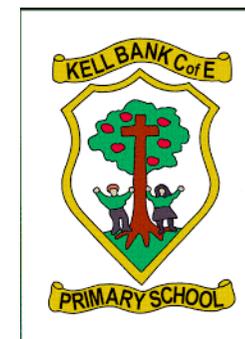


# KELL BANK C of E PRIMARY SCHOOL

## LONG TERM PLAN



Contents	Page
Kell Bank CE Long Term Plan: Guiding Principles	2
<b>CLASS ONE (Foundation Stage and KS1) 2 YEAR CYCLE</b>	
Foundation Stage/KS1: Topic Overview Year A and B (2 year cycle)	3
KS1 National Curriculum Overview Year A (2 cycle to match Topic overview)	4
KS1 National Curriculum Overview B (2 cycle to match Topic overview)	5
<b>CLASS TWO (KS2) 4 YEAR CYCLE</b>	
Year A: Curriculum Overview	6-7
Year B: Curriculum Overview	8-9
Year C: Curriculum Overview	10-11
Year D: Curriculum Overview	12-13
<b>SUBJECT SPECIFIC WHOLE SCHOOL LONG TERM PLANS</b>	
Science	14
History	15
Music	16
Religious Education	17-18
Languages (Based on North Yorkshire MFL units French)	19
PSHE	20

**KELL BANK CE LONG TERM PLAN  
GUIDING PRINCIPLES**

At Kell Bank CE we believe that our curriculum should always be:

<b>CREATIVE</b>	<b>ENGAGING</b>	<b>TOPIC (Context) LEAD</b>
-----------------	-----------------	-----------------------------

<b>Through our long term plan we aim to:</b>			To enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
To provide pupils with meaningful and relevant learning opportunities which are suitable for the pupils attending our school.	To enable all children to learn, and develop their skills, to the best of their ability.	To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.	To teach children the basic skills of literacy, numeracy and ICT.
To enable children to be creative and to develop their own thinking	To teach children about the developing world, including how their environment and society have changed over time	To help children understand Britain's cultural heritage	To appreciate and value the contribution made by all ethnic groups in our multi-cultural society.
To enable children to be positive citizens.	To fulfil all the requirements of the National Curriculum, the Early Years Foundation Stage Curriculum and the Locally Agreed Syllabus for Religious Education.	To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong.	To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

**KELL BANK CE**

Foundation Stage/KS1: Topic Overview Year A and B (2 year cycle)

	Autumn Term	Spring Term	Summer Term
<b>Year A</b>	<p style="text-align: center;"><b>Our Past</b></p> <p>Including: History linked to the monarchy Queen Elizabeth 2<sup>nd</sup> Animal, including humans</p>	<p style="text-align: center;"><b>Space</b></p> <p>Including: Seasonal changes Everyday materials and their uses</p> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Seasonal changes</div>   </div>	<p style="text-align: center;"><b>Dinosaurs (or Pre-historic theme)</b></p> <p>Including: Plants Living things and their habitats</p>
<b>Year B</b>	<p style="text-align: center;"><b>All About Me</b></p> <p>Including: History of own families Guy Fawkes and /or Great Fire of London Animal, including humans</p>	<p style="text-align: center;"><b>The World</b></p> <p>Including: Chinese New Year Weather Everyday materials and their uses</p> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Seasonal changes</div>   </div>	<p style="text-align: center;"><b>The Seaside</b></p> <p>Including: The British Seaside in the past Island Homes Plants Living things and their habitats</p>

# KELL BANK LONG TERM PLAN

## KS1 Curriculum Overview Year A

(2014-15, 2016-2017, 2018-2019)

<p><b>English:</b> Full details in National Curriculum Y3/4 guidance and Y5/6 guidance inc. English Appendix 1: Spelling 2: Vocabulary, Grammar and Punctuation</p>			<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities</li> </ul> <p><b>Art projects are rooted in topic work, focusing on a range of media including 2D and 3D media each year.</b></p>	<p><b>Computing</b></p> <p><i>ICT projects are rooted in topic work, where possible, and five areas of study go across the year:</i></p> <ul style="list-style-type: none"> <li>Programming</li> <li>Multimedia</li> <li>E-Safety</li> <li>Technology in our lives</li> <li>Handling Data</li> </ul> <p><i>Support document for these areas of study, showing progression, are from ELIM Somerset. These documents can be used to support planning how the National Curriculum can be taught.</i></p> <p><a href="https://slp.somerset.org.uk/sites/edtech/SitePages/Primary%20Computing/Primary%20Computing.aspx">https://slp.somerset.org.uk/sites/edtech/SitePages/Primary%20Computing/Primary%20Computing.aspx</a></p>	
<p><b>Mathematics:</b> Full details in National Curriculum Individual year group guidance</p>			<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Design models, making drawings, making templates, mock-ups and talking</li> <li>Select and use a range of tools, materials and components</li> <li>Explore and evaluate existing products and their own</li> <li>Use <b>construction materials, textiles and ingredients</b> to build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use <b>mechanisms</b> including: levers, sliders, wheels and axles</li> </ul> <p><b>DT projects are rooted in topic work, focusing on developing skills through the above areas of DT written in bold.</b></p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas</li> <li>Use world maps, atlases and globes</li> <li>Use aerial photographs and plan perspectives to recognize landmarks and basic human/physical features; devise a simple map and use and construct basic symbols in a key.</li> <li>Use basic geographical vocabulary to refer to physical and human features.</li> </ul>	
<p><b>Number/Calculation</b> <u>Y1</u></p> <ul style="list-style-type: none"> <li>Count, read, write and use 100</li> <li>Count in 2s, 5s, 10s</li> <li>Find 1 more and 1 less than any number to 100</li> <li>Use addition and subtraction to 20, solving problems</li> <li>Solve practical problems involving simple multiplication and division.</li> </ul> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value (2 digits) and number facts to solve problems</li> <li>solve problems with addition and subtraction using facts to 20 fluently</li> </ul> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<p><b>Geometry &amp; Measures</b> <u>Y1</u></p> <ul style="list-style-type: none"> <li>Participate in practical problems involving; length/height, mass/weight, capacity/volume, time – including telling time to the 1hr and ½ hr on a clock face.</li> <li>Recognise coins</li> <li>Recognise 2D and 3D shapes</li> <li>Position and direction inc. whole, half and quarter turn</li> </ul> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml)</li> <li>Recognise and use symbols pounds (£) and pence (p)</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> <li>Identify and describe the properties of 2-D and 3D shapes</li> </ul>	<p><b>Fractions &amp; Decimals</b> <u>Y1</u></p> <ul style="list-style-type: none"> <li>Find halves and quarters of shapes</li> </ul> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>	<p><b>Languages</b></p> <p>Simple French words/ phrases may taught in KS1 e.g. greetings, counting, nouns</p> <p><b>In Key Stage 2, French is taught using both the Early Start Scheme of Work and the North Yorkshire Scheme of Work for guidance.</b></p>	<p><b>Music</b></p> <p><i>Music lessons are based around the themes in MUSIC EXPRESS scheme of work. Additional and alternative resources may be used to deliver the learning objectives in the following areas across the year;</i></p> <ul style="list-style-type: none"> <li>Exploring Sounds</li> <li>Exploring Duration</li> <li>Exploring Pulse &amp; Rhythm</li> <li>Exploring Pitch</li> <li>Exploring Instruments &amp; Symbols Exploring Timbre, Tempo &amp; Dynamics</li> </ul>	
<p><b>Science:</b> Full details in National Curriculum individual year group guidance AND Kell Bank LTP for Science</p>			<p><b>History:</b> Full Details of example aspects of study in National Curriculum document</p> <ul style="list-style-type: none"> <li><b>OUR PAST – including monarchy Queen Elizabeth 2<sup>nd</sup></b></li> <li><b>Dinosaurs – were real, historical evidence</b></li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Agility Balance Coordination skill development</li> <li>Outdoor activities</li> <li>Gymnastics activities</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> <li>Perform basic dances using simple movement patterns</li> <li>Running, Jumping, throwing and catching - athletic activities</li> </ul> <p><b>Local competitions entered for range of sports; Cluster of Schools</b></p> <p><b>Range of sports coaches across the year, introducing the children to a range of sporting events/games.</b></p>	<p><b>Religious Education</b> <b>North Yorkshire Agreed Syllabus</b></p> <p><i>See LTP for RE. Units of Work are taken from;</i></p> <ol style="list-style-type: none"> <li>RE TODAY</li> <li>"Old" North Yorkshire RE Planning Units</li> <li>"New" North Yorkshire RE Planning Units</li> </ol> <p>The units covered this year;</p> <p><b>1.3 Special Stories for Christians and Muslims Jesus' Birthday or Gifts and Giving</b></p> <p><b>BIRTH CELEBRATIONS KS1(B) NEW LIFE (R5) Remembering Jesus</b></p> <p><b>1.2 Questions that puzzle us:</b></p> <p><b>1.4 How do we show we care? (Living in harmony)</b></p>
<p>"Working Scientifically" Learning throughout all science topics Science Topics to be covered each year;</p> <ul style="list-style-type: none"> <li>Animal, including humans</li> <li>Everyday materials and their uses</li> <li>Plants</li> <li>Living things and their habitats</li> <li>Seasonal changes</li> </ul> <p><b>Further details of aspects of these topics to be covered, including learning ladders, found in the North Yorkshire Advisory Service Scheme of Work (documents on Fronter NYCC)</b></p>					

# KELL BANK LONG TERM PLAN

## KS1 Curriculum Overview Year B

(2015-16, 2017-2018, 2019-2020)

<p><b>English:</b> Full details in National Curriculum Y3/4 guidance and Y5/6 guidance inc. English Appendix 1: Spelling 2: Vocabulary, Grammar and Punctuation</p>			<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities</li> </ul> <p><i>Art projects are rooted in topic work, focusing on a range of media including 2D and 3D media each year.</i></p>	<p style="text-align: center;"><b>Computing</b></p> <p><i>ICT projects are rooted in topic work, where possible, and five areas of study go across the year:</i></p> <ul style="list-style-type: none"> <li>Programming</li> <li>Multimedia</li> <li>E-Safety</li> <li>Technology in our lives</li> <li>Handling Data</li> </ul> <p><i>Support document for these areas of study, showing progression, are from ELIM Somerset. These documents can be used to support planning how the National Curriculum can be taught.</i></p> <p><a href="https://slp.somerset.org.uk/sites/edtech/SitePages/Primary%20Computing/Primary%20Computing.aspx">https://slp.somerset.org.uk/sites/edtech/SitePages/Primary%20Computing/Primary%20Computing.aspx</a></p>		
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Use words using phonemes appropriate to age and stage</li> <li>Use prefixes and suffixes (see Appendix 1)</li> <li>Apply spelling rules outlined in Appendix 1</li> <li>Form each letter correctly (Y1)</li> <li>Write each letter/words in appropriate size and with some joins (Y2)</li> <li>Orally compose sentences before writing</li> <li>Re-read and check own sentences for sense</li> <li>Discuss own writing</li> <li>Plan and evaluate own writing (Y2)</li> <li>Add to ad correct own writing</li> <li>Read own writing using intonation to show meaning</li> </ul>			<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Listen to, read and discuss a wide range of books showing understanding (Fairy Stories, Traditional Tales, Poems, Fiction, Non-fiction).</li> <li>Develop pleasure, motivation, vocabulary and understanding</li> <li>Use phonic knowledge to decode words</li> <li>Only use phonic decoding when necessary (Y2)</li> <li>Use sight vocabulary when reading (common exception words)</li> <li>Read contractions, prefixes and suffixes</li> <li>Read phonic based books (Y1)</li> <li>Read with increasing fluency using a range of strategies (Y2)</li> </ul>		<p><b>Vocabulary, Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Use capital letters and full stops, question marks and exclamation marks (Y1)</li> <li>Use past and present tense accurately (Y2)</li> <li>Use and apply rules outlined in Appendix 2</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>Speak audibly in Standard English</li> <li>Listen and respond to adults and their peers</li> <li>Participate activity in conversation</li> <li>Use language to describe how they feel and give their viewpoint.</li> </ul>	
<p><b>Mathematics:</b> Full details in National Curriculum Individual year group guidance</p>						
<p style="text-align: center;"><b>Number/Calculation</b></p> <p style="text-align: center;"><u>Y1</u></p> <ul style="list-style-type: none"> <li>Count, read, write and use 100</li> <li>Count in 2s, 5s, 10s</li> <li>Find 1 more and 1 less than any number to 100</li> <li>Use addition and subtraction to 20, solving problems</li> <li>Solve practical problems involving simple multiplication and division.</li> </ul> <p style="text-align: center;"><u>Y2</u></p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value (2 digits) and number facts to solve problems</li> <li>solve problems with addition and subtraction using facts to 20 fluently</li> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>		<p style="text-align: center;"><b>Geometry &amp; Measures</b></p> <p style="text-align: center;"><u>Y1</u></p> <ul style="list-style-type: none"> <li>Participate in practical problems involving; length/height, mass/weight, capacity/volume, time – including telling time to the 1hr and ½ hr on a clock face.</li> <li>Recognise coins</li> <li>Recognise 2D and 3D shapes</li> <li>Position and direction inc. whole, half and quarter turn</li> </ul> <p style="text-align: center;"><u>Y2</u></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml)</li> <li>Recognise and use symbols pounds (£) and pence (p)</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> <li>Identify and describe the properties of 2-D and 3D shapes</li> </ul>		<p style="text-align: center;"><b>Fractions &amp; Decimals</b></p> <p style="text-align: center;"><u>Y1</u></p> <ul style="list-style-type: none"> <li>Find halves and quarters of shapes</li> </ul> <p style="text-align: center;"><u>Y2</u></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognize the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>		
<p style="text-align: center;"><b>Science:</b> Full details in National Curriculum individual year group guidance AND Kell Bank LTP for Science</p> <p>“Working Scientifically” Learning throughout all science topics</p> <p>Science Topics to be covered each year;</p> <ul style="list-style-type: none"> <li>Animal, including humans</li> <li>Everyday materials and their uses</li> <li>Plants</li> <li>Living things and their habitats</li> <li>Seasonal changes</li> </ul> <p><i>Further details of aspects of these topics to be covered, including learning ladders, found in the North Yorkshire Advisory Service Scheme of Work (documents on Fronter NYCC)</i></p>			<p><b>History:</b> Full Details of example aspects of study in National Curriculum document</p> <ul style="list-style-type: none"> <li><b>ALL ABOUT ME – family history</b></li> <li><b>Guy Fawkes and/or Fire of London</b></li> <li><b>World – significant individuals</b></li> <li><b>Seaside – visiting the seaside in the past</b></li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>			
<p style="text-align: center;"><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Design models, making drawings, making templates, mock-ups and talking</li> <li>Select and use a range of tools, materials and components</li> <li>Explore and evaluate existing products and their own</li> <li>Use <b>construction materials, textiles and ingredients</b></li> <li>build <b>structures</b>, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use <b>mechanisms</b> including; levers, sliders, wheels and axles</li> </ul> <p><i>DT projects are rooted in topic work, focusing on developing skills through the above areas of DT written in bold.</i></p>			<p style="text-align: center;"><b>Geography</b></p> <p>Use basic geographical vocabulary to refer to physical and human features.</p> <p>Use world maps, atlases and globes</p> <p><i>Link to history</i></p>			
<p style="text-align: center;"><b>Languages</b></p> <p>Simple French words/ phrases may taught in KS1 e.g. greetings, counting, nouns</p> <p><i>In Key Stage 2, French is taught using both the Early Start Scheme of Work and the North Yorkshire Scheme of Work for guidance.</i></p>			<p style="text-align: center;"><b>Music</b></p> <p><i>Music lessons are based around the themes in MUSIC EXPRESS scheme of work. Additional and alternative resources may be used to deliver the learning objectives in the following areas across the year;</i></p> <ul style="list-style-type: none"> <li>Exploring Duration</li> <li>Exploring Pulse &amp; Rhythm</li> <li>Exploring Pitch</li> <li>Exploring Instruments &amp; Symbols</li> <li>Exploring Timbre, Tempo &amp; Dynamics</li> <li>Exploring Sounds</li> </ul>			
<p style="text-align: center;"><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Agility Balance Coordination skill development</li> <li>Outdoor activities</li> <li>Gymnastics activities</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> <li>Perform basic dances using simple movement patterns</li> <li>Running, Jumping, throwing and catching - athletic activities</li> </ul> <p><i>Local competitions entered for range of sports; Cluster of Schools</i></p> <p><i>Range of sports coaches across the year, introducing the children to a range of sporting events/games.</i></p>			<p style="text-align: center;"><b>Religious Education North Yorkshire Agreed Syllabus</b></p> <p><i>See LTP for RE. Units of Work are taken from; RE TODAY, “Old” &amp; “New” North Yorkshire RE Planning Units</i> The units covered this year;</p> <p><b>1.5 Creation and Thanksgiving</b> FAMILIES AND HOMES KS1A (Christian Family Life) Good News</p> <p><b>1.1 Celebrating: Who celebrates what and why?</b> CELEBRATIONS/ FESTIVALS KS1(A) Christian Festivals: Holy week, Easter and Pentecost SPECIAL TIMES AND PLACES (R8)</p> <p><b>1.6 Holy Places:</b> what can we learn from visiting a religious building?</p>			

**KELL BANK LONG TERM PLAN**  
**CURRICULUM OVERVIEW KS2 YEAR A**  
(2014-15, 2018-19)

<b>English:</b> Full details in National Curriculum Y3/4 guidance and Y5/6 guidance inc. English Appendix 1: Spelling 2: Vocabulary, Grammar and Punctuation			<b>Art &amp; Design</b>	<b>Computing</b>
<p><b>Writing:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use prefixes &amp; suffixes in spelling (Yr 3) Correctly spell common homophones (Yr 4)</li> <li>Use dictionary to confirm spellings</li> <li>Write simple dictated sentences</li> <li>Use handwriting joins appropriately (Yr3) increase regularity of handwriting (Yr4)</li> <li>Plan to write based on familiar forms (Yr 3/Yr4)</li> <li><b>Narrative</b></li> <li>Traditional Tales - Fables <ul style="list-style-type: none"> <li>Traditional Tales Fairy Tales</li> <li>Performing a play</li> <li>Adventure story</li> </ul> </li> <li><b>Non-fiction</b> <ul style="list-style-type: none"> <li>Recounts – newspapers</li> <li>Explanation</li> <li>Persuasive /letter</li> <li>Instruction text</li> </ul> </li> <li><b>Poetry</b> <ul style="list-style-type: none"> <li>Structure Limericks</li> <li>Haiku, tanka and kennings</li> <li>Riddles</li> </ul> </li> <li>Rehearse sentences orally for writing</li> <li>Use varied rich vocabulary (Yr3/4)</li> <li>Create simple settings &amp; plot (Yr3/4)</li> <li>Organise writing into paragraphs (Yr 4)</li> <li>Use simple organisational devices (Yr 4)</li> <li>Proof-read for spelling &amp; punctuation errors (Yr3/4)</li> <li>Assess effectiveness of own and others' writing (Yr3)</li> <li>Evaluate own and others' writing (Yr 4)</li> <li>Read own writing aloud (Yr3/4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Use knowledge of morphology &amp; etymology and secure spelling, inc. homophones, prefixes, silent letters, etc.</li> <li>Develop legible personal handwriting style</li> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Develop character, setting and atmosphere in narrative</li> <li>Use organisational &amp; presentational features</li> <li>Ensure grammatical consistency</li> <li>Use a wide range of cohesive devices</li> <li>Proof-reading</li> </ul>	<p><b>Reading:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words and phrases that capture the imagination</li> <li>Identify themes and conventions</li> <li>Retrieve and record information</li> <li>Make inferences and justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify and summarise ideas</li> <li>Use knowledge to read 'exception' words</li> <li>Read range of fiction and non-fiction</li> <li>Use dictionaries to check meaning</li> <li>Prepare poems and plays to perform</li> <li>Check own understanding of reading</li> <li>Draw inferences and make predictions</li> <li>Retrieve and record information from non-fiction books</li> <li>Discuss reading with others</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Read &amp; discuss a broad range of genres &amp; texts</li> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Learn poetry by heart</li> <li>Recommend books to others</li> <li>Support inferences with evidence</li> <li>Summarising key points from texts</li> <li>Identify how language, structure, etc. contribute to meaning</li> <li>Discuss use of language, inc. figurative</li> <li>Discuss &amp; explain reading, providing reasoned justifications for views</li> <li>Make comparisons within/across books</li> <li>Retrieve &amp; present information from non-fiction texts.</li> <li>Make recommendations to others</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use range of nouns and Pronouns (Y3) ...for clarity (Y4)</li> <li>Use time connectives</li> <li>Know language of clauses</li> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Introduce speech punctuation (Y3)</li> <li>Use and punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use modal &amp; passive verbs</li> <li>Use relative clauses</li> <li>Use appropriate register/ style</li> <li>Use the passive voice for purpose</li> <li>Use features to convey &amp; clarify meaning</li> <li>Use full punctuation</li> </ul> <p><b>Spoken Language:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Articulate and justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain and monitor interest of listener</li> <li>Give structured descriptions</li> <li>Listen and respond to adults and their peers</li> <li>Participate activity in conversation</li> <li>Consider and evaluate different viewpoints</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Give well-structured explanations</li> <li>Articulate arguments &amp; opinions</li> <li>Command of Standard English</li> <li>Use questions to build knowledge</li> <li>Hypothesise, consider &amp; evaluate ideas &amp; different viewpoints</li> <li>Participate in discussions, presentations, performances, role-play etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Improve mastery of techniques such as drawing, evaluate and analyse creative works using the language of art, craft and design painting and sculpture with varied materials</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><i>Art projects are rooted in topic work, focusing on a range of media including 2D and 3D media each year.</i></p>	<ul style="list-style-type: none"> <li>Algorithms and Programming - Design &amp; write programs to solve problems. Detect &amp; correct errors in programs using logical reasoning.</li> <li>Use and understand computer networks</li> <li>Use search technologies and evaluate content</li> <li>Collect and present data appropriately</li> <li>E-Safety - Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour and know a range of ways to report concerns.</li> </ul> <p><i>ICT projects are rooted in topic work, where possible, and five areas of study go across the year:</i></p> <ul style="list-style-type: none"> <li>Programming</li> <li>Multimedia</li> <li>E-Safety</li> <li>Technology in our lives</li> <li>Handling Data</li> </ul> <p><i>Support document for these areas of study, showing progression, are from ELIM Somerset. These documents can be used to support planning how the National Curriculum can be taught.</i></p> <p><a href="https://stp.somerset.org.uk/sites/edtech/51ePages/Primary%20Computing/Primary%20Computing.aspx">https://stp.somerset.org.uk/sites/edtech/51ePages/Primary%20Computing/Primary%20Computing.aspx</a></p>
<b>Mathematics:</b> Full details in National Curriculum Individual year group guidance			<b>Design &amp; Technology</b>	<b>Geography</b>
			<ul style="list-style-type: none"> <li><b>Textile Design</b> - understand how key events and individuals in design and technology have helped shape the world</li> <li><b>Structures</b> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Select and use a wider range of tools, materials and components</li> <li><b>Programming</b> - apply their understanding of computing to program, monitor and control a product.</li> <li><b>Cookery</b> - Understand seasonality; prepare and cook mainly savoury dishes for a healthy &amp; varied diet</li> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>Analyse &amp; evaluate existing products and improve own work</li> </ul> <p><i>DT projects are rooted in topic work, focusing on developing skills through the above areas of DT written in bold.</i></p>	<p>Year A</p> <ul style="list-style-type: none"> <li>Masham area – compare and contrast to London; Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Europe Case Study – Understand geographical similarities and differences through the study of human and physical geography.</li> <li>Weather and Climate – identify the significance of the equator, describe and understand key aspects of physical geography</li> <li>Locate world's countries, focusing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Use fieldwork to; record, explain areas, observe &amp; measure</li> </ul>

<p><b>Number/Calculation</b></p> <p><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Learn 3, 4 and 8x tables (Y3)</li> <li>Know all times tables to 12X12 (Y4)</li> <li>Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>Written column addition and subtraction (Y3) ...Up to 4 digits (Y4)</li> <li>To solve number problems, including multiplication and simple division and missing number problems</li> <li>Use commutativity to help calculations</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Multiply and divide mentally</li> <li>Use standard short multiplication</li> </ul> <p><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>Use negative whole numbers in context</li> <li>Use Roman numerals to 1000 (M)</li> <li>Use standard written methods for all four operations including long division</li> <li>Confidently add &amp; subtract mentally</li> <li>Use order of operations (not indices)</li> <li>Multiply &amp; divide by powers of ten</li> <li>Use square and cube numbers</li> <li>Identify factors, multiples &amp; primes</li> <li>Solve multi-step number problems</li> <li>Introduction to algebra (Y6)</li> <li>Ratio and proportion (Y6)</li> </ul>	<p><b>Geometry &amp; Measures</b></p> <p><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Compare 2D shapes, including quadrilaterals and triangles (Yr4)</li> <li>Draw 2D/Make 3D shapes (Yr3)</li> <li>Measure and calculate with metric measures (Yr3)</li> <li>Add/subtract using money in context (Yr3/4)</li> <li>Use Roman numerals up to XII: tell time (Yr3/4)</li> <li>Calculate using simple time problems (Yr3/4)</li> <li>Find area by counting squares (Yr4)</li> <li>Calculate simple (Y3) ...rectangle (Y4) perimeters</li> <li>Estimate and calculate measures (Yr4)</li> <li>Identify acute, obtuse and right angles (Yr4)</li> <li>Identify and use right angles (Yr3)</li> <li>Identify horizontal, vertical, perpendicular and parallel lines (Yr3)</li> <li>Identify symmetry (Yr4?)</li> <li>Use first quadrant coordinates (Yr4)</li> <li>Introduce simple translations (Yr4)</li> </ul> <p><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Confidently use a range of measures &amp; conversions</li> <li>Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>Calculate area of triangles /parallelograms</li> <li>Estimate volume &amp; capacity</li> <li>Use area &amp; volume formulas</li> <li>Identify and classify shapes by properties (including 3d)</li> <li>Understand regular polygons</li> <li>Measure &amp; identify angles</li> <li>Know and use angle rules</li> <li>Translate &amp; reflect shapes, using all four quadrants</li> </ul>	<p><b>Fractions &amp; Decimals</b></p> <p><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use and count in tenths (Y3). Recognise tenths and hundredths</li> <li>Identify equivalent fractions</li> <li>Order fractions with common denominator</li> <li>Add and subtract fractions up to &lt;1 (Y3) ...with common denominators (Y4)</li> <li>Recognise common equivalents</li> <li>Round decimals to whole numbers</li> <li>Recognise, find and write fractions</li> <li>Solve money problems</li> </ul> <p><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Compare, order &amp; simplify fractions</li> <li>Add &amp; subtract fractions with common denominators and with mixed numbers</li> <li>Use equivalents to add fractions</li> <li>Multiply simple fractions</li> <li>Divide fractions by whole numbers</li> <li>Write decimals as fractions</li> <li>Link percentages to fractions &amp; decimals</li> <li>Solve problems using decimals &amp; percentages</li> <li>Order &amp; round decimal numbers</li> <li>Use written division up to 2dp</li> <li>Introduce ratio &amp; proportion</li> </ul> <p><b>Data</b></p> <p><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use bar charts, pictograms and line graphs (Yr3)</li> <li>Interpret tables and line graphs (Yr4)</li> <li>Solve questions about line graphs (Yr4)</li> </ul> <p><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Interpret tables &amp; line graphs</li> <li>Solve questions about line graphs</li> <li>Use pie charts</li> <li>Calculate mean averages</li> </ul>		
<p><b>Science:</b> Full details in National Curriculum individual year group guidance AND Kell Bank LTP for Science</p> <p>“Working Scientifically” Learning throughout all science topics Science Topics to be covered this year;</p> <ul style="list-style-type: none"> <li>Animals, including humans</li> <li>Earth and space</li> <li>Materials (States of matter) (Properties and Changes of materials)</li> <li>Sound</li> <li>Plants</li> <li>Living things and their habitats</li> </ul> <p>Further details of aspects of these topics to be covered, including learning ladders, found in the North Yorkshire Advisory Service Scheme of Work (documents on Fronter NYCC)</p>	<ul style="list-style-type: none"> <li><b>History:</b> Full Details of example aspects of study in National Curriculum document</li> <li><b>A STUDY BEYOND 1066</b> - Remembering Our Past -Ww1</li> <li><b>STONE AGE TO IRON AGE- Early Farming</b> c. Stone Age to c. 2500 BC, Bronze Age to c. 800BC Iron Age to AD 42</li> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Ask &amp; answer questions</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in sentences using familiar vocabulary; in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding words &amp; phrases and in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Broaden vocabulary</li> <li>Appreciate stories, songs, poems &amp; rhymes</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul> <p><i>In Key Stage 2, French is taught using both the Early Start Scheme of Work and the North Yorkshire Scheme of Work for guidance.</i></p>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate and applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul> <p><b>Local competitions entered for range of sports; Cluster of Schools</b> <b>Range of sports coaches across the year, introducing the children to a range of sporting events/games.</b></p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control and expression. UKS2 Control &amp; expression solo &amp; in ensembles</li> <li>Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Improvise &amp; compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul> <p><i>Music lessons are based around the themes in MUSIC EXPRESS scheme of work. Additional and alternative resources may be used to deliver the learning objectives in the following areas across the year;</i></p> <ul style="list-style-type: none"> <li>Exploring Descriptive Sounds</li> <li>Exploring Rounds</li> <li>Exploring Sounds &amp; Sources</li> <li>Exploring Arrangements</li> <li>Exploring Sound Colours</li> <li>Performing Together</li> </ul> <p><b>Additional materials = BBC TEN PIECES</b></p>

**KELL BANK LONG TERM PLAN  
CURRICULUM OVERVIEW KS2 YEAR A  
(2014-15, 2018-2019)**

**KELL BANK LONG TERM PLAN**  
**CURRICULUM OVERVIEW KS2 YEAR B**  
**(2015-16, 2019-2020)**

<b>English:</b> Full details in National Curriculum Y3/4 guidance and Y5/6 guidance inc. English Appendix 1: Spelling 2: Vocabulary, Grammar and Punctuation			<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Improve mastery of techniques such as drawing, evaluate and analyse creative works using the language of art, craft and design painting and sculpture with varied materials</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><i>Art projects are rooted in topic work, focusing on a range of media including 2D and 3D media each year.</i></p>	<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>Algorithms and Programming - Design &amp; write programs to solve problems. Detect &amp; correct errors in programs using logical reasoning.</li> <li>Use and understand computer networks</li> <li>Use search technologies and evaluate content</li> <li>Collect and present data appropriately</li> <li>E-Safety - Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour and know a range of ways to report concerns.</li> </ul> <p><i>ICT projects are rooted in topic work, where possible, and five areas of study go across the year:</i></p> <ul style="list-style-type: none"> <li>Programming</li> <li>Multimedia</li> <li>E-Safety</li> <li>Technology in our lives</li> <li>Handling Data</li> </ul> <p><i>Support document for these areas of study, showing progression, are from ELIM Somerset. These documents can be used to support planning how the National Curriculum can be taught.</i></p> <p><a href="https://elp.somerset.org.uk/sites/edtech/5itePages/Primary%20Computing/Primary%20Computing.aspx">https://elp.somerset.org.uk/sites/edtech/5itePages/Primary%20Computing/Primary%20Computing.aspx</a></p>
<p><b>Writing:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use prefixes &amp; suffixes in spelling (Yr 3) Correctly spell common homophones (Yr 4)</li> <li>Use dictionary to confirm spellings</li> <li>Write simple dictated sentences</li> <li>Use handwriting joins appropriately (Yr3) increase regularity of handwriting (Yr4)</li> <li>Plan to write based on familiar forms (Yr 3/Yr4)</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Traditional Tales - Fables <ul style="list-style-type: none"> <li>Traditional Tales Fairy Tales</li> <li>Performing a play</li> <li>Adventure story</li> </ul> </li> <li><b>Non-fiction</b> <ul style="list-style-type: none"> <li>Recounts – newspapers</li> <li>Explanation</li> <li>Persuasive /letter</li> <li>Instruction text</li> </ul> </li> <li><b>Poetry</b> <ul style="list-style-type: none"> <li>Structure Limericks</li> <li>Haiku, tanka and kennings</li> <li>Riddles</li> </ul> </li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Rehearse sentences orally for writing</li> <li>Use varied rich vocabulary (Yr3/4)</li> <li>Create simple settings &amp; plot (Yr3/4)</li> <li>Organise writing into paragraphs (Yr 4)</li> <li>Use simple organisational devices (Yr 4)</li> <li>Proof-read for spelling &amp; punctuation errors (Yr3/4)</li> <li>Assess effectiveness of own and others' writing (Yr3)</li> <li>Evaluate own and others' writing (Yr 4)</li> <li>Read own writing aloud (Yr3/4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Use knowledge of morphology &amp; etymology and secure spelling, inc. homophones, prefixes, silent letters, etc.</li> <li>Develop legible personal handwriting style</li> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Develop character, setting and atmosphere in narrative</li> <li>Use organisational &amp; presentational features</li> <li>Ensure grammatical consistency</li> <li>Use a wide range of cohesive devices</li> <li>Proof-reading</li> </ul>	<p><b>Reading:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words and phrases that capture the imagination</li> <li>Identify themes and conventions</li> <li>Retrieve and record information</li> <li>Make inferences and justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify and summarise ideas</li> <li>Use knowledge to read 'exception' words</li> <li>Read range of fiction and non-fiction</li> <li>Use dictionaries to check meaning</li> <li>Prepare poems and plays to perform</li> <li>Check own understanding of reading</li> <li>Draw inferences and make predictions</li> <li>Retrieve and record information from non-fiction books</li> <li>Discuss reading with others</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Read &amp; discuss a broad range of genres &amp; texts</li> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Learn poetry by heart</li> <li>Recommend books to others</li> <li>Support inferences with evidence</li> <li>Summarising key points from texts</li> <li>Identify how language, structure, etc. contribute to meaning</li> <li>Discuss use of language, inc. figurative</li> <li>Discuss &amp; explain reading, providing reasoned justifications for views</li> <li>Make comparisons within/across books</li> <li>Retrieve &amp; present information from non-fiction texts.</li> <li>Make recommendations to others</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use range of nouns and Pronouns (Y3) ...for clarity (Y4)</li> <li>Use time connectives</li> <li>Know language of clauses</li> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Introduce speech punctuation (Y3)</li> <li>Use and punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use modal &amp; passive verbs</li> <li>Use relative clauses</li> <li>Use appropriate register/ style</li> <li>Use the passive voice for purpose</li> <li>Use features to convey &amp; clarify meaning</li> <li>Use full punctuation</li> </ul> <p><b>Spoken Language:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Articulate and justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain and monitor interest of listener</li> <li>Give structured descriptions</li> <li>Listen and respond to adults and their peers</li> <li>Participate activity in conversation</li> <li>Consider and evaluate different viewpoints</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Give well-structured explanations</li> <li>Articulate arguments &amp; opinions</li> <li>Command of Standard English</li> <li>Use questions to build knowledge</li> <li>Hypothesise, consider &amp; evaluate ideas &amp; different viewpoints</li> <li>Participate in discussions, presentations, performances, role-play etc.</li> </ul>		
<b>Mathematics:</b> Full details in National Curriculum Individual year group guidance			<p style="text-align: center;"><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li><b>Electrical Systems</b> –Understand and use electrical systems in a product including series circuits incorporating switches, bulbs, buzzers and motors</li> <li><b>Mechanisms</b> - Understand and use electrical systems in a product including gears, pulleys, cams, levers and linkages</li> <li>Select and use a wider range of tools, materials and components</li> <li>Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li><b>Cookery</b> - Understand seasonality; prepare and cook mainly savoury dishes for a healthy &amp; varied diet</li> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use discussion, annotated sketches, cross-section diagrams, computer-aided design, pattern pieces and prototypes to explain ideas.</li> <li>Analyse &amp; evaluate existing products and improve own work</li> </ul> <p><i>DT projects are rooted in topic work, focusing on developing skills through the above areas of DT written in bold.</i></p>	<p style="text-align: center;"><b>Geography</b></p> <p>Year B</p> <ul style="list-style-type: none"> <li>Water Cycle – describe and understand key aspects of physical geography</li> <li>Rivers –Identify UK Rivers and key physical processes and use of topography to locate describe and understand key characteristics.</li> <li>Locate world's countries, focusing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Use fieldwork to; record, explain areas, observe &amp; measure</li> </ul>
<p><b>Number/Calculation</b></p> <p style="text-align: center;"><u>Y3/4</u></p>	<p><b>Geometry &amp; Measures</b></p> <p style="text-align: center;"><u>Y3/4</u></p>	<p><b>Fractions &amp; Decimals</b></p> <p style="text-align: center;"><u>Y3/4</u></p>		

<ul style="list-style-type: none"> <li>Learn 3, 4 and 8x tables (Y3)</li> <li>Know all times tables to 12X12 (Y4)</li> <li>Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>Written column addition and subtraction (Y3) ...Up to 4 digits (Y4)</li> <li>To solve number problems, including multiplication and simple division and missing number problems</li> <li>Use commutativity to help calculations</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Multiply and divide mentally</li> <li>Use standard short multiplication</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>Use negative whole numbers in context</li> <li>Use Roman numerals to 1000 (M)</li> <li>Use standard written methods for all four operations including long division</li> <li>Confidently add &amp; subtract mentally</li> <li>Use order of operations (not indices)</li> <li>Multiply &amp; divide by powers of ten</li> <li>Use square and cube numbers</li> <li>Identify factors, multiples &amp; primes</li> <li>Solve multi-step number problems</li> <li><i>Introduction to algebra (Y6)</i></li> <li><i>Ratio and proportion (Y6)</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare 2D shapes, including quadrilaterals and triangles (Yr4)</li> <li>Draw 2D/Make 3D shapes (Yr3)</li> <li>Measure and calculate with metric measures (Yr3)</li> <li>Add/subtract using money in context (Yr3/4)</li> <li>Use Roman numerals up to XII: tell time (Yr3/4)</li> <li>Calculate using simple time problems (Yr3/4)</li> <li>Find area by counting squares (Yr4)</li> <li>Calculate simple (Y3) ...rectangle (Y4) perimeters</li> <li>Estimate and calculate measures (Yr4)</li> <li>Identify acute, obtuse and right angles (Yr4)</li> <li>Identify horizontal, vertical, perpendicular and parallel lines (Yr3)</li> <li>Identify symmetry (Yr4?)</li> <li>Use first quadrant coordinates (Yr4)</li> <li>Introduce simple translations (Yr4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Confidently use a range of measures &amp; conversions</li> <li>Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>Calculate area of triangles /parallelograms</li> <li>Estimate volume &amp; capacity</li> <li>Use area &amp; volume formulas</li> <li>Identify and classify shapes by properties (including 3d)</li> <li>Understand regular polygons</li> <li>Measure &amp; identify angles</li> <li>Know and use angle rules</li> <li>Translate &amp; reflect shapes, using all four quadrants</li> </ul>	<ul style="list-style-type: none"> <li>Use and count in tenths (Y3). Recognise tenths and hundredths</li> <li>Identify equivalent fractions</li> <li>Order fractions with common denominator</li> <li>Add and subtract fractions up to &lt;1 (Y3) ...with common denominators (Y4)</li> <li>Recognise common equivalents</li> <li>Round decimals to whole numbers</li> <li>Recognise, find and write fractions</li> <li>Solve money problems</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Compare, order &amp; simplify fractions</li> <li>Add &amp; subtract fractions with common denominators and with mixed numbers</li> <li>Use equivalents to add fractions</li> <li>Multiply simple fractions</li> <li>Divide fractions by whole numbers</li> <li>Write decimals as fractions</li> <li>Link percentages to fractions &amp; decimals</li> <li>Solve problems using decimals &amp; percentages</li> <li>Order &amp; round decimal numbers</li> <li>Use written division up to 2dp</li> <li>Introduce ratio &amp; proportion</li> </ul> <p><b>Data</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use bar charts, pictograms and line graphs (Yr3)</li> <li>Interpret tables and line graphs (Yr4)</li> <li>Solve questions about line graphs (Yr4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Interpret tables &amp; line graphs</li> <li>Solve questions about line graphs</li> <li>Use pie charts</li> <li>Calculate mean averages</li> </ul>	<p style="text-align: center;"><u>Languages</u></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Ask &amp; answer questions</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in sentences using familiar vocabulary; in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding words &amp; phrases and in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Broaden vocabulary</li> <li>Appreciate stories, songs, poems &amp; rhymes</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul> <p><i>In Key Stage 2, French is taught using both the Early Start Scheme of Work and the North Yorkshire Scheme of Work for guidance.</i></p>	<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control and expression. UKS2 Control &amp; expression solo &amp; in ensembles</li> <li>Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Improvise &amp; compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul> <p><i>Music lessons are based around the themes in MUSIC EXPRESS scheme of work. Additional and alternative resources may be used to deliver the learning objectives in the following areas across the year;</i></p> <ul style="list-style-type: none"> <li>Exploring Rhythm &amp; Pulse</li> <li>Exploring Rhythmic Patterns</li> <li>Exploring Pentatonic Scales</li> <li>Exploring Lyrics &amp; Melody</li> <li>Exploring Musical Process</li> <li>Exploring Signals</li> </ul> <p><b>Additional materials = BBC TEN PIECES</b></p>
<p style="text-align: center;"><b>Science:</b> Full details in National Curriculum individual year group guidance AND Kell Bank LTP for Science</p> <p>“Working Scientifically” Learning throughout all science topics</p> <p>Science Topics to be covered this year;</p> <ul style="list-style-type: none"> <li>Animals, including humans</li> <li>Light</li> <li>Electricity</li> <li>Rocks and Evolution &amp; inheritance</li> <li>Forces and magnets</li> <li>Forces and magnets</li> <li>Living things and their habitats</li> </ul> <p><i>Further details of aspects of these topics to be covered, including learning ladders, found in the North Yorkshire Advisory Service Scheme of Work (documents on Fronter NYCC)</i></p>	<p style="text-align: center;"><b>History:</b> Full Details of example aspects of study in National Curriculum document</p> <ul style="list-style-type: none"> <li><b>The Achievements of the earliest civilizations: INDUS VALLEY:</b> a Bronze Age civilisation c 3300–1300 BC</li> <li><b>WATER WORLDS +RAGING RIVERS:</b> A study beyond 1066 – Following a theme eg <i>Explorers Aims to give a sense of different periods</i></li> <li><b>GROOVY GREEKS:</b> Classical period c. 500BC to c. 330BC</li> </ul> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p style="text-align: center;"><u>Physical Education</u></p> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate and applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul> <p><b>Local competitions entered for range of sports; Cluster of Schools</b></p> <p><b>Range of sports coaches across the year, introducing the children to a range of sporting events/games.</b></p>	<p style="text-align: center;"><u>Religious Education</u></p> <p style="text-align: center;"><b>North Yorkshire Agreed Syllabus</b></p> <p><i>See LTP for RE. Units of Work are taken from;</i></p> <ol style="list-style-type: none"> <li>RE TODAY</li> <li>“Old” North Yorkshire RE Planning Units</li> <li>“New” North Yorkshire RE Planning Units</li> </ol> <p>The units covered this year;</p> <ul style="list-style-type: none"> <li>Living in a Muslim family (include Quran)</li> <li>Journeys – Mary’s milestones</li> <li>2:3 How and why do Hindus and Christians see life like a journey? Where does the journey of life lead to?</li> <li>Resurrection and salvation</li> <li>2:8 Religions in the local community. What will make our town/village a more respectful place?</li> <li>What does it mean to be a Christian? Visit from local vicar or active Christian.</li> <li>Religion and the individual</li> </ul>	

**KELL BANK LONG TERM PLAN**  
**CURRICULUM OVERVIEW KS2 YEAR B**  
(2015-16, 2019-2020)

**KELL BANK LONG TERM PLAN**  
**CURRICULUM OVERVIEW KS2 YEAR C**  
**(2016-17, 2020-2021)**

<p><b>English:</b> Full details in National Curriculum Y3/4 guidance and Y5/6 guidance inc. English Appendix 1: Spelling 2: Vocabulary, Grammar and Punctuation</p>			<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Improve mastery of techniques such as drawing, evaluate and analyse creative works using the language of art, craft and design painting and sculpture with varied materials</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><i>Art projects are rooted in topic work, focusing on a range of media including 2D and 3D media each year.</i></p>	<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>Algorithms and Programming - Design &amp; write programs to solve problems. Detect &amp; correct errors in programs using logical reasoning.</li> <li>Use and understand computer networks</li> <li>Use search technologies and evaluate content</li> <li>Collect and present data appropriately</li> <li>E-Safety - Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour and know a range of ways to report concerns.</li> </ul> <p><i>ICT projects are rooted in topic work, where possible, and five areas of study go across the year:</i></p> <ul style="list-style-type: none"> <li>Programming</li> <li>Multimedia</li> <li>E-Safety</li> <li>Technology in our lives</li> <li>Handling Data</li> </ul> <p><i>Support document for these areas of study, showing progression, are from ELIM Somerset. These documents can be used to support planning how the National Curriculum can be taught.</i></p> <p><a href="https://slp.somerset.org.uk/sites/edtech/SitePages/Primary%20Computing/Primary%20Computing.aspx">https://slp.somerset.org.uk/sites/edtech/SitePages/Primary%20Computing/Primary%20Computing.aspx</a></p>
<p><b>Writing:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use prefixes &amp; suffixes in spelling (Yr 3) Correctly spell common homophones (Yr 4)</li> <li>Use dictionary to confirm spellings</li> <li>Write simple dictated sentences</li> <li>Use handwriting joins appropriately (Yr3) increase regularity of handwriting (Yr4)</li> <li>Plan to write based on familiar forms (Yr 3/Yr4)</li> <li><b>Narrative</b></li> <li>Traditional Tales - Fables <ul style="list-style-type: none"> <li>Traditional Tales Fairy Tales</li> <li>Performing a play</li> <li>Adventure story</li> </ul> </li> <li><b>Non-fiction</b> <ul style="list-style-type: none"> <li>Recounts – newspapers</li> <li>Explanation</li> <li>Persuasive /letter</li> <li>Instruction text</li> </ul> </li> <li><b>Poetry</b> <ul style="list-style-type: none"> <li>Structure Limericks</li> <li>Haiku, tanka and kennings</li> <li>Riddles</li> </ul> </li> </ul> <p>• Rehearse sentences orally for writing</p> <p>• Use varied rich vocabulary (Yr3/4)</p> <p>• Create simple settings &amp; plot (Yr3/4)</p> <p>• Organise writing into paragraphs (Yr 4)</p> <p>• Use simple organisational devices (Yr 4)</p> <p>• Proof-read for spelling &amp; punctuation errors (Yr3/4)</p> <p>• Assess effectiveness of own and others' writing (Yr3)</p> <p>Evaluate own and others' writing (Yr 4)</p> <p>Read own writing aloud (Yr3/4)</p> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Use knowledge of morphology &amp; etymology and secure spelling, inc. homophones, prefixes, silent letters, etc.</li> <li>Develop legible personal handwriting style</li> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Develop character, setting and atmosphere in narrative</li> <li>Use organisational &amp; presentational features</li> <li>Ensure grammatical consistency</li> <li>Use a wide range of cohesive devices</li> <li>Proof-reading</li> </ul>	<p><b>Reading:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words and phrases that capture the imagination</li> <li>Identify themes and conventions</li> <li>Retrieve and record information</li> <li>Make inferences and justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify and summarise ideas</li> <li>Use knowledge to read 'exception' words</li> <li>Read range of fiction and non-fiction</li> <li>Use dictionaries to check meaning</li> <li>Prepare poems and plays to perform</li> <li>Check own understanding of reading</li> <li>Draw inferences and make predictions</li> <li>Retrieve and record information from non-fiction books</li> <li>Discuss reading with others</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Read &amp; discuss a broad range of genres &amp; texts</li> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Learn poetry by heart</li> <li>Recommend books to others</li> <li>Support inferences with evidence</li> <li>Summarising key points from texts</li> <li>Identify how language, structure, etc. contribute to meaning</li> <li>Discuss use of language, inc. figurative</li> <li>Discuss &amp; explain reading, providing reasoned justifications for views</li> <li>Make comparisons within/across books</li> <li>Retrieve &amp; present information from non-fiction texts.</li> <li>Make recommendations to others</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use range of nouns and Pronouns (Y3) ...for clarity (Y4)</li> <li>Use time connectives</li> <li>Know language of clauses</li> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Introduce speech punctuation (Y3)</li> <li>Use and punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use modal &amp; passive verbs</li> <li>Use relative clauses</li> <li>Use appropriate register/ style</li> <li>Use the passive voice for purpose</li> <li>Use features to convey &amp; clarify meaning</li> <li>Use full punctuation</li> </ul> <p><b>Spoken Language:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Articulate and justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain and monitor interest of listener</li> <li>Give structured descriptions</li> <li>Listen and respond to adults and their peers</li> <li>Participate activity in conversation</li> <li>Consider and evaluate different viewpoints</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Give well-structured explanations</li> <li>Articulate arguments &amp; opinions</li> <li>Command of Standard English</li> <li>Use questions to build knowledge</li> <li>Hypothesise, consider &amp; evaluate ideas &amp; different viewpoints</li> <li>Participate in discussions, presentations, performances, role-play etc.</li> </ul>		
<p><b>Mathematics:</b> Full details in National Curriculum Individual year group guidance</p>			<p style="text-align: center;"><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li><b>Textile Design</b> - understand how key events and individuals in design and technology have helped shape the world</li> <li><b>Structures</b> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Select and use a wider range of tools, materials and components</li> <li><b>Programming</b> - apply their understanding of computing to program, monitor and control a product.</li> <li><b>Cookery</b> - Understand seasonality; prepare and cook mainly savoury dishes for a healthy &amp; varied diet</li> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>Analyse &amp; evaluate existing products and improve own work</li> </ul> <p><i>DT projects are rooted in topic work, focusing on developing skills through the above areas of DT written in bold.</i></p>	<p style="text-align: center;"><b>Geography</b></p> <p>Year C</p> <ul style="list-style-type: none"> <li>Local Study – Name and locate cities in the UK identifying their human and physical characteristics.</li> <li>Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.</li> <li>Land Use and Types of Settlements – human geography including distribution of natural resources.</li> <li>Locate world's countries, focusing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Use fieldwork to; record, explain areas, observe &amp; measure</li> </ul>
<p><b>Number/Calculation</b></p> <p style="text-align: center;"><u>Y3/4</u></p>	<p><b>Geometry &amp; Measures</b></p> <p style="text-align: center;"><u>Y3/4</u></p>	<p><b>Fractions &amp; Decimals</b></p> <p style="text-align: center;"><u>Y3/4</u></p>		

<ul style="list-style-type: none"> <li>Learn 3, 4 and 8x tables (Y3)</li> <li>Know all times tables to 12X12 (Y4)</li> <li>Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>Written column addition and subtraction (Y3) ...Up to 4 digits (Y4)</li> <li>To solve number problems, including multiplication and simple division and missing number problems</li> <li>Use commutativity to help calculations</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Multiply and divide mentally</li> <li>Use standard short multiplication</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>Use negative whole numbers in context</li> <li>Use Roman numerals to 1000 (M)</li> <li>Use standard written methods for all four operations including long division</li> <li>Confidently add &amp; subtract mentally</li> <li>Use order of operations (not indices)</li> <li>Multiply &amp; divide by powers of ten</li> <li>Use square and cube numbers</li> <li>Identify factors, multiples &amp; primes</li> <li>Solve multi-step number problems</li> <li><i>Introduction to algebra (Y6)</i></li> <li><i>Ratio and proportion (Y6)</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare 2D shapes, including quadrilaterals and triangles (Yr4)</li> <li>Draw 2D/Make 3D shapes (Yr3)</li> <li>Measure and calculate with metric measures (Yr3)</li> <li>Add/subtract using money in context (Yr3/4)</li> <li>Use Roman numerals up to XII: tell time (Yr3/4)</li> <li>Calculate using simple time problems (Yr3/4)</li> <li>Find area by counting squares (Yr4)</li> <li>Calculate simple (Y3) ...rectangle (Y4) perimeters</li> <li>Estimate and calculate measures (Yr4)</li> <li>Identify acute, obtuse and right angles (Yr4)</li> <li>Identify horizontal, vertical, perpendicular and parallel lines (Yr3)</li> <li>Identify symmetry (Yr4?)</li> <li>Use first quadrant coordinates (Yr4)</li> <li>Introduce simple translations (Yr4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Confidently use a range of measures &amp; conversions</li> <li>Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>Calculate area of triangles /parallelograms</li> <li>Estimate volume &amp; capacity</li> <li>Use area &amp; volume formulas</li> <li>Identify and classify shapes by properties (including 3d)</li> <li>Understand regular polygons</li> <li>Measure &amp; identify angles</li> <li>Know and use angle rules</li> <li>Translate &amp; reflect shapes, using all four quadrants</li> </ul>	<ul style="list-style-type: none"> <li>Use and count in tenths (Y3). Recognise tenths and hundredths</li> <li>Identify equivalent fractions</li> <li>Order fractions with common denominator</li> <li>Add and subtract fractions up to &lt;1 (Y3) ...with common denominators (Y4)</li> <li>Recognise common equivalents</li> <li>Round decimals to whole numbers</li> <li>Recognise, find and write fractions</li> <li>Solve money problems</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Compare, order &amp; simplify fractions</li> <li>Add &amp; subtract fractions with common denominators and with mixed numbers</li> <li>Use equivalents to add fractions</li> <li>Multiply simple fractions</li> <li>Divide fractions by whole numbers</li> <li>Write decimals as fractions</li> <li>Link percentages to fractions &amp; decimals</li> <li>Solve problems using decimals &amp; percentages</li> <li>Order &amp; round decimal numbers</li> <li>Use written division up to 2dp</li> <li>Introduce ratio &amp; proportion</li> </ul> <p><b>Data</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use bar charts, pictograms and line graphs (Yr3)</li> <li>Interpret tables and line graphs (Yr4)</li> <li>Solve questions about line graphs (Yr4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Interpret tables &amp; line graphs</li> <li>Solve questions about line graphs</li> <li>Use pie charts</li> <li>Calculate mean averages</li> </ul>	<p style="text-align: center;"><u>Languages</u></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Ask &amp; answer questions</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in sentences using familiar vocabulary; in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding words &amp; phrases and in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Broaden vocabulary</li> <li>Appreciate stories, songs, poems &amp; rhymes</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul> <p style="text-align: center;"><i>In Key Stage 2, French is taught using both the Early Start Scheme of Work and the North Yorkshire Scheme of Work for guidance.</i></p>	<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control and expression. UKS2 Control &amp; expression solo &amp; in ensembles</li> <li>Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Improvise &amp; compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul> <p><i>Music lessons are based around the themes in MUSIC EXPRESS scheme of work. Additional and alternative resources may be used to deliver the learning objectives in the following areas across the year;</i></p> <ul style="list-style-type: none"> <li>Exploring Rhythmic Pattern</li> <li>Exploring Sound Sources</li> <li>Exploring Lyrics &amp; Melody</li> <li>Exploring Sounds &amp; Colours</li> <li>Exploring Descriptive Sounds</li> <li>Performing Together: Stars</li> </ul> <p><b>Additional materials = BBC TEN PIECES</b></p>
<p style="text-align: center;"><u>Science</u>: Full details in National Curriculum individual year group guidance AND Kell Bank LTP for Science</p> <p>“Working Scientifically” Learning throughout all science topics</p> <p>Science Topics to be covered this year;</p> <ul style="list-style-type: none"> <li>Animals, including humans</li> <li>Earth and space</li> <li>Materials</li> <li>Sound</li> <li>Plants</li> <li>Living things and their habitats</li> </ul> <p><i>Further details of aspects of these topics to be covered, including learning ladders, found in the North Yorkshire Advisory Service Scheme of Work (documents on Fronter NYCC)</i></p>	<p><u>History</u>: Full Details of example aspects of study in National Curriculum document</p> <ul style="list-style-type: none"> <li><b>A local historical study</b> that investigates a local site - Victorian or Tudor site</li> <li><b>The Romans’ impact on Britain</b> c. AD 42 to AD 410</li> <li><b>Britain’s settlement by Anglo-Saxons and Scots</b> c. 400 – 789</li> </ul> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p style="text-align: center;"><u>Physical Education</u></p> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate and applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul> <p><b>Local competitions entered for range of sports; Cluster of Schools</b></p> <p><b>Range of sports coaches across the year, introducing the children to a range of sporting events/games.</b></p>	<p style="text-align: center;"><u>Religious Education</u></p> <p><b>North Yorkshire Agreed Syllabus</b></p> <p><i>See LTP for RE. Units of Work are taken from;</i></p> <ol style="list-style-type: none"> <li>RE TODAY</li> <li>“Old” North Yorkshire RE Planning Units</li> <li>“New” North Yorkshire RE Planning Units</li> </ol> <p>The units covered this year;</p> <ul style="list-style-type: none"> <li>What does it mean to be a Christian? Visit from local vicar or active Christian.</li> <li>Religion and the individual</li> <li>What does it mean to be a Christian? Visit from local vicar or active Christian.</li> <li>Religion and the individual</li> <li>2:2 Does a beautiful world mean there is a wonderful God? (creation stories for Christians, Muslims and Jews)</li> <li>Hope from despair</li> <li>2:6 why are there now over 50 mosques in Yorkshire?</li> <li>Visit to Mosque – or visit from a Muslim</li> <li>Keeping the Five Pillars of Islam</li> <li>Muslim life today</li> </ul>	

**KELL BANK LONG TERM PLAN  
CURRICULUM OVERVIEW KS2 YEAR C  
(2016-17, 2020-2021)**

**KELL BANK LONG TERM PLAN**  
**CURRICULUM OVERVIEW KS2 YEAR D**  
**(2017-2018, 2021-2022)**

English: Full details in National Curriculum Y3/4 guidance and Y5/6 guidance inc. English Appendix 1: Spelling 2: Vocabulary, Grammar and Punctuation			Art & Design	Computing
<p><b>Writing:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use prefixes &amp; suffixes in spelling (Yr 3) Correctly spell common homophones (Yr 4)</li> <li>Use dictionary to confirm spellings</li> <li>Write simple dictated sentences</li> <li>Use handwriting joins appropriately (Yr3) increase regularity of handwriting (Yr4)</li> <li>Plan to write based on familiar forms (Yr 3/Yr4)</li> <li><b>Narrative</b></li> <li>Traditional Tales - Fables               <ul style="list-style-type: none"> <li>Traditional Tales Fairy Tales</li> <li>Performing a play</li> <li>Adventure story</li> </ul> </li> <li><b>Non-fiction</b> <ul style="list-style-type: none"> <li>Recounts – newspapers</li> <li>Explanation</li> <li>Persuasive /letter</li> <li>Instruction text</li> </ul> </li> <li><b>Poetry</b> <ul style="list-style-type: none"> <li>Structure Limericks</li> <li>Haiku, tanka and kennings</li> <li>Riddles</li> </ul> </li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Rehearse sentences orally for writing</li> <li>Use varied rich vocabulary (Yr3/4)</li> <li>Create simple settings &amp; plot (Yr3/4)</li> <li>Organise writing into paragraphs (Yr 4)</li> <li>Use simple organisational devices (Yr 4)</li> <li>Proof-read for spelling &amp; punctuation errors (Yr3/4)</li> <li>Assess effectiveness of own and others' writing (Yr3)</li> <li>Evaluate own and others' writing (Yr 4)</li> <li>Read own writing aloud (Yr3/4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Use knowledge of morphology &amp; etymology and secure spelling, inc. homophones, prefixes, silent letters, etc.</li> <li>Develop legible personal handwriting style</li> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Develop character, setting and atmosphere in narrative</li> <li>Use organisational &amp; presentational features</li> <li>Ensure grammatical consistency</li> <li>Use a wide range of cohesive devices</li> <li>Proof-reading</li> </ul>	<p><b>Reading:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words and phrases that capture the imagination</li> <li>Identify themes and conventions</li> <li>Retrieve and record information</li> <li>Make inferences and justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify and summarise ideas</li> <li>Use knowledge to read 'exception' words</li> <li>Read range of fiction and non-fiction</li> <li>Use dictionaries to check meaning</li> <li>Prepare poems and plays to perform</li> <li>Check own understanding of reading</li> <li>Draw inferences and make predictions</li> <li>Retrieve and record information from non-fiction books</li> <li>Discuss reading with others</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Read &amp; discuss a broad range of genres &amp; texts</li> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Learn poetry by heart</li> <li>Recommend books to others</li> <li>Support inferences with evidence</li> <li>Summarising key points from texts</li> <li>Identify how language, structure, etc. contribute to meaning</li> <li>Discuss use of language, inc. figurative</li> <li>Discuss &amp; explain reading, providing reasoned justifications for views</li> <li>Make comparisons within/across books</li> <li>Retrieve &amp; present information from non-fiction texts.</li> <li>Make recommendations to others</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use range of nouns and Pronouns (Y3) ...for clarity (Y4)</li> <li>Use time connectives</li> <li>Know language of clauses</li> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Introduce speech punctuation (Y3)</li> <li>Use and punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use modal &amp; passive verbs</li> <li>Use relative clauses</li> <li>Use appropriate register/ style</li> <li>Use the passive voice for purpose</li> <li>Use features to convey &amp; clarify meaning</li> <li>Use full punctuation</li> </ul> <p><b>Spoken Language:</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Articulate and justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain and monitor interest of listener</li> <li>Give structured descriptions</li> <li>Listen and respond to adults and their peers</li> <li>Participate activity in conversation</li> <li>Consider and evaluate different viewpoints</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Give well-structured explanations</li> <li>Articulate arguments &amp; opinions</li> <li>Command of Standard English</li> <li>Use questions to build knowledge</li> <li>Hypothesise, consider &amp; evaluate ideas &amp; different viewpoints</li> <li>Participate in discussions, presentations, performances, role-play etc.</li> </ul>	<p style="text-align: center;"><u>Art &amp; Design</u></p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Improve mastery of techniques such as drawing, evaluate and analyse creative works using the language of art, craft and design painting and sculpture with varied materials</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><i>Art projects are rooted in topic work, focusing on a range of media including 2D and 3D media each year.</i></p>	<p style="text-align: center;"><u>Computing</u></p> <ul style="list-style-type: none"> <li>Algorithms and Programming - Design &amp; write programs to solve problems. Detect &amp; correct errors in programs using logical reasoning.</li> <li>Use and understand computer networks</li> <li>Use search technologies and evaluate content</li> <li>Collect and present data appropriately</li> <li>E-Safety - Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour and know a range of ways to report concerns.</li> </ul> <p><i>ICT projects are rooted in topic work, where possible, and five areas of study go across the year:</i></p> <ul style="list-style-type: none"> <li>Programming</li> <li>Multimedia</li> <li>E-Safety</li> <li>Technology in our lives</li> <li>Handling Data</li> </ul> <p><i>Support document for these areas of study, showing progression, are from ELIM Somerset. These documents can be used to support planning how the National Curriculum can be taught.</i></p> <p><a href="https://stp.somerset.org.uk/sites/edtech/51tePages/Primary%20Computing/Primary%20Computing.aspx">https://stp.somerset.org.uk/sites/edtech/51tePages/Primary%20Computing/Primary%20Computing.aspx</a></p>
<b>Mathematics:</b> Full details in National Curriculum Individual year group guidance			<p style="text-align: center;"><u>Design &amp; Technology</u></p> <ul style="list-style-type: none"> <li><b>Electrical Systems</b> – Understand and use electrical systems in a product including series circuits incorporating switches, bulbs, buzzers and motors</li> <li><b>Mechanisms</b> - Understand and use electrical systems in a product including gears, pulleys, cams, levers and linkages</li> <li>Select and use a wider range of tools, materials and components</li> <li>Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li><b>Cookery</b> - Understand seasonality; prepare and cook mainly savoury dishes for a healthy &amp; varied diet</li> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use discussion, annotated sketches, cross-section diagrams, computer-aided design, pattern pieces and prototypes to explain ideas.</li> <li>Analyse &amp; evaluate existing products and improve own work</li> </ul> <p><i>DT projects are rooted in topic work, focusing on developing skills through the above areas of DT written in bold.</i></p>	<p style="text-align: center;"><u>Geography</u></p> <p>Year D</p> <ul style="list-style-type: none"> <li>India Case Study- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>Study a region of the UK (not local area)</li> </ul> <ul style="list-style-type: none"> <li>Locate world's countries, focusing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Use fieldwork to; record, explain areas, observe &amp; measure</li> </ul>
<p><b>Number/Calculation</b></p> <p style="text-align: center;"><u>Y3/4</u></p>	<p><b>Geometry &amp; Measures</b></p> <p style="text-align: center;"><u>Y3/4</u></p>	<p><b>Fractions &amp; Decimals</b></p> <p style="text-align: center;"><u>Y3/4</u></p>		

<ul style="list-style-type: none"> <li>Learn 3, 4 and 8x tables (Y3)</li> <li>Know all times tables to 12X12 (Y4)</li> <li>Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>Written column addition and subtraction (Y3) ...Up to 4 digits (Y4)</li> <li>To solve number problems, including multiplication and simple division and missing number problems</li> <li>Use commutativity to help calculations</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Multiply and divide mentally</li> <li>Use standard short multiplication</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>Use negative whole numbers in context</li> <li>Use Roman numerals to 1000 (M)</li> <li>Use standard written methods for all four operations including long division</li> <li>Confidently add &amp; subtract mentally</li> <li>Use order of operations (not indices)</li> <li>Multiply &amp; divide by powers of ten</li> <li>Use square and cube numbers</li> <li>Identify factors, multiples &amp; primes</li> <li>Solve multi-step number problems</li> <li><i>Introduction to algebra (Y6)</i></li> <li><i>Ratio and proportion (Y6)</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare 2D shapes, including quadrilaterals and triangles (Yr4)</li> <li>Draw 2D/Make 3D shapes (Yr3)</li> <li>Measure and calculate with metric measures (Yr3)</li> <li>Add/subtract using money in context (Yr3/4)</li> <li>Use Roman numerals up to XII: tell time (Yr3/4)</li> <li>Calculate using simple time problems (Yr3/4)</li> <li>Find area by counting squares (Yr4)</li> <li>Calculate simple (Y3) ...rectangle (Y4) perimeters</li> <li>Estimate and calculate measures (Yr4)</li> <li>Identify acute, obtuse and right angles (Yr4)</li> <li>Identify and use right angles (Yr3)</li> <li>Identify horizontal, vertical, perpendicular and parallel lines (Yr3)</li> <li>Identify symmetry (Yr4?)</li> <li>Use first quadrant coordinates (Yr4)</li> <li>Introduce simple translations (Yr4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Confidently use a range of measures &amp; conversions</li> <li>Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>Calculate area of triangles /parallelograms</li> <li>Estimate volume &amp; capacity</li> <li>Use area &amp; volume formulas</li> <li>Identify and classify shapes by properties (including 3d)</li> <li>Understand regular polygons</li> <li>Measure &amp; identify angles</li> <li>Know and use angle rules</li> <li>Translate &amp; reflect shapes, using all four quadrants</li> </ul>	<ul style="list-style-type: none"> <li>Use and count in tenths (Y3). Recognise tenths and hundredths</li> <li>Identify equivalent fractions</li> <li>Order fractions with common denominator</li> <li>Add and subtract fractions up to &lt;1 (Y3) ...with common denominators (Y4)</li> <li>Recognise common equivalents</li> <li>Round decimals to whole numbers</li> <li>Recognise, find and write fractions</li> <li>Solve money problems</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Compare, order &amp; simplify fractions</li> <li>Add &amp; subtract fractions with common denominators and with mixed numbers</li> <li>Use equivalents to add fractions</li> <li>Multiply simple fractions</li> <li>Divide fractions by whole numbers</li> <li>Write decimals as fractions</li> <li>Link percentages to fractions &amp; decimals</li> <li>Solve problems using decimals &amp; percentages</li> <li>Order &amp; round decimal numbers</li> <li>Use written division up to 2dp</li> <li>Introduce ratio &amp; proportion</li> </ul> <p><b>Data</b></p> <p style="text-align: center;"><u>Y3/4</u></p> <ul style="list-style-type: none"> <li>Use bar charts, pictograms and line graphs (Yr3)</li> <li>Interpret tables and line graphs (Yr4)</li> <li>Solve questions about line graphs (Yr4)</li> </ul> <p style="text-align: center;"><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>Interpret tables &amp; line graphs</li> <li>Solve questions about line graphs</li> <li>Use pie charts</li> <li>Calculate mean averages</li> </ul>	<p style="text-align: center;"><u>Languages</u></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Ask &amp; answer questions</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in sentences using familiar vocabulary; in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding words &amp; phrases and in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Broaden vocabulary</li> <li>Appreciate stories, songs, poems &amp; rhymes</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul> <p><i>In Key Stage 2, French is taught using both the Early Start Scheme of Work and the North Yorkshire Scheme of Work for guidance.</i></p>	<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control and expression. UKS2 Control &amp; expression solo &amp; in ensembles</li> <li>Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Improvise &amp; compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul> <p><i>Music lessons are based around the themes in MUSIC EXPRESS scheme of work. Additional and alternative resources may be used to deliver the learning objectives in the following areas across the year;</i></p> <ul style="list-style-type: none"> <li>Exploring Rhythm &amp; Pulse</li> <li>Exploring Rhythmic Patterns</li> <li>Exploring Pentatonic Scales</li> <li>Exploring Lyrics &amp; Melody</li> <li>Exploring Musical Process</li> <li>Exploring Signals</li> </ul> <p><b>Additional materials = BBC TEN PIECES</b></p>
<p style="text-align: center;"><u>Science</u>: Full details in National Curriculum individual year group guidance AND Kell Bank LTP for Science</p> <p>“Working Scientifically” Learning throughout all science topics</p> <p>Science Topics to be covered this year;</p> <ul style="list-style-type: none"> <li>Animals, including humans</li> <li>Light</li> <li>Electricity</li> <li>Rocks and Evolution &amp; inheritance</li> <li>Forces and magnets</li> <li>Forces and magnets</li> <li>Living things and their habitats</li> </ul> <p><i>Further details of aspects of these topics to be covered, including learning ladders, found in the North Yorkshire Advisory Service Scheme of Work (documents on Fronter NYCC)</i></p>	<p style="text-align: center;"><u>History</u>: Full Details of example aspects of study in National Curriculum document</p> <ul style="list-style-type: none"> <li><b>COUNTRIES AND CULTURES</b></li> <li>Non-European society - a contrast with British history – Benin (West Africa) c AD 900-1300</li> <li>The Viking and Anglo-Saxon struggle for England 789 - 1066</li> </ul> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p style="text-align: center;"><u>Physical Education</u></p> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate and applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul> <p><b>Local competitions entered for range of sports; Cluster of Schools</b></p> <p><i>Range of sports coaches across the year, introducing the children to a range of sporting events/games.</i></p>	<p style="text-align: center;"><u>Religious Education</u></p> <p><b>North Yorkshire Agreed Syllabus</b></p> <p><i>See LTP for RE. Units of Work are taken from;</i></p> <ol style="list-style-type: none"> <li>RE TODAY</li> <li>“Old” North Yorkshire RE Planning Units</li> <li>“New” North Yorkshire RE Planning Units</li> </ol> <p>The units covered this year;</p> <ul style="list-style-type: none"> <li>2:1 what makes Jesus an inspiration to some people? Who is inspiring for me?</li> <li>Incarnation - God becoming human</li> <li>Sacred journeys and pilgrimages</li> <li>Why do people love their sacred places? What do we learn from visiting holy buildings?</li> </ul>	

**KELL BANK LONG TERM PLAN  
CURRICULUM OVERVIEW KS2 YEAR D  
(2017-2018, 2021-2022)**

## Kell Bank CE Science Long Term Plan

Based on North Yorkshire Advisory Service Guidance *(SEE GUIDANCE NOTES and all supporting documents for teachers on Fronter NYCC)*

The KS1 plan repeats yearly. KS2 all classes follow YEAR A, then YEAR B the following year (then YEAR C and D).

	AUTUMN 		SPRING 			SUMMER 	
<b>Ks1 (repeat yearly)</b>	Animals, including humans		Everyday materials and their uses		Plants	Living things and their habitats	
	←		Seasonal changes			→	
<b>Ks2 YEAR A and C</b>	Animals, including humans	Materials	Earth and space	Electricity	Forces and magnets	Living things and their habitats	
<b>Ks2 YEAR B and D</b>	Animals, including humans	Light/ Sound	Evolution & inheritance	Rocks	Plants	Living things and their habitats	

## Kell Bank CE Thematic Long Term Planning

*The National Curriculum offers non-statutory guidance on the aspects of these topics that can be studied.*

### KEY STAGE 1

Year	Autumn term	Spring term	Summer term
<b>A</b>	<p style="text-align: center;"><b>Our Past</b></p> <p><b>Traditional Tales /My health/My toys/Celebrations</b> Curriculum Areas Covered: Science-Animals/Humans History- Changes in living memory and history linked to the monarchy Queen Elizabeth 2<sup>nd</sup></p>	<p style="text-align: center;"><b>Space*</b></p> <p><b>Jobs/Work/ Famous people /Transport</b> Curriculum Areas Covered: Science-Materials History- Key Individuals – astronauts Geography – Compass Points /directions</p>	<p style="text-align: center;"><b>The World*</b></p> <p><b>Mini-beasts/ Animals / World/ Weather</b> Curriculum Areas Covered: Science-Plants, habitats, living things, weather, Geography –Weather change, locate country and compare. Create maps and plans-Y2</p>
<b>B</b>	<p style="text-align: center;"><b>All About Me</b></p> <p><b>Fairy tales/ Myself and my family/Food/Christmas</b> Curriculum Areas Covered: Science- Animals/Humans, History- Changes in living memory, Guy Fawkes and /or Great Fire of London Geography – food in different places comparing</p>	<p style="text-align: center;"><b>Houses and Homes</b></p> <p><b>Houses and Homes/ Clothes/Famous events/Seasonal Change</b> Curriculum Areas Covered: Science-Materials, History-Key events Geography –Vocabulary, fieldwork</p>	<p style="text-align: center;"><b>The Seaside</b></p> <p><b>Where I live/ The seaside/ Plants</b> Curriculum Areas Covered: Science- Plants, habitats, living things History- significant local people The British Seaside in the past Geography – hot/cold places of the world, comparing different environments</p>

### KEY STAGE 2

Year	Autumn term	Spring term	Summer term
<b>A</b>	<p><b>REMEMBERING OUR PAST -WW1</b> A study of an aspect or theme in British History beyond 1066</p>	<p><b>EARTH IN SPACE*</b> History -Lives of significant people Geography poles, latitude, longitude</p>	<p><b>STONES AND BONES</b> <b>Early Farming</b> c. Stone Age to c. 2500 BC Bronze Age to c. 800BC Iron Age to AD 42</p>
<b>B</b>	<p><b>RAGING RIVERS/INDUS VALLEY</b> <i>Achievement of earliest civilization. Comparison with British. Geology of Rivers and water cycle</i> <i>Science – animals including humans – focus on nutrition and digestive system</i></p>	<p><b>THE GOOD THE BAD THE UGLY</b> History – study of an aspect or theme beyond 1066: crime and punishment Science - human impact on world habitats, evolution. PSHE – how can we make a difference?</p>	<p><b>GRAND DESIGNS/Olympics</b> <i>History</i> how life today is influenced by Ancient Greece and some of the grand designs of the Greeks Geography using mapping skills to locate Greece and its cities compare and contrast</p>
<b>C</b>	<p><b>WILD WEATHER</b> Geography - A local historical study that investigates a local site - Victorian or Tudor site</p>	<p><b>ROMANS/TRANSPORT</b> The Romans’ impact on Britain c. AD 42 to AD 410 compare with <i>Engineering in 19<sup>th</sup> and 20<sup>th</sup> Century- roads/bridges/transport</i></p>	<p><b>BURIED TREASURE</b> Britain’s settlement by Anglo-Saxons and Scots c. 400 – 789</p>
<b>D</b>	<p><b>RISE OF THE ROBOT/INVENTIONS*</b> History – Famous inventors Devise historically valid questions about change, Science materials/ sound inventions that have had impact on our lives</p>	<p><b>FAIR TRADE</b> A contrasting world civilization- Africa Benin (West Africa) c AD 900-1300</p>	<p><b>OUR ISLAND</b> The Viking and Anglo-Saxon struggle for England 789 -1066</p>

\*These topics are not history based, although aspects of the history KS1 National Curriculum are built upon when studying these topic headings. For example:

- *Change within living memory. Where appropriate, these should be used to reveal aspects of change in national life.*
- *Events beyond living memory that are significant nationally or globally.*
- *The lives of significant individuals in the past who have contributed to national and international achievements.*

## Kell Bank CE Music Long Term Plan

Music lessons are based around the themes in MUSIC EXPRESS scheme of work. Additional and alternative resources may be used to deliver the learning objectives in the units of work below. Additional materials = BBC TEN PIECES

### KEY STAGE 1

Music KS1 Year A	Exploring Sounds: <i>Sounds Interesting</i> (Y1)	Exploring Duration: <i>The Long &amp; Short if it</i> (Y2)	Exploring Pulse & Rhythm: <i>Feel the Pulse</i>	Exploring Pitch: <i>Taking Off</i> (Y2)	Exploring Instruments & Symbols: <i>What's the Score</i> (Y1)	Exploring Timbre, Tempo & Dynamics: <i>Rain, Rain Go Away</i> (Y2)
---------------------	--	--	--	---	---	--

Music KS1 Year B	Exploring Duration: <i>The Long and Short of It</i> (Y1)	Exploring Pulse & Rhythm: <i>Feel the Pulse</i>	Exploring Pitch: <i>Taking Off</i> (Y1)	Exploring Instruments & Symbols: <i>What's the Score</i> (Y2)	Exploring Timbre, Tempo & Dynamics: <i>Rain, rain</i> (Y1)	Exploring Sounds: <i>Sounds Interesting</i> (Y2)
---------------------	---	---	---	---	--	--

### KEY STAGE 2

Music YEAR A	Exploring Descriptive Sounds: <i>Animal Magic</i> (Y3)	Exploring Rounds: <i>Roundabout</i> (Y6)	Exploring Sounds & Sources: <i>Journey into Space</i> (Y5)	Exploring Arrangements: <i>The Class Orchestra</i> (Y4)	Exploring Sound Colours: <i>Painting with Sound</i> (Y3)	Performing Together: <i>Stars, Hide Your Fires</i> (Y5)
-----------------	--	--	--	---	--	---

Music YEAR B	Exploring Rhythm & Pulse: <i>Cyclic Patterns</i> (Y5)	Exploring Rhythmic Patterns: <i>Play it Again</i> (Y4)	Exploring Pentatonic Scales: <i>Dragon Scales</i> (Y3)	Exploring Lyrics & Melody: <i>Songwriter</i> (Y6)	Exploring Musical Process: <i>Who Knows</i> (Y6)	Exploring Signals: <i>Salt, Pepper, Mustard</i> (Y4)
-----------------	---	--	--	---	--	--

Music YEAR C	Exploring Rhythmic Pattern: <i>Play it again</i> (Y3)	Exploring Sound Sources: <i>Journey into space</i> (Y6)	Exploring Lyrics & Melody: <i>Songwriter</i> (Y5)	Exploring Sounds & Colours: <i>Painting with sound</i> (Y4)	Exploring Descriptive Sounds: <i>Animal Magic</i> (Y4)	Performing Together: <i>Stars, Hide you Fires</i> (Y6)
-----------------	---	---	---	---	--	--

Music YEAR D	Exploring Rounds: <i>Roundabout</i> (Y5)	Exploring Melodies & Scales: <i>Dragon Scales</i> (Y4)	Exploring Arrangements: <i>The Class Orchestra</i> (Y3)	Exploring Rhythm & Pulse: <i>Cyclic Patterns</i> (Y6)	Exploring singing games: <i>Salt, Pepper, Vinegar</i> (Y3)	Exploring Music Processes: <i>Who Knows</i> (Y5)
-----------------	--	--	---	---	--	--

YEAR A	YEAR B	YEAR C	YEAR D
Exploring Descriptive Sounds Exploring Rounds Exploring Sounds & Sources Exploring Arrangements Exploring Sound Colours Performing Together	Exploring Rhythm & Pulse Exploring Rhythmic Patterns Exploring Pentatonic Scales Exploring Lyrics & Melody Exploring Musical Process Exploring Signals	Exploring Rhythmic Pattern Exploring Sound Sources Exploring Lyrics & Melody Exploring Sounds & Colours Exploring Descriptive Sounds Performing Together: <i>Stars</i>	Exploring Rounds Exploring Melodies & Scales Exploring Arrangements Exploring Rhythm & Pulse Exploring singing games Exploring Music Processes

## Kell Bank CE Religious Education Long Term Plan (The Agreed Syllabus for North Yorkshire)

*RE lessons are based a range of resources. Additional and alternative resources may be used to deliver the learning objectives in the units of work below.*

*Main World Religions studied: KS1 – Christianity and Islam, KS2 – Christianity, Islam & Hinduism. Other world faiths are studied in conjunction with the following units*

### Foundation Stage & KEY STAGE 1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	1.3 <b>Special Stories for Christians and Muslims:</b> What can we learn?	Jesus' Birthday or Gifts and Giving	<b>BIRTH CELEBRATIONS KS1(B)</b>	<b>NEW LIFE (R5)</b> Remembering Jesus	1.2 <b>Questions that puzzle us:</b> I wonder....	1.4 <b>How do we show we care?</b> (Living in harmony)
B	1.5 <b>Creation and Thanksgiving</b> How do we say 'thank you' for our beautiful world? What can we learn from stories Christians tell? <b>FAMILIES AND HOMES KS1A</b> (Christian Family Life)	Good News	1.1 <b>Celebrating:</b> Who celebrates what and why? <b>CELEBRATIONS/ FESTIVALS KS1(A)</b>	Christian Festivals: Holy week, Easter and Pentecost: why do they matter?	<b>SPECIAL TIMES AND PLACES (R8)</b>	1.6 <b>Holy Places:</b> what can we learn from visiting a religious building?

New North Yorkshire Syllabus Units of Learning

RE Today – Christmas and Easter Plans

Old North Yorkshire RE syllabus Units of Learning

### KEY STAGE 2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	2.7 <b>Values:</b> what matters most to Christians, to Humanist and to me? Exploring right and wrong	Peace	2:5 Beliefs and actions in the world: Can Christian aid and Islamic relief change the world? (Link to Red Nose/Sport Relief)	An Easter experience	Sacrifice	<b>KEY FIGURES, FOUNDERS AND FAITH LEADERS UKS2(A)</b>
<b>B</b>	2:3 How and why do Hindus and Christians see life like a journey? Where does the journey of life lead to?	Journeys – Mary's milestones	<b>A MUSLIM FAMILY LKS2A</b> (include Quran) Visit to Mosque – or visit from a Muslim	Resurrection and salvation	2.8 What will make our community more tolerant and respectful?	<b>JESUS' LIFE AND TEACHING LKS2 (B)</b> <i>What does it mean to be a Christian? Visit from local vicar or active Christian.</i>
<b>C</b>	<b>CHRISTIAN LIFE AND WITNESS LKS2 (A)</b>	<b>SACRED TEXTS: CHRISTMAS UKS2 (A)</b>	2:2 Does a beautiful world mean there is a wonderful God? Learning from Creation Stories (Christians, Muslims and Jews)	Hope from despair	2:6 Why are there now over 50 mosques in Yorkshire?	Visit to Mosque – or visit from a Muslim Keeping the Five Pillars of Islam Muslim life today
<b>D</b>	2.1 What makes Jesus an inspiration to some people? Who is inspiring for me?	Incarnation - God becoming human	<b>JOURNEYS AND PILGRIMAGE UKS2(A)</b>	<b>UKS2(A) What do Christians believe about the meaning of Jesus's resurrection?</b>	2.4 Why do people love their sacred places? What can we learn from visiting holy buildings?	

New North Yorkshire Syllabus Units of Learning

RE Today – Christmas and Easter Plans

Old North Yorkshire RE syllabus Units of Learning

A school study with local community

## Kell Bank CE Languages Long Term Plan

In line with North Yorkshire Advisory Service support, Kell Bank CE has chosen to study French.

***In Key Stage 2, French is taught using both the Early Start Scheme of Work and the North Yorkshire Scheme of Work for guidance.***

### KEY STAGE 2

Year	Autumn	Spring	Summer
<b>A</b>	Moi Les couleurs	Les montres	Cher Zoo
<b>B</b>	Les Animaux	Ma Famille	Vive Le Sport
<b>C</b>	La Meteo	A la mode	Les Destinations
<b>D</b>	Les Portraits	Au café Au Marche	A la Plage On fait la Fete

Other units in the scheme of work that may be used are:

- *Greetings Counting*
- *Tutti Fruitti*
- *Je Suis Le Musician*
- *Le Carnival des Animaux*
- *Le Petit Dejeuner*
- *Tour de France*
- *Le calendrier des fetes*
- *Vive le Temps Libre*

*Coverage may altered to create links with the topic being studied.*

## Kell Bank CE Personal, Social, Health and Economic Education Long Term Plan

The National Curriculum states;

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

Kell Bank CE follows the following themes for supporting children in developing their Personal and Social Education. The following themes are taken from SEAL (Social and Emotional Aspects of Learning) and the support materials can be use to support learning.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes repeat yearly	New Beginnings	Getting on and Falling Out	Going for Goals	Good to Be Me	Relationships	Changes

Kell Bank CE has a strong focus on PSHE Education and we take opportunities to become involved in local and national events to develop our pupils' PSHE education. These include:

- Forest Schools
- Fair Trade Fortnight
- School Council
- Organising fund raising events
- Developing roles and responsibilities across the whole school

### FOREST SCHOOLS

Kell Bank CE is committed to offering excellence Forest Schools Education to pupils regularly. We have qualified Forest School practitioners who support the planning and delivery of high quality sessions that are linked to the wider curriculum, support the PSHE development of pupils and adhere to the Forest School Association (FSA) principles.

#### **FSA Principles and criteria for good practice:**

1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.
3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
5. Qualified Forest School practitioners who continuously maintain and develop their professional practice run Forest School sessions.
6. Forest School uses a range of learner-centred processes to create a community for development and learning.

<http://www.forestschoolassociation.org/full-principles-and-criteria-for-good-practice/>