the history of music | Play and perform in solo and ensemble contexts<br><br>Improvise and compose music<br><br>Listen with attention to detail and recall sounds<br><br>Use and understand staff and other musical notations<br><br>Develop an understanding of the history of music | Play and perform in solo and ensemble contexts<br><br>Listen with attention to detail and recall sounds<br><br>Use and understand staff and other musical notations<br><br>Appreciate and understand a wide range of music<br><br>Develop an understanding of the history of music | Play and perform in solo and ensemble contexts<br><br>Listen with attention to detail and recall sounds<br><br>Use and understand staff and other musical notations<br><br>Appreciate and understand a wide range of music<br><br>Develop an understanding of the history of music | Play and perform in solo and ensemble contexts<br><br>Improvise and compose music<br><br>Listen with attention to detail and recall sounds<br><br>Use and understand staff and other musical notations | Play and perform in solo and ensemble contexts<br><br>Improvise and compose music<br><br>Listen with attention to detail and recall sounds<br><br>Use and understand staff and other musical notations | Play and perform in solo and ensemble contexts<br><br>Improvise and compose music<br><br>Listen with attention to detail and recall sounds<br><br>Appreciate and understand a wide range of music |
| <b>RE</b>         | What kind of world did Jesus want?<br><b>GOSPEL</b>   | How and why do people try to make the world a better place?  | How do festivals and family life show what matters to Jewish people?   | What are the deeper meanings of the festivals?   | What is the 'Trinity' and why is it important for Christians?<br><b>TRINITY</b>   | How is faith expressed in Hindu communities and traditions?<br><br><b>RE day CREATION/FALL</b>   |        | Where, how and why do people worship?  | How is faith expressed in Sikh communities and traditions?   | How do festivals and worship show what matters to Muslims?   | Why do Christians call the day Jesus died 'Good Friday'?<br><br><b>RE trip Bedford Faith Tour</b>  | For Christians, what was the impact of Pentecost?<br><b>KINGDOM OF GOD</b>   | Why do some people think life is like a journey? How and why do people mark the significant events of life?<br><br><b>RE day PEOPLE OF GOD</b>   |   |
| <b>PE</b>         | Football<br><br>Athletics (sports hall)   | ActEi<br><br>Gymnastics  | Tag-rugby<br><br>ActEi   | Dance<br><br>Gymnastics  | Swimming<br><br>Cricket   | OAA<br><br>Circuits  |        | Hockey<br><br>Athletics (sports hall)  | ActEi<br><br>Gymnastics  | Tag-rugby<br><br>ActEi   | Dance<br><br>Gymnastics  | Swimming<br><br>Rounders   | OAA<br><br>Circuits  |   |
| <b>PSHE</b>       | Health and Wellbeing<br><br>Healthy lifestyles<br>Keeping safe<br>Growing and changing                  |  | Relationships<br><br>Healthy relationships<br>Feelings and emotions<br>Valuing difference  |  | Living in the Wider World<br><br>Rights and responsibilities<br>Taking care of the environment<br>Money   |  |        | Health and Wellbeing<br><br>Healthy lifestyles<br>Keeping safe<br>Growing and changing   |  | Relationships<br><br>Healthy relationships<br>Feelings and emotions<br>Valuing difference  |  | Living in the Wider World<br><br>Rights and responsibilities<br>Taking care of the environment<br>Money  |  |   |