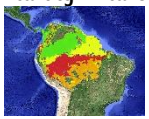
St Mawes KS2 Rolling Programme

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Termly Theme	**Cornwall** 	**Ancient Greeks** 	**To The Stars** 	**Britain in the Blitz** 	**The Stone Age** 	**Circle of Life** 
Key Texts	**Why the Whales came.** **The poetry of Charles Causley**	**Who Let the Gods out?** **Percy Jackson** **The Iliad and the Odyssey**	**Cosmic** **George's Secret Key to the Universe** **The Rubbish Tip Alien- Pie Corbett**	**The Eagle in the Snow** **Goodnight Mr Tom** **Warhorse** **Dawn After the Raid- Timothy Corsellis**	**The Stone Age Boy** **A Pebble in my Pocket** **I Was Born in the Stone Age- Michael Rosen**	**Varjak Paw** **Charlotte's web** **The Tyger- William Blake**
Science	**Electricity** – creating circuits that include switches and lights, drawing diagrams with appropriate symbols. **Light and shadows**- recognise light is needed in order to see and how shadows are formed..	**Properties and changes of materials**- how matter can be dissolved in liquids, exploring filtering, sieving and evaporating. **Animals including humans**- the heart and circulatory system.	**Earth and Space**- recognising the movement of the planets relative to the sun and how the rotation of the Earth creates day and night. **Forces**- exploring gravity and how objects fall to Earth, understand resistance and friction, gears levers and pulleys.	**Light and sight**- How light travels in straight lines and we can see objects due to how they give out or reflect light. **Sound**- how sound is made, find patterns in pitch and volume, how sound gets fainter with distance.	**Rocks and Fossils**- compare different types of rocks, how fossils are formed and recognise soil is made of rocks and organic matter. **Evolution and Inheritance** – how living things have changed over time and how animals adapt to suit their environment.	**Living Things and their Habitats**- grouping and classifying animals in our local environment using common characteristics.. **Animals, including Humans**- how animals need the right type of nutrition and they cannot make their own food, recognise how diet and exercise, drugs and lifestyle impacts on how our bodies function.
	Working Scientifically Year 3 and 4: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions			**Working Scientifically Year 5 and 6:** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written		

	• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays • or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest • improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and • processes • using straightforward scientific evidence to answer questions or to support their findings. • forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.					
DT	**Build a working model of a lighthouse –** Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors	**Clay pots-** Design, make and evaluate, use of technical knowledge to apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Creating space buggies -** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]-	**Create an air raid siren**.- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors	**Build shelters-** Design, make and evaluate, use of technical knowledge to apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**Cook and taste local produce** -Understand and apply the principles of a healthy and varied diet; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed-
Art	**Collages of Cornish Landscapes- John Dyer**	**Sculpture-Venus de Milo**	**Painting Techniques**- retro futuristic art- Pablo Picasso	**Creating Silhouettes-**linked with Remembrance Day	**Recreating Cave Paintings-** focus on Lascaux	**From Still Life to Surrealism-** Rene Magritte and Salvador Dali
	-to create sketch books to record their observations and use them to review and revisit ideas, -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay], -about great artists, architects and designers in history.					
History	**Landscape Changes in St Mawes-** a local history study	**Ancient Greeks** – a study of Greek life and achievements and their influence on the western world	**The history of the Space Race-** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Britain in the Blitz-** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Collecting Archaeological evidence using trustworthy sources Mary Anning-** changes in Britain from the Stone Age to the Iron Age	**Farming and Fishing, land use-** a local history study
Geography	**Where is Cornwall?-** Name and locate counties and cities of the United Kingdom; Use the eight points of a compass, four and six-figure grid references, symbols and key)	**Comparison between islands around Greece and the Isles of Scilly –** Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**The Earth and its place in the universe** - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night	**What is the Commonwealth and what part did each country play in WWII? –** Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Comparing changes over time between Britain and another country-** Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Describe the local physical geography, recognise land use and settlements of St Mawes-** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, understanding the impact these climates have on the animals and plants that live there
Music	**Charanga Year 3-**	**Charanga Year 3-**	**Charanga Year 3-**	**Charanga Year 4-**	**Charanga Year -4**	**Charanga Year 4-**

	Let Your Spirit Fly Glockenspiel Stage 1	Three Little Birds The Dragon Song	Bringing us Together Reflect, Rewind and Replay	Mama Mia Glockenspiel stage 2	Stop! Lean on Me	Blackbird Reflect, rewind and Replay
	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.					
PE	Team Games- Dodgeball Gymnastics	Dance Team games-Badminton	Athletics Team Games-Cricket	Dance Team games-Hockey	Gymnastics Team games- Netball	Athletics Orienteering
	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
PSHE	**Jigsaw-** Being in My World Celebrating Difference	**Jigsaw-** Dreams and Goals Healthy Me	**Jigsaw-** Relationships Changing Me	**Jigsaw-** Being in My World Celebrating Difference	**Jigsaw-** Dreams and Goals Healthy Me	**Jigsaw-** Relationships Changing Me
R.E	What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the messiah?	Why is the Torah important to Jewish people? What do Christians believe Jesus did to 'save' people?	What kind of world did Jesus want? How does faith help people in Cornwall when life gets hard?	For Christians, what kind of King is Jesus? How do Christians decide how to live?	Creation and Science- Conflict or Complimentary? Why do Hindus want to be good?	Why do Hindus want to be good? What matters most to Humanists and Christians?
Computing	Microbit from 1st use Programming A Selection in Quizzes Programming B	Animation Repetition in Shapes Programming A/ Repetition in Games	Variables in Games Programming A Sensing with Microbits Programming B / Cross Curricular	Internet safety Book creator	The Internet Computer Systems & Contexts Audio Editing Digital Media / Cross Curricular	Systems & Searching Computer Systems & Contexts Video Editing Digital Media / Cross Curricular
	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact					

	Autumn C	Spring C	Summer C	Autumn D	Spring D	Summer D
Termly Theme	**Amazing Amazon** 	**Ancient Egypt** 	**Transport** 	**The Romans** 	**The Coast** 	**The Dark Ages** 
Key Texts	**The Great Kapok Tree** **The Explorer-Katherine Rundell** **'I asked the River' by Valerie Bloom**	**The Egyptian Cinderella** **Secrets of a Sun King-Emma carroll**	**Cogheart** **From a Railway Carriage-Robert Louis Stevenson**	**Escape from Pompeii** **Romans on the Rampage-Jeremy Strong** **I am a Roman Soldier-Josiah Wedgewood**	**Flotsam** **The Sea- James Reeves**	**King Arthur and his Knights of the Round Table** **Avoid Being in a Medieval Castle** **Beowulf**
Science	**States of Matter**- exploring solids, liquids and gases and how they go through changes when heated or cooled. **Plants**-identify the parts of a plant, exploring the requirements of plants, how water is transported and seed dispersal.	**The Water Cycle** -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Forces and Magnets –** explore how forces and magnets attract and repel, identifying poles on magnets and how resistance and friction can affect the movement of an object (recap on gravity included)	**Electricity-** identify common conductors and insulators and associate metals with being good conductors. **Animals including humans-** how nutrients and water are transported in animals.	**Animals including humans-** the digestive system **Living things and their habitats**- classifying plants	**Living things and their habitats**- how environments change and how this poses a danger to living things. **Living things in their habitats-** life cycles, stages in growth and development, reproduction and gestation.	**Animals, including humans-** teeth and food chains **Animals, including humans**-How humans develop to old age, how some animals have a skeleton for movement and support.
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DT	**Foods and medicines come from the rainforests?** Understand and apply the principles of a healthy and varied diet; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed- Cooking and tasting foods from other countries	**Egyptian jewellery-** Design, make and evaluate, use of technical knowledge to create an Egyptian necklace and bracelet.	**Create bridges that hold weight and explore axels on vehicles-** Design, make and evaluate and use of technical knowledge to **u**nderstand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]-	**Making healthy pizzas** - Prepare and cook a variety of predominantly savoury dishes using a range of cooking technique-	**Design, make and evaluate and beach huts-** Design, make and evaluate, use of technical knowledge using computer design programs to monitor and control products..	**Sewing based on Bayeux Tapestry –** Design, make and evaluate, use of technical knowledge to apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Art	**Sculpture -**Jeff Koons	**Use of colour through natural pigments-** tempera paints and Leonardo Da Vinci	**Drawing with Perspectives-** JMW Turner	**Exploring tessellation-** M.C Escher	**Beach art-** Andy Goldsworthy	**Saxon brooches-** Tiffany
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History	**The Mayans-** a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	**Ancient Egypt-** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	**The First Railways** - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Ancient Rome**- the Roman Empire and its impact on Britain	**Viking Raiders-** the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	**Anglo Saxons and the Scots-** Britain's settlement by Anglo-Saxons and Scots
Geography	**Rivers as a life source –** What is a river and how does it support the Amazon rainforest?: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	**Rivers and settlements-** Why do people settle next to rivers?: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**The transport network of the U.K-**Name and locate counties and cities of the United Kingdom; Use the eight points of a compass, four and six-figure grid references, symbols and key	**The Mediterranean and Italy- (Volcanoes)** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European	**Compare local human geography of ports and harbours** Name and locate key topographical features (including hills, mountains, coasts and rivers.)	**Changes of land use and settlements of Britain** Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural

	earthquakes, and the water cycle.			country, and a region in North or South America-European Geography.		resources including energy, food, minerals and water.
Music	**Charanga Year 5-** Make You Feel My Love The Fresh Prince of Bel-Air	**Charanga Year 5-** Dancing in the Street Classroom Jazz 1	**Charanga Year 5-** Livin on A Prayer Reflect, Rewind and Replay	**Charanga Year 6-** Happy Classroom Jazz 2	**Charanga Year 6-** A New Year Carol You've got a Friend	**Charanga Year 6-** Music and Me Reflect, Rewind and Replay
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PE	Dance Team games-Rugby	Yoga Team Games-Tennis	Athletics Orienteering	Team Games-Rounders Gymnastics	Team Games-Football Dance	Athletics Orienteering
	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
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R.E	What do Hindus believe God is like?? What is the 'Trinity' and why is it important for Christians?	What is the 'Trinity' and why is it important for Christians? What does it mean to be Hindu in Britain today?	For Christians, what was the impact of Pentecost? How and why do people in Cornwall mark significant events in community life?	(Creation/Fall): What do Christians learn from the creation story? How do festivals and family life show what matters to Jewish people?	What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim?	Why do Christians call the day Jesus died 'Good Friday'? How and why do people try to make the world a better place?
Computing	Communication & Collaboration Computer Systems & Contexts 3D Modeling, Digital Media / Cross Curricular	Branching data bases Connecting computers	Web Page Creation Digital Media / Cross Curricular Photo Editing Digital Media / Cross Curricular	Vector Drawing Digital Media / Cross Curricular Flat-file Databases Data & Information / Cross Curricular	Data Logging Data & Information / Cross Curricular Spreadsheets Data & Information / Cross Curricular	Sequence in Music Programming A Events & Actions Programming B
	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration					

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