

Curriculum Long Term Overview Map

Spring Term

Key Stage Two

Overall Theme: Stone Age – Iron Age

SUBJECT	SUMMARY THEME	
English	<p>Author Study/Link:</p> <p>Non-fiction text related to bronze age and iron age.</p> <p>Narrative – folk tale.</p> <p>Iron man – classic adventure</p> <p>Non fiction – diary.</p> <p>Non fiction – discussion – for and against</p>	<p>Reading</p> <p>In this term, pupils will revise, consolidate and develop skills learned in previous years. In addition they will be encouraged to develop a positive attitude to reading, especially for pleasure and be encouraged to extend their knowledge and understanding of new vocabulary. Children will develop their understanding of what they have read by listening to and discussing a range of fiction and non-fiction in different forms. E.g. reports, folk tales, adventure stories and diaries. They will read, discuss and analyse books and texts for a range of purposes and respond in a variety of ways.</p> <p>Children will be encouraged to take note of punctuation when reading out aloud and use intonation and expression when reading aloud to a range of audiences. They will be taught to retrieve and record information from non-fiction texts. These are the key objectives that will be covered:</p> <ul style="list-style-type: none"> § Discussing the purpose of paragraphs and identifying a key idea in a paragraph. § Listening to and discussing a range of fiction, poetry, plays, non-fiction. § Regularly listening to whole novels read aloud by the teacher. § Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. § Analysing and evaluate texts looking at language, structure and presentation. In particular non – chronological reports. § Reading and performing poetry. § Reading books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. § Using dictionaries to check meanings of words they have read. <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> § Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. <p>Quickly appraising a text to evaluate usefulness.</p> <ul style="list-style-type: none"> § Navigating texts in print and on screen. <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none"> § Developing and agreeing on rules for effective discussion.

Vocabulary, Grammar and Punctuation Lower Key Stage Two

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Using the present perfect form of verbs in contrast to the past tense

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Using conjunctions, adverbs and prepositions to express time and cause

Using fronted adverbials

Learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

Using commas after fronted adverbials

Indicating possession by using the possessive apostrophe with plural nouns

Using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Vocabulary, Grammar and Punctuation Upper Key Stage Two

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Using passive verbs to affect the presentation of information in a sentence

Using the perfect form of verbs to mark relationships of time and cause

Using expanded noun phrases to convey complicated information concisely

Using modal verbs or adverbs to indicate degrees of possibility

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

Using commas to clarify meaning or avoid ambiguity in writing

Using hyphens to avoid ambiguity

Using brackets, dashes or commas to indicate parenthesis

Using semi-colons, colons or dashes to mark boundaries between independent clauses

Using a colon to introduce a list

Punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Composition

In writing, as in reading, children will revise, consolidate and develop skills learned in previous years. In addition they will use their reading to analyse narrative, non-fiction and diary writing in order to plan and write their own versions. They will begin to understand the language and structure of different genres and begin to organise their own work into paragraphs or under sub

headings accordingly. They will use a range of punctuation in their writing and begin to proof read and check their work for errors in grammar and punctuation in order to improve their work further.

Spelling Year 3

Suffixes '-ness' and '-ful' following a consonant

Prefixes 'sub-' and 'tele-'

Apostrophe for contraction

Strategies for learning words

Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'

Suffixes '-ness', '-ful', '-less' and '-ly'

Prefixes 'super-' and 'auto'

Homophones

Proofreading

Words with the /k/ sound spelt 'ch' (Greek in origin)

Spelling Year 4

The /g/ sound spelt 'gu'

Strategies for learning words

Words endings sounding like /tʃə/ spelt 'ture'

Possessive apostrophes with plurals

Homophones (scene/seen, mail/male, bawl/ball)

Error Analysis

Proofreading

Prefixes 'anti-' and 'inter-'

Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'

Spelling Year 5

Strategies for learning words

Apostrophe for possession

Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)

Etymology

Words ending in '-ably' and '-ibly'

Homophones (led/lead, steel/steal, alter/altar)

Proofreading

Building words from root words

Words with the /i:/ sound spelt 'ei'

'ei' and 'ie' words

Spelling Year 6

Words with 'ough' letter string

Strategies for learning words

Words ending '-cial' and '-tial'

		<p>Proofreading someone else's writing Generating words from prefixes Homophones (dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit) Proofreading Prefixes and roots</p>
		<p>Handwriting Lower Key Stage Two Use the diagonal and horizontal strokes that are needed to join letters Begin to understand which letters, when adjacent to one another, are best left unjoined Ensure downstrokes of letters are parallel and equidistant That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>
		<p>Handwriting Year 4 Use the diagonal and horizontal strokes that are needed o join letters and Understand which letters, when adjacent to one another, are best left unjoined Ensure that the downstrokes of letters are parallel and equidistant That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>
		<p>Handwriting Year 5 Increasingly legibly, fluently and with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not to join specific letters Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>
		<p>Handwriting Year 6 Write legibly, fluently and with increasing speed by choosing which shape ogf a letter to use when given choices and deciding whether or not to join specific letters Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>
Mathematics	Spring 1	<p>Place Value Addition and Subtraction including perimeter and money Multiplication and Division including area, area of compound shapes, multiples and factors Fractions, Decimals and Percentages including addition, subtraction, division and multiplication of fractions Time, Measure, Scales Data Handling including Pie Charts Angles/Shape</p>
	Spring 2	<p>Place Value Addition and Subtraction including perimeter and money Multiplication and Division including area, area of compound shapes, multiples and factors Fractions, Decimals and Percentages including addition, subtraction, division and multiplication of fractions Time, Measure, Scales</p>

		Data Handling including Pie Charts Angles/Shape
Science	Spring 1: Rocks and soils	To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock To recognize that soils are made from rocks and organic matter.
	Spring 2: Magnets	Children will compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Children will observe how magnets attract or repel each other and attract some materials and not others and be able to name some materials which will stick to magnets. They will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. They will describe magnets as having two poles and use this knowledge to predict whether two magnets will attract or repel each other, depending on which poles are facing.
History	Bronze to the Iron Age including: Hunter gatherers; Early farming; Bronze Age and Iron Age	To describe events from the past using dates when things happened. To describe events and periods using the words: ancient and century. Can they use a timeline within a specific time in history to set out the order things may have happened. Knowledge and interpretation: To recognise that Britain has been invaded by several different groups over time. To realise that invaders in the past would have fought fiercely, using hand to hand combat. To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.
Geography	NOT DONE THIS TERM	
Art	Stone age – cave paintings	Children will find out about Stone Age cave paintings and carvings and how they were found. Children will develop an understanding about: - The possible reasons for and processes and materials used. -That the paintings were a form of communication (link to early language) -What images were frequently present (more animal than human) Children will recreate both the surfaces of caves and the images, using original (or simulations of original) substances for pigment, and modern artistic media.
	Iron Age Artwork	Investigate the Celtic designs and artisans who created them in drawings, sculptures and carvings and jewellery. Investigate the most popular patterns and motifs used in the designs. Find out who would have worn the Celtic designs as jewellery, and why. Experiment with recreating Celtic designs and developing their own in a range of tonal, colour, textured and 3D media.

<p>Design Technology</p>	<p>Sheet materials – Easter cards</p> <p>Sliding mechanisms</p>	<p>Children will be practicing and developing the following skills to make a complex pop up card:</p> <p>Folding Measuring Cutting scoring Following instructions To Cut slots Cut internal shapes Making prototypes Evaluating, and re-working</p> <p>To Cut slots Cut internal shapes Use lolly sticks/card to make levers and linkages Use linkages to make movement larger or more varied.</p>
<p>PE</p>	<p>Gymnastics</p> <p>Invasion Games</p> <p>Net games</p> <p>Dance</p>	<p>See lesson plans in Raw Marsh Scheme of Work for guidance- Lessons 9-16</p> <p>Explore ways of travelling with turning and link to a curved pathway. As above but using apparatus. Explore ways of matching and mirroring a partner’s shape of movement or travelling action. Explore ways of jumping and landing and link to travelling. Explore ways of jumping over a partner and linking with a follow up action. Explore linking different shapes and adapt their work, when working with a partner. As above on apparatus.</p> <p>Develop a variety of sending and receiving skills. To use skills and tactics effectively within a game situation. To tackle with feet and stick. To design and use simple patterns of play from a free pass.</p> <p>Consolidate and develop a range of skills in net games with consistency. Choose and use a range of simple tactics and strategies. To evaluate and improve their skills.</p> <p>Moving in curved pathways to various stimuli. Developing movements of jump within a dance sequence. Being able to balance on a part of the body. Incorporate jump moves into a dance.</p>
<p>RE</p>	<p>Spring 1: Jesus the man</p>	<p>To know and be able to retell the stories of Jesus covered in this unit;</p>

	who changed lives.	To begin to be able to make the connection between the Bible stories and Christian belief; To be able to ask questions about and identify the impact faith has on a believer's life; To be able to describe and show understanding of the impact of faith on the life of Mother Teresa. To be able to understand and make links between values and behaviour. To look at significant people from Islam and Judaism.
	Spring 2: Easter joy sadness joy.	To be able to retell the stories of the events of Palm Sunday, Holy Week and Easter, making reference to the emotions of To be able to make links between beliefs and religious stories; To be able to describe some forms of religious expression; To be able to use religious vocabulary and show understanding of the significance of the Easter story. To be able to ask important questions about religious beliefs; To be able to make links between values and behaviour.
Music	Blackburn with Darwen Music Service -	Ukuleles
PSHE	Appropriate touches and greetings. Recycling	To recognise and deal with appropriate/inappropriate contact in person and online. To appropriately express when something is acceptable/not acceptable To explore a wider range of feelings in self and others. To raise pupils awareness of environmental issues. To be able to contribute to maintaining and improving their own environment.
Computing	Graphics Programming and Control	To review selecting and using the brush and fill tool. To learn how to resize an image. To review how to copy and paste images into different windows. To learn how to use the magnifying tool. To learn how to manipulate objects (e.g. rotate) To learn how to use the pick colour tool. Children will use their understanding of how precise instructions and commands can control a device to create more complex sequences of instructions. They will create, edit and refine more complex sequences of instructions for a variety of programmable devices. They will debug more complex programs. Children will investigate how different variables can be changed to enable different outcomes (e.g. angles in shapes and units of measurement).
MFL	French	<u>Year 5 and 6</u> <ul style="list-style-type: none"> To be able to listen and show understanding of more complex familiar phrases and sentences.

- To be able to ask and answer more complex familiar questions with a scaffold of responses. To be able to ask for clarification and help
- To be able to use familiar vocabulary to say simple sentences, such as presenting facts and ideas, using a language scaffold.
- To be able to read and pronounce familiar words accurately using knowledge of letter strings/ phonemes in French; use awareness of the silent letter rule in French
- To be able to write familiar complex sentences from memory with understandable accuracy.

Spring 1:

- Language to be taught:
- Emotions and feelings
- Asking and answering what school subjects we learn
- Expressing a simple opinion - Likes and dislikes
- Asking and answering information about the day and subjects
- Adjectives to give opinion
- Places around the school
- Phonics and grammar
- Key sounds in school subjects/opinions
- Asking and answering simple question about someone else (3rd person singular)
- conjunctions to create extended sentences

Spring 2:

- Language to be taught
- Buildings and places of interest
- Where is (+ shops)
- Here is (+ shops)
- Simple directions
- There is / there are...
- What would you like?/ I would like
- How much does it cost?/ It costs.....
- Numbers 0-50

Phonics and grammar:

- Key sounds in buying a gift - role play structures
- Commands

Verb to have- present tense