


KS2 Long Term Coverage Plan

	Cycle C			Cycle D		
	Autumn Adventurers and Explorers	Spring Oh! What A Wonderful World!	Summer Who Has the Power?	Autumn Let Us Remember	Spring Amazing Places and Spaces	Summer Who Do You Think You Are?
<p>English Sounds-Write Sounds-Write</p> <p>Talk for Writing Writing progression map Reading progression map</p> <p>English Whole-School Plan</p>	<p>Story Pattern: Adventure / Quest story Class Text: Varjak Paw, by S.F Said</p>  <p>Pupils will focus on developing characterisation; creating characters that sound real and the reader can imagine.</p> <p>Story Pattern: Meeting Tale Model text: Little Vixen Street Class Text: Wolf Brother</p>  <p>Pupils will write their own meeting tale, taking inspiration from their Stone-Age based class text. They will focus on setting description and building up tension.</p> <p>Non-Fiction Text Type: Recount Class text: The Wolf's Story, by Toby Forward</p>  <p>Pupils will reignite their understanding of the role of the wolf in 'Little Red Riding Hood' by writing a newspaper article that recounts (but also reimagines) the events of the classic children' tale.</p>	<p>Non-Fiction Text Type: Information Writing Class Text: Saving Species, by Jess French</p>  <p>Model Text: Polar Bear – Ice Bear of the Arctic Pupils will write an information text confidently and effectively about an animal that survives in cold climates: integrating a range of information text features into their report as appropriate.</p> <p>Story Pattern: Finding Tale Model text: Treasure Class Text: Cogheart, by Peter Bunzl</p>  <p>Pupils will write their own finding tales, focusing on the features needed to enhance the openings and endings of their stories.</p>	<p>Story Pattern: Defeating the Monster Model text: The Tibicena Class Text: Dragon Realm by Katie and Kevin Tsang</p>  <p>Pupils will develop their own takes on the classic 'Defeating the Monster' underlying structure. We will focus on action and dialogue.</p> <p>Non-fiction Text Type: Discussion Model Text:</p> <p>Story Pattern: Suspense Story (With Flashbacks - Years 5 and 6) Model text: The Nightmare Man Class Text: The Hobbit</p>  <p>Pupils will focus on building suspense – taking inspiration from their model text and some classic extracts from J.R.R Tolkien's masterpiece.</p>	<p>Story Pattern: Change Story Class Text: Changes by Anthony Browne</p>  <p>Pupils will focus on setting description, using the natural beauty of the Lake District as an inspiration.</p> <p>Non-fiction Text Type: Persuasive writing Model Text: Pupils will write a formal persuasive letter about an issue that is important to them.</p> <p>War Poetry Pupils will read and analyse a selection of powerful and moving war poems and prepare their own poem under the theme of remembrance.</p> <p>Story Pattern: Journey Story Class Text: The Journey, by Francesca Sanna</p>  <p>Our class book, 'The Journey', explores the concept of migration. Pupils will write their own journey stories, focusing on description.</p>	<p>Story Pattern: Meeting/finding tale Model text: Class Text: The Arrival, By Shaun Tan Inspired by the award-winning picture book: The Arrival, pupils will focus on developing character through description.</p>  <p>Non-fiction Text Type: Explanation Model Text: Why Dinosaurs Became Extinct Pupils will write an explanation text, using features such as: causal signposts, tentative language and engaging conclusions.</p> <p>Story Pattern: Fantasy / portal story Class Text: Skellig, by David Almond</p>  <p>Pupils will write their own fantasy stories, taking inspiration from the magical realism present in David Almond's classic. Their major focus will be action and dialogue.</p>	<p>Story Pattern: Adventure Story Model text: Mission Possible Class Text: Holes, by Louis Sachar</p>  <p>Pupils will write their own adventure stories with a focus on developing character through dialogue.</p> <p>Non-fiction Text Type: Instructions Model Text: How to grow a new plant. Pupils will write clear and engaging instruction texts using effective cohesive devices, talking to the reader and ending with a final comment/reminder/warning.</p> <p>Story Pattern: Wishing Tale Model text: The King of The Fishes Pupils will write narratives based around the 'wishing tale' structure. They will have a major focus on action.</p> <p>Class Text: Perry Angel's Suitcase</p>  <p>Focus: Opening and endings.</p>

Maths White Rose Maths Maths progression map	Number and Place Value Four operations Area and Perimeter	Fractions Decimals Percentages (Years 5 and 6) 3,4 and 8 times tables (Year 3) 6, 7, 9, 11 and 12 times tables (Year 4)	Geometry Statistics Measurement Algebra (Year 6) Ratio and Proportion (Year 6)	Number and Place Value Four operations Area and Perimeter	Fractions Decimals Percentages (Years 5 and 6) 3,4 and 8 times tables (Year 3) 6, 7, 9, 11 and 12 times tables (Year 4)	Geometry Statistics Measurement Algebra (Year 6) Ratio and Proportion (Year 6)
History CUSP History progression map	Changes in Britain from the Stone Age to the Iron Age Pupils will study evidence such as artefacts in order to understand the three ages of the Stone Age (Palaeolithic, Mesolithic and Neolithic). They will then turn their study to the Bronze Age and Iron Age and will investigate burials and monuments to understand the immense changes that occurred between these ages.	Anglo-Saxons Pupils will discover why the Anglo-Saxons came to Britain and where they came from. They will study primary sources of evidence to find out what life was like for the Anglo-Saxons in Britain.		Battle of Britain Pupils will examine the crucial role the Battle of Britain played in the outcome of World War Two. Evacuations, rationing and the Blitz will all be studied in order for pupils to understand the impact the battle and the wider war had on the people of Britain. They will analyse how Britain was ultimately successful in the battle.	Maya Pupils will learn about the culture of the Maya: their city-states, inventions and settlements. They will compare the technology and achievements of the Maya with that of the Anglo-Saxons.	Ancient Greece Pupils will discover who the Ancient Greeks were and what beliefs they had. They will learn about the emergence of democracy in Athens. They will find out why the theatre was so important to the Ancient Greeks. Myths, fables and the Olympics will also be studied.
Geography CUSP Geography progression map	U.K. Pupils will identify the countries, regions and major cities of the United Kingdom. They will identify human and physical landmarks in England, Northern Ireland, Wales and Scotland. They will understand topographical patterns in the U.K and how they have influenced settlements.	The Water Cycle Pupils will learn what the water cycle is, how it works and what affects it.	Fieldwork and Map Skills – Human and Physical Geography Year 3 and 4 Pupils will be taught about the 8 points on the compass and use these to locate physical and human features in and around the school and Caldbeck. Year 5 and 6 OS Map Skills and Fieldwork Pupils will revisit 4 and 6 figure grid references and will be introduced to the concept of contour lines. They will contrast maps of the local area with those of a different, flatter locality.	Geography Map skills – Environmental regions of Europe, Russia, North and South America Pupils will develop their mapping skills by studying the major environmental regions of the world, focusing on Russia; Europe; and North and South America.	Settlements, Land Use and Trade Pupils will study settlements around the world and find patterns in their distribution. They will discover the patterns in the movement of people and economic activity.	Orienteering: Map and Fieldwork Skills In this exciting unit, pupils will discover what orienteering is and learn how to orientate a map. They will navigate a simple indoor course with controls and move on to navigating an outdoor course with controls. Years 5 and 6 will plan and set up an orienteering course for the Year 3 and 4 pupils to navigate.
Science CUSP Science progression map	Year 3 and 4 Light Pupils will explore how shadows are formed and how they change size when an object moves closer to, or further away from a light source. Pupils will gain an understanding of which things are and aren't light sources States of Matter Pupils will investigate melting, evaporating and condensing. They will be introduced to three states of matter: solid, liquids and gases.	Year 3 and 4 Teeth Pupils will discover the different types of teeth humans have and their roles in the digestive system. They will learn about the parts of the digestive system and understand how the process of digestion works. Plants Pupils will understand the roles of different parts of a plant. They will discover that leaves make food for the plant. They will find out how water moves through a plant; the role of flowers; and gain an initial understanding of pollination.	Year 3/4 Forces and magnets Pupils will investigate how magnets attract and repel. They will investigate contact and non-contact forces and how surfaces affect the motion of an object. They will conduct experiments to sort materials into magnetic and non-magnetic.	Year 3/4 Sound Pupils will be introduced to what sound is and how it travels. They will conduct experiments to test how different materials can be used to soundproof a studio. They will understand the concepts of 'pitch' and 'loudness',	Year 3/4 Rocks Pupils will understand what types of rocks there are and how they are formed. They will test rocks to find out if they are limestone or chalk. They will investigate the properties of soil and will discover how fossils are formed through studying the life of Mary Anning.	Year 3/4 Living thing and their habitats Pupils will understand the characteristics of living things. They will observe which animals are vertebrates and which are invertebrates. They will classify plants, use classification keys and predict what will happen if a habitat changes. Year 5 and 6 Evolution and inheritance Pupils will investigate how life has evolved over time. They will extract DNA from a strawberry. They will study the work of Darwin and Wallace and the arguments they put forward for evolution.
	Year 5 and 6 Earth and Space Pupils will learn about the 8 planets of the solar system and some of their special features. They will learn how our view of the moon changes within	Year 5 and 6 Living things and their habitats Pupils will compare the life cycles of birds, mammals, amphibians and insects. They will classify animals into broad groups and give reasons for	Year 5 and 6 Forces Pupils will conduct investigations to find the effect of air and water resistance. They will observe situations where friction can be	Year 5 and 6 Animals and humans Pupils will learn about the heart and how it functions. They will understand how nutrients are transported around the body. They will conduct experiments to	Year 5 and 6 Properties and changes of materials Pupils will investigate reversible and irreversible changes. They will explore the differences between solutions and mixtures. They will	Animals and humans Pupils will describe the changes as humans develop to old age. They will understand the human timeline and discover more about the adolescent

	a lunar month. They will find out why the Earth's tilt causes our seasons and how the rotation of the Earth causes day and night.	these classifications. They will understand how plants and animals reproduce.	helpful and when it is not. They will find out when levers, pulleys and gears – which they are familiar with from their Design and Technology work – can be helpful to us. Electricity Pupils will represent and build a series circuit and understand the components that make it work. They will test how the number of cells and voltage affects the components in a circuit.	measure the impact of exercise on heart rate. They will explain what we can do to keep our circulatory system healthy. Animals and humans – Water transportation Pupils will learn where the kidneys are, what they do and how they keep us healthy.	investigate the properties of materials. Light Pupils will find out how (and how fast) light travels. They will discover, through observations, the colours light is made of. They will measure angles of incidence to discover more about reflection and test which surfaces make the best reflectors. They will test out what happens to the appearance of objects when placed in water.	stage. They will compare human and animal lifespans and gestation periods.
Music Charanga Music progression map	Let Your Spirit Fly Singing for the Fellview Christmas Performance	Glockenspiel (1) I wanna play in a band	Singing for the Fellview Summer Performance Lean On Me	Round and Round Preparing for Christmas Performance	Your Imagination Zootime	Friendship Song Preparing for Summer Performance
D&T Projects on a Page D&T progression map Food Technology Phunky Foods	Years 3 and 4 Levers and Linkages Pupils will design, make and evaluate a Christmas card using levers and linkages. They will use exploded diagrams to plan their designs identifying features including: Levers, Linkages, Loose pivots, Fixed pivot, Guide bridge, Input, Output and Slot Years 5 and 6 Levers and Linkages As above, but with additional focus on linear, reciprocating and oscillating movement	Years 5 and 6 Mechanical Systems - Pulleys or gears Pupils will design, make and evaluate a racing car with moving parts including pulleys or gears. When complete, they will test their cars in races of speed and endurance. Food Technology - Food for a Fiver Pupils will plan, cost, budget for and produce a three-course meal for £5.00. They will describe the nutritional values of their meals.	Years 3 and 4 Mechanical Systems – Pneumatics Pupils will design, make and evaluate a moving 'creature in a box' toy for small children using pneumatics.	Years 3 and 4 Textiles - 2-D shape to 3-D product (sewing skills) Pupils will design, make and evaluate a purse, holder or wallet for a friend or relative. Years 5 and 6 Computer-aided-design (CAD) in textiles Pupils will design, make and evaluate a shopping bag for a relative using CAD	Year 3/4 Electrical Systems Simple circuits and switches and Electrical Systems - Simple programming and control Pupils will use crumble to program a simple, computer-controlled electric system to control incorporating switches, buzzers and bulbs. Year 5/6 Electrical Systems More complex switches and circuits and Electrical Systems - Monitoring and control Pupils will use Crumble to program, monitor and control an computer controlled electrical appliance.	Structures - Shell structures using computer-aided design Pupils will design, make and evaluate CAD-based packaging to protect and display a food product for sale
PE PE progression map	Running jumping Team games Rugby Football Indoor athletics Travelling with a ball Striking a ball Sports Leadership Skills Y5 and 6 Gymnastics	Throwing catching a ball Team games Netball Dance O.A.A. and Orienteering Multiskills Table tennis	Tennis Hockey Rounders Cricket Local Tournaments e.g rounders, Residential trips O.A.A e.g. climbing Outdoor athletics Sports Days (Year 5/6 Leading) Swimming Drama/Dance choreography for performance	Running jumping Team games Rugby Football Indoor athletics Travelling with a ball Striking a ball Sports Leadership Skills Y5 and 6 Gymnastics	Throwing catching a ball Team games Netball Dance O.A.A. and Orienteering Multiskills Table tennis	Tennis Hockey Rounders Cricket Local Tournaments e.g. rounders, City residential trip with wider PE opportunities Outdoor athletics Sports Days (Year 5/6 Leading) Swimming Drama/Dance choreography for performance
Art and Design CUSP Art and Design progression map	Drawing Painting	Printmaking and Textiles 3D and Collage	Painting Creative Response	Drawing Painting Printmaking	Textiles and Collage 3D	Painting Creative Response

<p>PSHE Jigsaw</p> <p>PSHE progression map</p>	<p>Being me in my world Celebrating Differences</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>	<p>Being me in my world Celebrating Differences</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>
<p>Computing Knowsley CLC Computing</p> <p>Computing progression map</p>	<p>Year 5/6 My Online Life Children will further develop their knowledge of the risks of their online lives, including looking at online bullies, YouTube and how reliable information is online.</p>	<p>Year 3/4 My Online Life Children will gain knowledge of the risks of their online lives and to develop skills when using online services.</p> <p>KS2 Safer Internet Day activities</p> <p>Internet safety session with our local PCSO</p>	<p>Year 3/4 Dancing Robot (Coding) The children will explore computational thinking concepts and then they will focus on becoming independent programmers with the Scratch Jr app.</p> <p>Year 5/6 Lost in Space (Coding) Children will create a quiz program in Scratch. The children will learn about decomposition, algorithm flow charts, and creating programs with a variable.</p> <p>KS2 Practical coding projects using MicroBit</p>	<p>Year 3/4 My Online Life Pupils will learn how to manage their online reputation, build safe relationships and deal with online bullies. They will learn how to protect their online accounts and ensure technology doesn't take over their lives.</p> <p>Year 5/6 My Online Life Pupils will learn how to make informed decisions online, secure their online accounts and analyse the reliability of online information.</p> <p>Internet safety session with our local PCSO</p>	<p>Year 3/4 Real or Fake Children will become aware of Fake News, giving them the skills to consider each piece of news they read on its own merits and decide what is real or fake.</p> <p>Year 5/6 Youtuber Children will learn about what being a 'Youtuber' actually means and they will explore the positive and negatives associated with being a YouTuber. The children are given the opportunity to create their own vlog, edit and then critique it and then look at online safety in this context.</p>	<p>Year 3/4 Keyboard Adventures (Typing Skills) Pupils will be taught to improve their touch-typing and keyboard skills on both laptops and IPADS.</p> <p>Year 5/6 VR Worlds Pupils will learn about the concept of VR worlds and its applications. They will understand the concept of storyboarding and its importance in creating VR spaces. They will create an interactive VR space based on a planned written storyboard with different forms of media.</p>
<p>Languages Twinkl Plannit French</p> <p>Languages progression map</p>	<p>All Around Town / Let's Visit a French Town</p> <p>On the Move / This is France</p>	<p>Going Shopping – Let's Go Shopping</p> <p>Where in the World? /Our Precious Planet</p>	<p>What's the Time?/ All in a Day</p> <p>Holidays and Hobbies/ More to Explore</p>	<p>Getting to Know You/ Pleased to Meet You</p> <p>All About Me/ All About Ourselves</p>	<p>Food, Glorious Food/ That's Tasty</p> <p>Family and Friends</p>	<p>Our School/ School Life</p> <p>Time/ Time Travelling</p>
<p>RE Discovery RE</p> <p>RE at Fellview</p>	<p>Theme: Beliefs and Practices Key Questions: Y3/4: What is the best way for a Muslim to show commitment to God? Y5/6: What is the best way for a Muslim to show commitment to God? Religion: Islam</p> <p>Theme: Christmas Key Questions: Y3/4: What is the most significant part of the Christmas story for Christians today? Y5/6: How significant is it that Mary was Jesus' mother? Religion: Christianity</p>	<p>Opportunity to explore nonreligious world views and awareness of the world religions of Judaism and Buddhism Following the children's interests and being influenced by topical or local relevance</p> <p>Theme: Easter Key Questions: Y3/4 :Is forgiveness always possible? Y5/6: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p>	<p>Theme: Beliefs and Moral Values Key Questions: Y3/4: Does belief in Akhira help Muslims lead good lives Y5/6: Does belief in Akhira help Muslims lead good lives? Religion: Islam</p>	<p>Theme: Divali/Prayer and Worship Key Questions: Y3/4: Would celebrating Divali bring a feeling of belonging to a Hindu child? Y5/6: What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p> <p>Theme: Christmas Key Questions: Y3/4: Has Christmas lost its true meaning? Y5/6: Is the Christmas story true? Religion: Christianity</p>	<p>Theme: Pilgrimage and moral values Key Questions: Y3/4:Would visiting the River Ganges feel special to a non Hindu? Y5/6: Do beliefs in Karma, Samsara and Mosksha help Hindus lead good lives? Religion: Hinduism</p>	<p>Time to review, reflect and revisit past learning.</p>