



| Reception Cycle B  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|--|---|---|--|
| <b>Topic</b>   | <b>Me and my home</b>   | <b>Colours and Celebrations</b>   | <b>Animals</b>   | <b>Transport</b>  | <b>Castles and Homes</b>  | <b>Fairytale places</b>  |
| <b>General Themes – to be adapted to suit children’s interests</b> | <ul style="list-style-type: none"> <li>• Autumn</li> <li>• Harvest</li> <li>• Family</li> <li>• Myself</li> <li>• Where I live</li> <li>• Healthy Eating</li> <li>• Looking after our bodies/teeth</li> </ul> | <ul style="list-style-type: none"> <li>• Autumn/Winter</li> <li>• Rainbows</li> <li>• Halloween</li> <li>• Bonfire Night</li> <li>• Diwali</li> <li>• Remembrance Day</li> <li>• Environment/Our Planet</li> <li>• Christmas</li> </ul> | <ul style="list-style-type: none"> <li>• Winter</li> <li>• Pets</li> <li>• Animals around the World</li> <li>• Day and Night animals</li> <li>• Habitats</li> <li>• Animals and their babies</li> <li>• Life cycles</li> </ul> | <ul style="list-style-type: none"> <li>• Spring</li> <li>• Journeys</li> <li>• Special journeys</li> <li>• Air, land and water transport</li> <li>• Different types of transport</li> </ul> | <ul style="list-style-type: none"> <li>• Spring/Summer</li> <li>• Parts of a castle</li> <li>• Knights &amp; dragons</li> <li>• Crowns</li> <li>• Famous castles</li> <li>• Materials</li> <li>• Different types of houses</li> </ul> | <ul style="list-style-type: none"> <li>• Summer</li> <li>• Woodlands</li> <li>• Traditional tales</li> <li>• Characters</li> <li>• Story telling</li> <li>• Performance</li> </ul> |
| <b>Possible texts</b>  | <ul style="list-style-type: none"> <li>• Funny Bones</li> <li>• Owl Babies</li> <li>• Once there were Giants</li> <li>• Farmer Duck</li> <li>• So Much</li> </ul>   | <ul style="list-style-type: none"> <li>• Rainbow Fish</li> <li>• Celebrations (Non-fiction)</li> </ul>  | <ul style="list-style-type: none"> <li>• Chicken Licken</li> <li>• Elmer the elephant</li> <li>• Great Pet Sale</li> <li>• Handa's Surprise</li> </ul>   | <ul style="list-style-type: none"> <li>• Mr Gumpy’s Outing</li> <li>• Ducks Truck</li> <li>• Information books</li> </ul>   | <ul style="list-style-type: none"> <li>• George and the dragon</li> <li>• The kiss that missed</li> <li>• Zog</li> <li>• Information books</li> </ul>   | <ul style="list-style-type: none"> <li>• Traditional tales</li> <li>• Gruffalo</li> <li>• Alternative versions</li> </ul>  |
| <b>Curriculum enrichment</b>                                       | <ul style="list-style-type: none"> <li>• Local Walk</li> <li>• Nurse visit</li> <li>• Birthdays</li> <li>• Road Safety</li> </ul>   | <ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Remembrance</li> <li>• Children in Need</li> <li>• Nativity</li> <li>• Fire Station Visit</li> </ul>  | <ul style="list-style-type: none"> <li>• Valentine’s Day</li> <li>• Internet Safety Day</li> <li>• Vets role play/visit</li> </ul>   | <ul style="list-style-type: none"> <li>• Visit to the railway station</li> <li>• Mechanics role play</li> <li>• Wheels day</li> </ul>   | <ul style="list-style-type: none"> <li>• Build a castle</li> <li>• Castle role play</li> <li>• Construction site</li> </ul>   | <ul style="list-style-type: none"> <li>• Visit to the theatre</li> <li>• Woodland walks</li> <li>• Fairytale picnic</li> </ul>   |
| <b>Parental Involvement</b>  | Home visits /<br>Parents Evening<br>Home / School Agreement<br>Phonics workshop   | Nativity<br>Maths workshop<br>Parents Evening<br>Book at Bedtime  | Writing workshop<br>Share a story<br>Stay and Read morning<br>Puppet making  | Parents Evening<br>Art workshop / Gallery<br>Share a story  | Share a story<br>Maths Morning –<br>Look how far we have come!  | Share a story<br>Parents Evening<br>Parent’s Picnic  |



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| <p><b>Religious Education</b></p> | <p><b>Special Times</b><br/>How and why do we celebrate?<br/><b>Coverage:</b><br/>Learning about different celebrations across the three of the world's major religions – Christianity, Hinduism &amp; Islam.</p> | <p><b>Special Stories</b><br/>Why are some stories special? What special messages can we learn from stories?<br/><b>Coverage:</b><br/>Children will become familiar with the idea that some books are sacred and holy.</p> | <p><b>Our Special World</b><br/>What is special about our world?<br/><b>Coverage:</b><br/>Children will be encouraged to experience the natural world and explain why it is special.</p> | <p><b>Special Places</b><br/>What buildings and places are special to different people?<br/><b>Coverage:</b><br/>Children will become familiar with the idea that some places are special and significant to different people.</p> |
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CARNFORTH COMMUNITY PRIMARY SCHOOL LONG TERM CURRICULUM PLAN CYCLE B



| Year 1/2<br>Cycle B                | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|------------------------------------|---|---|--|---|--|---|
| Topic                              | Carnforth Community (Geography)   | Great Explorers (History)                                 | Arctic Adventures (Geography)                    | Travel and Transport (History)                      | Magnificent Monarchs (History)   | Woodlands (Geography)   |
| Link Question(s)<br>Enquiry driver | Why do people live in Carnforth? What is there to do? How could we improve Carnforth and protect our environment? | Who was the most significant explorer?                    | What is it like to live and work in the Arctic?  | How has transport has changed over time?            | What are the most significant qualities needed to become a good monarch? | What lives in woodlands? Why are they important?                            |
| Learning Hook                      | Art/DT Day to make models of building in Carnforth  | Build a rocket  | Put together an Arctic expedition role play area | Cinderbarrow visit Manchester Airport               | King/Queen photo portraits   | Minibeast hunt  |
| Outdoor Learning                   | Local walks (E.G. canal, shore, river)  | Exploring the school grounds                              | Inukshuk sculptures                              | Wheels day  | Build a throne   | Andy Goldsworthy art – natural material sculptures<br><br>Build a bug hotel |
| Class Novel                        | Here We Are : Notes for Living on Planet Earth<br>Oliver Jeffers  | Teacher's choice  | The Rainbow Bear by Michael Morpurgo             | Teacher's choice                                    | The Queen's Nose<br>Dick King Smith                                      | The Enchanted Wood<br>Enid Blyton   |
| Reading                            | Non-fiction: seasons, planet earth<br><a href="https://www.bookstopics.com/">https://www.bookstopics.com/</a>     | Newspaper articles<br>Explorer biographies and fact files |  | Little People Big Dreams Volume 3<br>Amelia Earhart | Traditional stories and fairy tales                                      | Gruffalo  |



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| Guided Reading from Literacy Shed+ Comprehension+ | Literacy Shed: Julia Donaldson vipers                     | Literacy Shed: Stage 1 – Arctic Explorers; Storm Whale (VIPERS)  | Literacy Shed: <a href="#">EdShed</a> The Arctic   | Literacy Shed: Stage 1 – Railways Stage 2 - Transport  | Literacy Shed: Stage 1- Famous Queens Stage 2 – British Monarchy   | Literacy Shed: Stage 1 – Animals Stage 2 - Nature                                 |
| Writing   | Stories by the same author – Julia Donaldson              | Labels, Lists and Captions<br><br>Dear Greenpeace - Letters  | Diary entry of an Inuit  | Non-Chronological report about Amelia Earhart<br><br>Oi! Get off our Train - narrative   | Traditional stories and fairy tales Prince Cinders<br><a href="#">Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</a> | Explanation texts (linked to woodland lifecycles)                                 |
| Cross-curricular writing                          | Seasonal Poetry   | Letter from adventures   | Information text – Arctic  | Diary entry from Amelia Earhart/ Wright Brothers   | If I were King or Queen for a day I would...   | Animals and habitats fact files   |
| Speaking & Listening                              | Give directions & instructions                            | Hot seating famous explorers   | Hot seating Role play games  | Hot seating endangered animals   | Making speeches  | Presentations about animals   |
| Maths Links                                       | <b>Revisit learning:</b><br>Months<br>Seasons<br>Calendar | Survey tally chart most popular explorer - transfer data from tally chart to block graph – <b>Sum 2, Week 3</b><br>Direction - Orienteering<br><b>Y1 New teaching</b><br><b>Y2 Revisit Spr 2, Week 4</b> | Temperature – identify places can be hot or cold; know temperature is measure in degrees Celsius; use comparative language, e.g. hotter, colder. <b>Sum 1, Week 6.</b> | Statistics: Transport - How do we travel to school?<br><br>Interpret simple tables, block graphs, pictograms and answer questions. Use tally charts. <b>Sum 2, Week 3.</b> | Measure growth of plants<br>Measuring length<br><b>Spr 2, Week 1</b>   | Sequencing seasonal changes.<br><br>Direction – Orienteering <b>Spr 2 Week 4.</b> |



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| Science   | Seasonal Change                               | Materials<br>Names of materials, properties and purposes.<br>How have objects and materials changed over time with advances in technology? | Animals – including humans<br>Animals and their characteristics<br>Animals found in Arctic<br>Carnivores, herbivores, omnivores | Planting Seeds<br>Test what seeds need to grow well  | Habitats<br>In Britain and local area   |
| History   |   | Explorers – Neil Armstrong to Tim Peake, Captain Scott to Sarah McNair Landry  |   | Travel and Transport –<br>Different forms of transport – Air, Land, Sea<br>How transport has changed<br>How transport change people’s lives<br>Transport timeline and how we know about the changes in transport | Royalty -<br>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.<br>Henry VIII<br>Queen Victoria<br>Elizabeth II |
| Geography | Local Geography – human and physical features |  | Wider World – Life in the Arctic  |  | Woodlands - map work; human and physical features   |
| DT        |   | Moving pictures - rockets  |   | Vehicles – wheels and axels  | Design a crown<br>Picnic food   |



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| <p>Art &amp; Design</p> | <p><b>Drawing</b><br/>Plant drawings with various media<br/>Autumnal still lifes<br/><a href="#">Subject matter for drawings.</a></p>   | <p><b>Painting</b><br/>Starry sky backdrops using colour mixing and painting techniques – splatter painting, paint blowing<br/><br/>Use as background for moving pictures (DT)</p>  | <p><b>Drawing &amp; Painting</b><br/>Colour mixing, colours for a purpose<br/><br/><b>Sculpture</b><br/>Traditional art</p>   |   | <p><b>Collage</b><br/>Explore the combination of different materials through applying to pictures and tiles to add effect. Use decorative materials to add interest focusing on pattern, texture and shape.<br/><a href="#">All that Glitters</a></p> | <p><b>Drawing</b><br/>Observational drawing</p>   |
| <p>Music</p>            | <p><b>Musicianship:</b><br/>Keeping the beat/pulse, moving to music.<br/><b>Composing:</b><br/>Exploring sounds and ordering them into a sequence to form a class composition.<br/>BBC Ten Pieces – No Place Like Home<br/><a href="https://teach.files.bbc.co.uk/tenpieces/No+Place+Like+EYFS+and+KS1.pdf">https://teach.files.bbc.co.uk/tenpieces/No+Place+Like+EYFS+and+KS1.pdf</a><br/><br/><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-">https://www.bbc.co.uk/teach/ten-pieces/classical-</a></p> | <p><b>Composing:</b><br/>Space soundscape and compositions: Different groups to represent the different stages of a space launch: Space rocket launch/blast off<br/>In space (if there was sound in space – eg stars, comets, meteors)<br/>Moon landing<br/>Return to Earth<br/><br/>Also could use the BBC Ten Pieces: <a href="https://www.bbc.co.uk/teach/ten-">https://www.bbc.co.uk/teach/ten-</a></p> | <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-index/zkqphbk">The Arctic - 5 Music Lessons - Reception to KS1   Teaching Resources (tes.com)</a><br/>(purchase)<br/><br/><b>Listening and appraising:</b> Brazil<br/>Samba Fanfarra (Cabua-Le-Le)<br/>Sérgio Mendes/ Carlinhos Brown</p> | <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-index/zkqphbk">https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-index/zkqphbk</a><br/><br/>Five 20min lessons - a fun introduction to the world of <b>instruments</b> and how they work.<br/><br/><b>Listening and appraising:</b><br/>Hound Dog<br/>Elvis Presley<br/>Rock n Roll</p> | <p><b>Singing:</b><br/>Learn the National Anthem<br/><br/><b>Listening and appraising:</b><br/>England Folk<br/>Sea Shanties<br/>Various artists</p>  | <p><a href="#">Basic pulse and rhythm patterns :: The Love Music Trust</a><br/><b>Musicianship:</b><br/>Unit One: Down to the Woods (lesson 1-6)<br/><br/><b>Listening and appraising:</b><br/>Jai Ho from Slumdog Millionaire<br/>A.R. Rahman<br/>21st Century</p> |





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|           | <a href="#">music-kerry-andrew-no-place-like/z7k4f4j</a><br><br><b>Listening and appraising:</b><br>Four Seasons – Autumn<br>Vivaldi  | <a href="#">pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd</a><br><br><b>Listening and appraising:</b><br>Mars from ‘The Planets’<br>Holst<br>20 <sup>th</sup> century |   |   |   |  |
| Computing | Privacy and Security<br>Ipad<br>Green Screen<br>Photo manipulation<br>Word processing   | Online Relationships<br><br>Data Handling   | Self-image & Identity<br><br>Unplugged programming  | Online bullying<br><br>Programming toys/beebots   | Managing online information<br><br>Scratch Junior programming   | Health, Wellbeing and Lifestyle<br><br>Animation   |
| PHSE      | Community - School rules, around and about our school, How to build a positive classroom and school community, who are our special people, dealing with fall outs and solving problems. | Friendship and Bullying – How to be a good friend, bullying and teasing, similarities and differences, being helpful, safe and unsafe secrets.                                | Healthy and Unhealthy – How to keep ourselves healthy, the importance of sleep, cleaning our teeth, washing our hands, germs, medicines and vaccines. | Me and My Body – Private body parts, touches, healthy eating, risk and resilience, making choices – linked to likes/dislikes and healthy choices. | Our Feelings – Being kind, explore how different feelings change our mood and our bodies, know what to do when we feel sad/angry/lonely etc. Talk about and share strategies for managing impulsive behaviour, know how our actions can affect others, basic first aid. | Responsible and Safe – How to look after and save money, loss, know who keeps them safe and who they can turn to if they feel unsafe, how to get on with others, respecting privacy. |
| RE        | <b>Christianity</b><br>(God)  | <b>Christianity</b> (Jesus)   | <b>Hindu dharma</b><br>How might people express their devotion  | <b>Islam</b>  | <b>Christianity</b> (Church)<br>What unites the Christian community?  | <b>Judaism</b><br>What aspects of life really matter?  |



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|  | <p>Does how we treat the world matter?</p> <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• Care for the planet</li> <li>• Harvest</li> </ul> | <p>Why do Christians say that Jesus is 'the light of the world'?</p> <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Jesus as the light of the world</li> <li>• Symbolism of light</li> <li>• Advent and Christmas celebrations</li> </ul> | <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Devotion</li> <li>• Worship in the home and temple</li> </ul> | <p>Why do Muslims believe it is important to obey God?</p> <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Submission and gratitude</li> <li>• Prayer</li> </ul> | <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Worship</li> <li>• The church</li> <li>• Use of symbols</li> </ul> | <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Moses</li> <li>• 10 commandments</li> <li>• The Sabbath</li> </ul> |
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| Year 3/4<br>Cycle B              | Autumn 1   | Autumn 2                             | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
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| Topic                            | Coast & Coastal Erosion (Geography)  | Land Use and Settlements (Geography) | Benin (History)  | Amazing Activists (History)                         | Victorians (History)   | Under the Sea (Geography)   |
| Link Question(s)/ Enquiry Driver | What can be done to protect our coasts?  | Are all settlements the same?        | What can we learn about the Kingdom of Benin from its history, art, and artefacts? | What is activism and why do people protest?         | How have children's lives changed since the Victorian age?   | Why are seas and oceans important?  |
| Learning Hook                    | Pictures of coastal erosion, flooding etc with key questions to discuss          |                                      | Selection of Benin artefacts (LCC museum loan)                                     | Role Play/Drama activity – prejudice and difference | Judges Lodgings – school room<br> | Trip to aquarium<br> |
| Curriculum enrichment            | Visits out to the coast  | Warton Crag climb                    | Gallery/museum display of artwork for parents                                      |   |  |   |
| Outdoor Learning                 | Coast trips:<br>Hest Bank<br>Morecambe<br>Arnside/Silverdale<br>Sunderland Point | Mapping land use in our local area   |  |   | Playground toys and games (LCC museum loan)  | Beach clean up  |

CARNFORTH COMMUNITY PRIMARY SCHOOL LONG TERM CURRICULUM PLAN CYCLE B



|                                    |  |   |  |  |  |  |
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| Class Novel (suggestions)          | Made by the Moon   |   | Children of the Benin Kingdom  | Sweet Clara and the Freedom Quilt<br>How to Change the World   | Street Child   | Song of the dolphin boy  |
| Reading                            | Explanation texts<br>Purpose, layout, audience, features<br><br>Hello Lighthouse by Sophie Blackall                                  | Persuasive texts/ letters<br>Purpose, layout, audience, feature   | African Tales<br>Benin Myths<br><a href="https://www.twinkl.co.uk/resource/t2-h-4280-yoruba-benin-west-african-creation-story">https://www.twinkl.co.uk/resource/t2-h-4280-yoruba-benin-west-african-creation-story</a><br><br><a href="https://www.twinkl.co.uk/resource/t2-h-4266-bini-benin-west-african-creation-story">https://www.twinkl.co.uk/resource/t2-h-4266-bini-benin-west-african-creation-story</a> |  | Extracts from Oliver Twist<br>Examples of playscripts  | Poetry   |
| Guided Reading from Literacy Shed+ | Stage 3:<br><a href="#">Literacy Shed Plus - Coasts</a><br>Stage 4:<br><a href="#">Literacy Shed Plus - Coasts</a>                   | Stage 3:<br><a href="#">Literacy Shed Plus - Architectural Design</a><br>Stage 4:<br><a href="#">Literacy Shed Plus - Farming</a> | Stage 3:<br><a href="#">Literacy Shed Plus - Benin</a><br>Stage 4:<br><a href="#">Literacy Shed Plus - Africa</a>  | Stage 3:<br><a href="#">Literacy Shed Plus - Civil Rights</a><br>Stage 4:<br><a href="#">Literacy Shed Plus - Civil Rights</a> | Stage 3:<br><a href="#">Literacy Shed Plus - The Victorians</a><br>Stage 4:<br><a href="#">Literacy Shed Plus - The Victorians</a> | Stage 3:<br><a href="#">Literacy Shed Plus - Underwater</a><br>Stage 4:<br><a href="#">Literacy Shed Plus - Deep Sea Creatures</a> |
| Writing                            | Explanation Texts:<br>How coasts are formed & process of coastal erosion<br><a href="#">Literacy Shed Plus - LitShed Resource //</a> | Persuasive Writing:<br>Write a persuasive letter about housing development  | Benin creation myth based on stories read  | Narrative:<br>Malala's Magic Pen<br><a href="#">KS2 MalalasMagicPencil BookPack Puff inSchools.pdf</a>                         | Historical Narrative<br>Oliver Twist<br>Settings and character descriptions<br><br>Playscripts                                     | Poetry   |



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|                          | <p><a href="https://www.edshe.com/en-gb/resource/hello-lighthouse-by-sophie-blackall-7-9-en-gb">Y3 Non-Fiction Explanations</a></p> <p><a href="https://www.edshe.com/en-gb/resource/hello-lighthouse-by-sophie-blackall-7-9-en-gb">https://www.edshe.com/en-gb/resource/hello-lighthouse-by-sophie-blackall-7-9-en-gb</a></p> |  |   |             |                      |   |
| Cross-curricular Writing |  | Email to Town Council                  |   | Diary entry |                      | Poems about climate change<br>How climate change is affecting the habitats of certain sea animals<br>E.G. polar bears |
| Oracy                    |  | Questions and discussion with visitors | <p>What can we tell about the Benin Empire from the artefacts – group presentation</p> <p>Retelling of creation myths and African Tales</p> | Speeches    | Drama<br>Hot seating | Presentation – can we stop climate change?  |



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| Science  | Animals - habitats  | STEM - Houses   | Animals including humans  | Edible Plants                         | Edible Plants  | Animals -habitats   |
| History  |   |   | Benin   | Activists                             | Victorians   |   |
| Geography  | Coast and erosion   | Land use and settlements  |   |                                       |  | Under the sea   |
| DT   |   | Design a settlement   |   |                                       | Edible Plants  |   |
| Art & Design   | Coastal Scenes<br>Photography &<br>Mosaics  |   | Benin art – clay sculptures   | Drawing a story                       |  | Sea creature paint and stitch<br><a href="#">Pathway: Cloth, Thread, Paint</a>  |
| Music  | <b>Composing</b> –<br>Garage Band –<br>coastal sounds   | BBC Ten Pieces<br>Vivaldi<br>Four Seasons - Winter  | Djembe Drumming<br>West Africa<br>Cyclic patterns and<br>call and response  | BBC Ten Pieces<br>Delia Derbyshire    | <b>Singing</b><br>Music Hall Songs   | Saint-Saens and his<br>work as a composer:<br><b>Listen and appraise</b><br>'Carnival of the<br>Animals'.<br><b>Compose and perform</b><br>a musical poem about<br>the sea. |
| Computing<br><a href="#">ProjectEVOLVE - Education for a Connected World Resources</a> | Self-image and<br>identity<br>Word processing   | Pictograms<br>Emailing  | Managing online<br>information<br>Online reputation   | Animation                             | Online reputation<br><br>Scratch   | Scratch   |
| PHSE   | Settling In – Rules;<br>class charter;<br>acceptable<br>internet use<br>agreement<br>Other ideas: | Be Healthy - Healthy<br>eating, internal body<br>parts, drugs, medicines<br>and illness, cigarettes<br>and alcohol. | Safety and<br>Responsibility - Safe,<br>unsafe, managing<br>risk, money, jobs,<br>rights and<br>responsibilities. | SCARF Additional<br>Unit:<br>Windrush | Changes and<br>Commitment -<br>Babies and<br>periods, first aid,<br>changes,<br>commitment, inc. | The Environment -<br>Looking after the<br>environment,<br>recycling,<br>environmental<br>organisations,<br>volunteering.  |



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|              | <a href="#">Ready for Learning - mindfulness resources and strategies resilience-game-Anna-Freud-Mentally-Healthy-Schools-April-2021.pdf</a><br><a href="#">Canal-and-River-Safety-KS2.pptx</a> |   |   |  | Marriage, emotions and loss  |  |
| RE           | <b>Hindu dharma</b><br>What might a Hindu learn through celebrating Diwali?<br><b>Coverage:</b><br>Vishnu<br>Rama and Sita<br>Diwali  | <b>Christianity (God)</b><br>How and why might Christians use the Bible?<br><b>Coverage:</b><br>The Bible<br>Christian life – guided by wisdom, teachings and authority | <b>Sikhism</b><br>How do Sikhs express their beliefs and values?<br><b>Coverage</b><br>The 5 Ks<br>Equality<br>The Gurdwara | <b>Christianity (Jesus)</b><br>Is sacrifice an important part of religious life?<br><b>Coverage:</b><br>Jesus in the wilderness<br>Lent<br>Sacrifice | <b>Islam</b><br>Why do Muslims fast during Ramadan?<br><b>Coverage:</b><br>The 5 Pillars of Islam<br>Ramadan | <b>Christianity (Church)</b><br>What does ‘love your neighbour’ really mean?<br><b>Coverage:</b><br>Parables<br>Love for all |
| MFL - French | Food Glorious Food<br><a href="#">French Resources (teacher made) - Twinkl</a>  | Getting to know you   | Family and Friends  | School   | All about Me   | Time   |



| Year 5/6<br>Cycle B                             | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2                                    |
|---|---|--|--|---|--|---|
| Topic   | Local study<br>(History)  | Norman Conquest<br>(History)   | Great Greeks – legacy<br>(History)   | Water – For<br>Everyone?<br>(Geography)   | South America<br>(Geography)                     | Space<br>(History)                          |
| Link<br>Question(s)/<br>Enquiry<br>driver       | How was Lancaster<br>involved in the<br>Transatlantic Slave<br>Trade?           | Who was the<br>most suited for<br>the throne after<br>the death of<br>Edward the<br>Confessor?   | What was the greatest<br>legacy left by the ancient<br>Greeks?   | Is water finite?<br>Is there water for<br>everyone?   | Why is the<br>rainforest<br>important to us all? | What is the<br>greatest space<br>invention? |
| Learning<br>Hook<br><br>Memorable<br>experience | Slave Trade and<br>Slavery Tour,<br>Lancaster.<br><br>Maritime Museum<br>visit. | <a href="http://downloads.bbc.co.uk/schools/primaryhistory/lesson_plans/anglo-saxon/normans_lphoh_hastings.pdf">http://downloads.bbc.co.uk/schools/primaryhistory/lesson_plans/anglo-saxon/normans_lphoh_hastings.pdf</a><br>Assemble the<br>order of the Battle<br>as a class | Greek Day<br>Food Tasting<br>Greek dance<br><br>See DT – model of<br>Parthenon<br><a href="#">The Parthenon - 3D reconstruction - Bing video</a> | Fetch and carry<br>Use beanbags to<br>represent litres of<br>water. Chn to carry<br>different amounts<br>around the<br>playground for a set<br>time.<br><a href="https://www.youtube.com/watch?v=4K_CQTd75sw">https://www.youtube.com/watch?v=4K_CQTd75sw</a><br>Hold a ‘water day’<br>to raise money for<br>one of the Water<br>charities<br>World Water Day –<br>22 <sup>nd</sup> March | Latin American<br>music and dance<br>afternoon   | Visit Jodrell Bank                          |

CARNFORTH COMMUNITY PRIMARY SCHOOL LONG TERM CURRICULUM PLAN CYCLE B



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| Outdoor Learning                                      | Graffiti Anti-racism/BLM art on wall outside  | Re-enact the battle  | Hold a mini-Olympics   | Create and use a water filter   | Forest School Day   |  |
| Class Novel   | Teacher choice                                | Teacher choice   | Who Let the gods Out?  | Long Walk Home  | 'The Explorer' By Katherine Rundell   | 'Cosmic' by Frank Cottrell Boyce   |
| Reading   | Discussion/Argument Biographies               | Reading texts and non-fiction about the Normans and The Battle of Hastings | Greek Myths EG Hercules & Theseus and the Minotaur<br>Watch King Midas – Literacy Shed   | Read persuasive adverts   |   | Biography examples<br>Science fiction stories 'Cosmic'<br>Reading unit<br>Literacy Shed+ |
| Guided Reading from Literacy Shed+ Comprehension Plus | Twinkl UKS2 transatlantic slave trade reading | Battle of Hasting Grammarsaurus reading comprehension                      | Stage 5 Traditional Greek Myths<br>Stage 6 Ancient Greece  | Stage 4 Plastic Pollution   | Stage 5 Rainforests<br>Stage 5 Brazil   | Stage 5 Space<br>Stage 5 The Solar System<br>Stage 6 Portal Stories                      |
| Writing   | Biographies – Harriett Tubman                 | Playscripts -<br><br>Personification<br>Poetry                             | Character descriptions, letter & diary linked to Theseus and the Minotaur<br>Retell a myth read about as a comic strip on Storyboardthat.com<br>Write own Greek myth<br><br>Newspaper Reports The Trojan War | Power of Persuasion<br>Advert – based on 'they have no choice' lack of clean water in Africa (written and film/recorded)<br><br>Poetry with a theme | Literacy Shed+<br>Writing Unit 'The Explorer' by Katherine Rundell<br><br>Persuasion - deforestation<br><br>Personification<br>Poetry | Science Fiction –<br>Literacy Shed+<br>Film Unit<br>Avatar/Pandora                       |

CARNFORTH COMMUNITY PRIMARY SCHOOL LONG TERM CURRICULUM PLAN CYCLE B



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| Cross-curricular Writing | Poetry 'The Ship They Called the Zong' Enslaved diaries                                     | Anglo-Saxon diary regarding the changes brought in by the Normans<br><br>What's the story? Retell the Battle of Hastings using storyboardthat.com cartoon style | Persuasion E.G. Travel Brochure<br><br>Comparison of modern and Ancient Greece | Science experiment write up EG changes of state & water<br>Water Cycle poster | Countries of SA fact files<br><br>Information texts – world mountains and rivers<br><br>Science link – All About Carl Linnaeus | Newspaper report – moon landing<br><br>Biographies (inventors and astronauts) |
| Speaking & Listening     | Talk for Writing oral debate: Should the statues of slave traders and owners be taken down? | Hotseating William & Harold   | Oral debate – which was the better city to live in – Athens or Sparta?         | Perform poems   | Rainforest debate Reasons for and against deforestation  | Live reporting for a space event  |
| Maths Links              |   | Measurement – area and perimeter of different castles<br>Distance arrows in archery (P.E.)  | Measurement: Time – day in the life of a Greek child (time of daily events)    | Statistics Calculate the amount of water used in family.<br>Water wastage     | Statistics: Weather/ temperature graphs for different SA countries – compare temperatures.                                     | Place Value Problems, e.g. distance of different planets from the sun         |
| Science                  | Properties and Change of materials – dissolving, mixing, filtration, changes of state.      |   | Forces   | The Water Cycle   | Living things and their habitats including classification  | Earth & Space   |
| History                  | Slavery in Lancaster  | Normans Battle of Hastings  | Ancient Greece – 4 main time periods of the Greek Empire.                      |   |  | Inventions (including Space)  |



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|              |   |                                 | Legacy – achievements and impact on modern day.   |   |   |   |
| Geography    |   |                                 | Additional:<br>Locate Greece on a map<br>Look briefly at physical and human features for travel brochure and comparison writing | Water<br>Flood/drought<br>Pollution & plastics<br>Trade links<br>Global link: water charities | Wide World –<br>South America (physical/human features (inc world rivers and mountains) & Rainforest<br><br>Global link:<br>Deforestation and tribal communities    |   |
| DT           |   |                                 | <b>HOOK:</b><br>Model of Parthenon<br><br>Look at how to model and strengthen key parts of the structure                        | Design a water filter   | Research, investigate and analyse a range of existing products to design savoury South American dishes that are appealing to consumers. e.g. Brazilian Cheese Bread | Inventions – using electricity<br><br>Collaborate with local high school to create products that allow children to apply their understanding of computing to program, monitor and control their products. |
| Art & Design | Painting & Graffiti<br>Art – Black Lives Matter | Bayeaux Tapestry<br>Outdoor art | <b>3D Sculpture</b><br>Work with a modelling material (clay or  |   |   |   |



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|       |   |  | <p>plasticine) to create quick 3d figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea, e.g. <a href="#">Quick clay figurative sketches</a></p>   |  |   |   |
| Music | <p><b>Songs of Resistance</b><br/>Analyse hidden meaning and coded messages in the lyrics of this style of song.</p> <p><b>Compose</b><br/>Create a ‘Song of Resistance’ or ‘Black Rights Movement’</p> <p><b>Listening and appraising:</b><br/>South Africa<br/>Choral<br/>‘Inkanyezi Nezazi’<br/>Ladysmith Black Mambazo<br/>Songs of Resistance<br/>Black Rights songs</p> | <p><b>Singing</b><br/><a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-1066-norman-conquest-three-kings/zm9bbdm">https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-1066-norman-conquest-three-kings/zm9bbdm</a></p> <p><b>Composing:</b><br/>Create a soundscape to bring the Bayeux Tapestry to life</p> <p><b>Listening and appraising:</b><br/>1812 Overture<br/>Tchaikovsky<br/>Romantic</p> | <p><b>Singing</b><br/><a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-ancient-greece-index/zrnkjfr">https://www.bbc.co.uk/teach/school-radio/music-ks2-ancient-greece-index/zrnkjfr</a></p> <p><b>Improvise</b> using pitched and unpitched percussion.<br/>Learn to play some of the bars of the songs on the keyboard or recorder.</p> <p><b>Compose</b> own verse and chorus for a song about ancient Greece.</p> <p><b>Perform</b> in assembly</p> <p><b>Listening and appraising:</b></p> | <p><b>Listening</b><br/>Handel’s Water Music</p> <p><a href="https://www.musiccontexts.co.uk/musical-contexts-primary-ks2-units">https://www.musiccontexts.co.uk/musical-contexts-primary-ks2-units</a></p> <p>Compose a ‘Water’ piece using tuned instruments (keyboards &amp; GarageBand)</p> <p><b>Listening and appraising:</b><br/>Handel’s Water Music</p> | <p><b>Listen</b> to/watch ‘A Hymn to the Rainforest’</p> <p><b>Compose</b> a rainforest soundscape using a staff for notation placing ‘sounds’ according to their pitch</p> <p><b>Perform</b> as a class – ending with a link to deforestation</p> <p><b>Listening and appraising:</b><br/>Argentina<br/>Tango ‘Libertango’<br/>Piazzolla</p> | <p>BBC Ten Pieces<br/><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd">https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd</a></p> <p><b>Listening and appraising:</b><br/>Mars from ‘The Planets’<br/>Holst<br/>20<sup>th</sup> century</p> |



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| <p>Computing</p> <p><a href="https://www.publishing.service.gov.uk">Education for a Connected World (publishing.service.gov.uk)</a></p> | <p>Online reputation</p> <p>Python language</p>   | <p>Health, wellbeing and lifestyle</p> <p>Data handling spreadsheets</p>   | <p>Online bullying</p> <p>Kodu programming - game development</p>   | <p>Self-image and identity</p> <p>Networks – search engines and research</p>  | <p>Privacy and security</p> <p>Webpage design</p>  | <p>Copyright and ownership</p> <p>Augmented reality</p>  |
| PHSE  | <p>Community - Local councils and community, volunteering, team work, compromise and negotiation, friendship, listening and respect</p>   | <p>Friendship and Bullying - Friendship, bullying, consequences of behaviour, stereotypes, dares, facts (link with newspaper reports), secrets.</p>                                  | <p>Healthy and Unhealthy – Smoking, alcohol, drugs and medicines, keeping our bodies healthy.</p>   | <p>Be Responsible - money, inc. loans, independence, facts and opinions, peer pressure.</p>   | <p>Diversity - Gender stereotype, respect and tolerance, peer pressure, risk management, first aid.</p>  | <p>Growing and Changing - puberty, feelings, trust, qualities, physical contact, emotions, rights responsibilities and duties.</p>                                       |
| MFL (French)  | <p>Around a French Town</p>   | <p>Shopping</p>  | <p>This is France</p>   | <p>All in a day</p>   | <p>Precious Planet</p>   | <p>More to Explore</p>   |
| RE  | <p><b>Christianity</b><br/>(God)<br/>Why is it sometimes difficult to do the right thing?<br/><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Sin</li> <li>• Adam and Eve’s disobedience</li> </ul> | <p><b>Islam</b><br/>Why is the Qur’an so important to Muslims?<br/><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• The Qur’an</li> <li>• The Night of Power</li> </ul> | <p><b>Hindu dharma</b><br/>What might Hindus learn from stories about Krishna?<br/><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Krishna</li> <li>• Holi</li> </ul> | <p><b>Christianity</b><br/>(Jesus)<br/>What do we mean by a miracle?<br/><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Miracles of Jesus</li> <li>• Pilgrimage</li> </ul> | <p><b>Christianity</b><br/>(Church)<br/>How do people decide what to believe?<br/><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• The Trinity</li> <li>• Use of symbols and metaphors</li> </ul> | <p><b>Judaism</b><br/>Do people need laws to guide them?<br/><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• The Torah</li> <li>• The synagogue</li> </ul> |



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|  | <ul style="list-style-type: none"><li>• Temptation and morality</li></ul> |  |  |  | <ul style="list-style-type: none"><li>• The Worldwide Church</li></ul> |  |
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