

Vernon Park Primary School 2024-2025
LKS2 Long Term Subject Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Values	Kindness and Empathy	Friendship and Respect	Honesty and Responsibility	Tolerance and Fairness	Support and Inclusion	Challenge and Resilience
Intent	<p>What were the features of the Stone Age and the Iron Age?</p> <p>Is the United Kingdom the same all over?</p>		<p>Why was the Roman Empire so important?</p> <p>Is Europe the same all over?</p>		<p>What was the impact of the Roman Empire on Britain?</p> <p>How is the North west UK similar or different to the Naples Bay Region in Italy?</p>	
Implementation	<p>History: Compare and contrast the Stone Age, Bronze Age and the Iron Age: What changed? How did it impact daily life?</p> <p>An introduction to the different landscapes in the UK. Landscape Geographical regions, hills, mountains, rivers and coasts of the UK</p>		<p>History: The Roman Empire, its Impact on Europe and the invasion of Britain.</p> <p>Geography: Key physical and human characteristics, countries, and major cities, contrasting Areas, latitudes, major rivers.</p>		<p>History: Roman Britain and its lasting legacy on Britain.</p> <p>Geography: Human and physical features, size, OS maps, earthquakes and volcanoes.</p>	
Impact	<p>To compare two periods of history, understanding which sources have helped us to learn about them</p> <p>To understand how landscapes and features vary across the UK.</p>		<p>To understand the impact of the Roman Empire on Europe.</p> <p>To understand how countries, major cities and their features vary across Europe</p>		<p>To understand the lasting impact of the Roman Empire on Britain.</p> <p>To understand how regions in the UK and Italy compare and vary.</p>	

<p>Topic Launch</p>	<p>The Bronze Age vs The Iron Age <u>What are the features of the Bronze Age and the Iron Age?</u></p> <ol style="list-style-type: none"> 1. History – Timeline activity – work in Kagan 4s to order the timeline cards for either the Bronze Age or the Iron Age, match up with a group with the other timeline and blend the two together to form one long timeline. Upload to SeeSaw / photo for books. 2. Art – investigate Celtic patterns and knot work (introductory PPT). Create a Celtic knot design using construction paper and scissors. 3. Geography – Map of the UK, identify sites of known Bronze Age and Iron Age settlements, creating a key and using known symbols. Write a short description of what each era looked for in its settlements. 	<p>The Romans <u>Why was the Roman Empire so important and what changes did it bring to Britain?</u></p> <ol style="list-style-type: none"> 1. History – Work with a partner, QQT Roman Empire Fact Cards, children create their own fact file. Feedback their top facts to the group and complete Knowledge Organisers. 2. Geography – plot on a map the extent of the Roman Empire, name the modern countries that were occupied by the Romans during their Empire. 3. DT – Make your own Roman coin using clay. 	<p>Rivers <u>What are the most famous rivers of the world and where are they?</u></p> <ol style="list-style-type: none"> 1. English / History – What did the Romans do for us? Work in Kagan 4s to create an information poster explaining 5 things the Romans introduced to Britain (use iPads /printed information sheets and photos). 2. Geography/DT - Design a newspaper bridge to withstand an earthquake. Design a barricade to protect a village from a volcano.
<p>Collaborative Learning</p>	<p>Kagan Structures.</p>		
<p>Grammar</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> ● Manipulate word, sentence and text structure for cohesion and effect. ● Use a full range of punctuation taught at LKS2 ● Use and understand the full range of grammar terminology taught at LKS2. 		

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	<ul style="list-style-type: none"> ● Word classes ● Prefixes and suffixes ● Determiners ● Sentence structure ● Time and cause conjunctions, prepositions and adverbs ● Pronouns ● Fronted adverbials 	<ul style="list-style-type: none"> ● Paragraph structure ● Headings and subheadings ● Perfect form of verbs ● Apostrophes in contractions ● Punctuating direct speech ● Apostrophes for single and plural possession ● Commas for cohesion in lists and after adverbials 	
Spelling	Y3/4 spelling patterns		
Handwriting	PenPals Scheme of Work – Cambridge University Press		
Reading	Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills.		
Drama	DEAL drama structures		
English	<p>Focus picture books: alternative worlds <i>The Tunnel</i> – Anthony Browne <i>A child of Books</i> – Oliver Jeffers <i>How to Live Forever</i> – Colin Thompson</p> <p>Focus author: Classic Modern Fiction Ericc - Shaun Tan Focus on narrative, character, speech .</p> <p>Focus Poetry: Imagery National Poetry Day - The Environment (Nature) Writing Kennings and alliterative</p>	<p>Focus author: Historical Fiction <i>Escape from Pompeii</i> – Christina Balit Focus on narrative, action scenes and plot development.</p> <p>Focus Poetry Haikus Link to natural disasters and the fall of Pompeii</p> <p>Focus Non-Fiction: Non-chronological reports – natural disasters: what are they and where do they occur</p>	<p>Focus author: Contemporary Fiction <i>Harry Potter and the Philosopher's Stone</i> – JK Rowling Focus on pace, adventure and authorial intent.</p> <p>Focus Poetry Humorous poems and riddles. Performance poetry and raps</p> <p>Focus Non-Fiction: The Water Cycle</p> <p>Guided Reading and Class Story:</p>

	<p>rhyming couplets teaching point syllables, scanning, rhyme and rhythm The Moon by Robert Louis Stevenson Nature by Bonnie Harding</p> <p>Focus Non-Fiction: Information texts - life in the Bronze and Iron Ages.</p> <p>Guided Reading and Class Story: Roald Dahl - <i>The Twits</i></p>		<p>Instructions - How to survive in Roman Britain - a Gaul's guide.</p> <p>Guided Reading and Class Story: Roald Dahl - <i>The Witches</i></p>		<p>Stockport Book Awards</p>	
	<p>Poetry: Performance Poetry - theme of The Environment (Nature - colours in nature, the moon and stars, trees and mountains). Rhyming couplets in the style of Christina Rosetti - <i>What is Pink?</i> Kennings to describe features of nature - linked to the moon.</p> <p>Narrative - setting description: Picture Books.</p>	<p>Narrative, Action scenes - the battle with the dragon. Alternative endings. Focus on pace and atmosphere with verb openers and adverbial phrases.</p> <p>Informal letters - postcards to the Iron Man from the humans. Contracted word forms and standard / non- standard English.</p> <p>Information texts and their features, Non- chronological</p>	<p>Narrative - setting description: <i>Escape from Pompeii.</i> Adverbial and prepositional phrases. Adverbial openers and verb openers.</p> <p>Chronological reports: Diary writing linked to <i>Escape from Pompeii.</i></p> <p>Play Scripts and Dialogues - Link to Pompeii.</p> <p>Journalism and Recounts -</p>	<p>Biographies and autobiographies. Julius Caesar / Boudicca</p> <p>Instructions: how to survive a Roman invasion.</p> <p>Diaries: life as a Roman Gladiator.</p>	<p>Narrative, setting and character descriptions, main character analysis (Harry, Ron, Hermione etc.).</p> <p>Formal letters - letter of complaint from Mr. Dursley.</p> <p>Direct speech - character conversation. Punctuating speech correctly.</p> <p>Poetry: Humorous poems and riddles. Write your own riddles for the Sorting</p>	<p>Adventure Stories, action scenes and cliff-hangers. Write an alternative ending to the Philosopher's Stone.</p> <p>Persuasive Writing - entrance application to Hogwarts School of Witchcraft and Wizardry.</p> <p>Poetry: Narrative poetry - story of a river.</p>

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	Expanded noun phrases, prepositional phrases and adding drop in clauses. Narrative, character description and development. Who or what is the Iron Man? Write an extended description fit for a wanted poster. Introduce expanded noun phrases, embedded clauses and alliteration.		reports. The similarities and differences of the Bronze and Iron Ages.		eruption of Pompeii, Roman Invasion of Britain, Rebellion of Boudicca. Poetry: Haikus - explain that traditionally Haikus describe an aspect of nature: expand to use Haikus to describe Roman Britain.				Hat.			
Maths	<u>Year 3</u> Place Value Addition and subtraction	<u>Year 4</u> Place Value Addition and subtraction	<u>Year 3</u> Addition and Subtraction Multiplication and Division Measurement	<u>Year 4</u> Addition and Subtraction Multiplication and Division Measurement	<u>Year 3</u> Multiplication and division Length and perimeter Fractions	<u>Year 4</u> Multiplication and division Length and perimeter Fractions	<u>Year 3</u> Fractions Mass and capacity	<u>Year 4</u> Fractions Mass and capacity	<u>Year 3</u> Time Decimals Money	<u>Year 4</u> Time Decimals Money	<u>Year 3</u> Money Shape Geometry Position and direction Statistics	<u>Year 4</u> Money Shape Geometry Position and direction Statistics
Year 3 and Year 4 Programme of Study:												

	<ul style="list-style-type: none">● Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number● Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)● Compare and order numbers up to 1000● Identify, represent and estimate numbers using different representations● Read and write numbers up to 1000 in numerals and in words● Solve number problems and practical problems involving these ideas.● Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction● Estimate the answer to a calculation and use inverse operations to check answers● Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	<ul style="list-style-type: none">● Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.● Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10● Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators● Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators● Recognise and show, using diagrams, equivalent fractions with small denominators● Add and subtract fractions with the same denominator within one whole.● Compare and order unit fractions, and fractions with the same denominators● Solve problems that involve all of the above.	<ul style="list-style-type: none">● Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight● Know the number of seconds in a minute and the number of days in each month, year and leap year● Compare durations of events [for example to calculate the time taken by particular events or tasks].● Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them● Recognise angles as a property of shape or a description of a turn● Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle● Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.● Interpret and present data using bar charts, pictograms and tables● Solve one-step and two-step questions [for example, 'How many
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	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 	<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 	<p>more?’ and ‘How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>
IT and Computing	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand the opportunities [networks] for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
	<p>Data and information – Branching databases</p> <ul style="list-style-type: none"> -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database 	<p>Creating media - Stop-frame animation</p> <ul style="list-style-type: none"> -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to 	<p>Programming B – Repetition in games</p> <ul style="list-style-type: none"> -To develop the use of count-controlled loops in a different programming environment -To explain that in programming there are infinite loops and count controlled loops -To develop a design that includes two or more loops which run at the same time

	-To independently create an identification tool		-To modify an infinite loop in a given program -To design a project that includes repetition -To create a project that includes repetition	
Science	<p>Pupils should:</p> <ul style="list-style-type: none"> ● Ask relevant questions and use different types of scientific enquiries to answer them. ● Set up simple practical enquiries, comparative and fair tests. ● Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● Gather, record, classify and present data in a variety of ways to help in answering questions. ● Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ● Identify differences, similarities or changes related to simple scientific ideas and processes. ● Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● Use straightforward scientific evidence to answer questions or to support their findings. 			
	<p><u>Physics</u> <u>Sound</u></p> <ul style="list-style-type: none"> ● Identify how sounds are made, associating some of them with something vibrating. ● Recognise that vibrations from sounds travel through a medium to the 	<p><u>Physics</u> <u>Forces and Magnets</u></p> <ul style="list-style-type: none"> ● Compare how things move on different surfaces. ● Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 	<p><u>Biology</u> <u>Scientific Enquiry</u> <u>Animals Including Humans - Bones, Muscles and Movement</u></p> <ul style="list-style-type: none"> ● Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. ● Identify that humans and some other animals have skeletons and muscles for support, protection and movement. ● ask relevant questions and use different types of scientific enquiries 	<p><u>Biology</u> <u>Plants</u></p> <ul style="list-style-type: none"> ● Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ● Explore the requirements of plants for life and growth

	<p>ear.</p> <ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>to answer them</p> <ul style="list-style-type: none"> • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment. • gather, record, classify and present data in a variety of ways to help in answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes • use straightforward scientific evidence to answer questions or to support their findings. 	<p>(air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>living things in their local and wider environment.</p> <ul style="list-style-type: none"> • Recognise that environments can change and that this can sometimes pose dangers to living things.
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	<p>Pupils should:</p> <ul style="list-style-type: none"> ● Extend their knowledge and understanding beyond the local area, to include the United Kingdom and Europe, North and South America. ● Identify and find the location and characteristics of a range of the world's most significant human and physical features. ● Develop their use of geographical tools and skills to enhance their locational and place knowledge. 		
	Is the United Kingdom the same all over?	Is Europe the same all over?	How is the North west UK similar or different to the Naples Bay Region in Italy?
Geography	<ul style="list-style-type: none"> ● Identify key physical and human characteristics, countries, and major cities ● Name and locate counties, cities and geographical regions of the United Kingdom ● Name and describe their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts and rivers), and land-use patterns ● Understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ● Locate the world's countries, using maps to focus on Europe ● 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 	
History	<p>Pupils should:</p> <ul style="list-style-type: none"> ● Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time, and develop the appropriate use of historical terms. ● Address and devise historically valid questions about change, cause, similarity and difference, and significance. ● Construct informal responses that involve thoughtful selection and organisation of relevant historical information. ● Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 		
	What were the features of the Stone Age and the Iron Age?	Why was the Roman Empire so important?	What was the impact of the Roman Empire on Britain?

	<ul style="list-style-type: none"> ● Understand and create own chronological timelines ● Understand the achievements of the earliest civilizations ● Understand who the Lindow Man was and why he is important to local history ● Understand how our knowledge of the past is constructed from a range of sources. ● Notice similarities and differences between periods and note their importance to the people of that time. 	<ul style="list-style-type: none"> ● Develop an overview of where and when the first civilizations appeared ● Complete an in-depth study of an ancient civilisation (Roman Empire) ● Complete a study over time tracing how several aspects of national history are reflected in the locality (Bronze Age and Iron Age Britain, Roman Britain) ● Analyse written sources from writers from the time period. ● Explore the long-term legacy of the invasion. ● Make links between local listed buildings and historical events from the time of the building's construction. 	
D&T	<p>Pupils Should:</p> <ul style="list-style-type: none"> ● Understand and apply the principles of a healthy and varied diet ● Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		
	<p>Projects on a Page: delivered intensively through termly DT Super Learning Days</p>		
	<p><u>Design Technology: Textiles</u> 2d Shape to 3D Product</p>	<p><u>Design Technology: Food Technology</u> Link to Science - design a healthy menu to promote human growth and development</p>	<p><u>Design Technology: Mechanical Systems</u> Levers and Linkages</p>
	<ul style="list-style-type: none"> ● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<ul style="list-style-type: none"> ● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 	

Art	<p>Pupils should:</p> <ul style="list-style-type: none"> ● Create sketch books to record their observations and use them to review and revisit ideas ● Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● Learn about great artists, architects and designers in history. ● Share my work with my classmates and talk about what was successful and what improvements to make. ● Voice my opinion about classmates' work and the impact it has. 		
	<p><u>Gestural drawing through charcoal</u></p> <ul style="list-style-type: none"> ● Identify how artists use charcoal in their work. ● Experiment with making different types of marks with charcoal, using my hands as well as the charcoal. ● Make loose, gestural sketches using my body. ● Understand what Chiaroscuro is and how to use it. ● Use light and dark tonal values in my work, to create a sense of drama. ● Use the body as a drawing tool to make drawings inspired by movement, and see how other artists do the same. ● Take photographs of my work, thinking about focus, lighting, and composition. 	<p><u>Working with shape and colour</u></p> <ul style="list-style-type: none"> ● Explore artwork through looking, talking and drawing. ● Use the "Show Me What You See" technique to make drawings and notes using pencils and pens. ● Cut shapes directly into paper, using scissors, inspired by the artwork. ● Collage with cut elements, choosing colour, shape and composition. ● Add to a collage, using line, colour and shape made by stencils. ● Explore negative and positive shapes. ● Take photographs of work. 	<p><u>Telling stories through drawing and making</u></p> <ul style="list-style-type: none"> ● Understand how artists are inspired by other artists often working in other artforms. ● Understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work. ● Use sketchbooks to explore responses to the chosen book/film, making visual notes and testing materials. ● Make a sculpture using materials to model or construct, which is inspired by a character in a book or film. ● Reflect and share how the creation of the sculpture helps capture feelings about the original character. ● Take photographs of work thinking about focus, background and lighting.
Music	<p>Pupils should:</p>		

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	<ul style="list-style-type: none"> ● Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ● Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ● Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 					
	<p>Rhythm and composition 1</p> <p>Binary AB cat / monkey / rest / cow / armadillo</p> <p>From Stockport Music Service Y3</p>	<p>Ensemble singing and Performance</p> <p>Simple Rhythm Tags</p> <p>Body Percussion</p> <p>Carol Concert</p>	<p>Playing and Performing instruments 1</p> <p>Glockenspiels and Recorders</p> <p>From Stockport Music Service Y3</p>	<p>Rhythm and Composition</p> <p>Graphic Scores</p> <p>Rhythm Grid</p> <p>Easter Service</p>	<p>Inter-related dimensions of music 1</p> <p>Graphic Notation</p> <p>From Stockport Music Service Y3</p>	<p>Ensemble playing and Performance</p> <p>Improvise, compose and perform musical notation.</p>
	<ul style="list-style-type: none"> ● 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 ● Use and understand staff and other musical notations 			<ul style="list-style-type: none"> ● Using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory ● 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	Pupils should:					
	<ul style="list-style-type: none"> ● Develop competence to excel in a broad range of physical activities ● Be physically active for sustained periods of time ● Engage in competitive sports and activities ● Lead healthy, active lives. 					
	<p>Fundamentals</p> <p>Ball skills</p> <p>Swimming</p>	<p>Fitness</p> <p>Handball</p> <p>Swimming</p>	<p>Dance</p> <p>Hockey</p> <p>Swimming</p>	<p>OAA</p> <p>Tennis</p> <p>Swimming</p>	<p>Dance</p> <p>Athletics</p> <p>Swimming</p>	<p>Rounders</p> <p>Swimming</p>

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	<ul style="list-style-type: none"> ● 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 		<ul style="list-style-type: none"> ● 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. <u>Swimming and water safety</u> ● Swim competently, confidently and proficiently over a distance of at least 25 metres ● Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● Perform safe self-rescue in different water-based situations. 			
RE	<p>Christianity What does it mean to be a Christian? Why is the Bible important to Christians today?</p>		<p>Judaism Why do people pray?</p>		<p>Hindu What does it mean to be a Hindu? Hindu festivals and sacred places.</p>	
PSHE RSHE	How can we be a good friend?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	What keeps us safe? How will we grow and change?	Why should we keep active and sleep well?
Foreign Languages French	<p><u>Instruments</u> Children will learn how to recognise, recall and spell a 10 different instruments with their definite article/determiner in the foreign language as well as combining these with the phrase 'to play'</p>		<p><u>Vegetables</u> Children will learn how to recognise, recall and spell different vegetables with the plural definite article/determiner and how to formulate a short phrase using the structure 'I would like' plus a quantity of various vegetables.</p>		<p><u>In the classroom</u> Children will learn how to recognise, recall and spell seven different classroom items with their indefinite articles/determiners and through the use of questioning and answering.</p>	
	<ul style="list-style-type: none"> ● Listen attentively to spoken language and show understanding by joining in and responding ● Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 					

	<ul style="list-style-type: none"> ● Speak in sentences, using familiar vocabulary, phrases and basic language structures ● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ● Present ideas and information orally to a range of audiences* ● Read carefully and show understanding of words, phrases and simple writing ● Appreciate stories, songs, poems and rhymes in the language ● Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● Describe people, places, things and actions orally* and in writing ● Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		
Possible Trips and Events	Stockport Museum - Mellor Iron Age Hilltop Settlement Exhibit	Banks Of The River Goyt - Fieldwork and Sketching Morning/Afternoon	Lore and Saga Living History Roman In-School Workshop