

Subject	Spring 2A - KS2 Ancient Egypt; KS1 Significant Historical Event	
	KS1	KS2
Geography	Fairtrade	Fairtrade Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
History	<p>Sig; Historical Event (2020 – Great Fire of London) Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later. Pupils study events beyond living memory that are significant nationally or globally. Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>Ancient Egyptians Y3/Y4 Develop chronologically secure knowledge and understanding of world history. Address and devise historically valid questions about change, similarity and difference. Understand how our knowledge of the past is constructed from a range of sources. Y5/Y6 Develop chronologically secure knowledge and understanding of world history. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.</p>
Science	N/A	N/A
Art	Clay use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, use a variety of techniques, e.g. rolling, cutting, pinching work safely with materials and tools	Clay cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques create textures and patterns in malleable materials including clay.
DT	2020 – Tudor House	2020 – King Tut masks

	<p>explain how their products will look and work through talking and simple annotated drawings; begin to select from a range of hand tools and equipment with help, measure and mark out cut, shape and score materials with some accuracy assemble, join and combine materials begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations talk about their design ideas and what they are making evaluate their products and ideas against their simple design criteria build simple structures, exploring how they can be made stronger, stiffer and more stable;</p>	<p>use their knowledge of a broad range of existing products to help generate their ideas when designing, explore different initial ideas before coming up with a final design with growing confidence, carefully select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their functional properties and aesthetic qualities place the main stages of making in a systematic order learn to use a range of tools and equipment safely, appropriately and accurately with growing independence, measure and mark out to the nearest cm and millimetre cut, shape and score materials with some degree of accuracy assemble, join and combine material and components with some degree of accuracy consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</p>
PE	<p>Invasion Games Children improve and apply their basic skills in games. Children play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. Children play competitive sports and activities in small teams.</p>	<p>Invasion Games Children learn how to outwit their opponents and score when playing invasion games. Children play competitive games They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills. Children develop skilful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend. Good sportsmanship, fairness and respect is embedded in the way the children conduct themselves in sport.</p>
Music	N/A	N/A

Computing

Paint

Use technology purposefully to organise, store and retrieve digital content.

Logo

Y3/Y4 Solve problems by decomposing them into smaller parts
Use sequence, selection and repetition in programs; work with variables.
Use logical reasoning to detect and correct errors in algorithms and programs.
Y5/Y6 Work with various forms of input and output.
Use logical reasoning to explain how some simple algorithms work.
Design and create a range of programs, systems and content that accomplish given goals.