

Downlands Community School - KS1 - Long Term Curriculum Plan

| Term | | Autumn A | | Spring A | | Summer A | | Autumn B | | Spring B | | Summer B | |
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| | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Overall theme | | Why do I love to be beside the seaside? | Darling put the fire out | A toy story! | Why don't penguins need to fly? | It's pasture bedtime! | On the road again! | The great animals | Happily everest after | What's the nurse that can happen? (Famous Nurses) | Wicked weather | Location, location, location (Blandford Camp) | Too hot to handle (Fire, fire!) |
| Big Question | | What is coastal life like? | How have important people from the past made an impact? | How is what we play with now different from long ago? | What is it like living on the ice? | Where does our food come from? | What is it like to be a great explorer? | How do stories help us? | How does Nepal compare to where I live? | What are the basic needs of humans and other animals? | How does the weather affect our lives? | What do we know about where we live? Why is London important? | How and why do fires make changes to our world? |
| English, communication and language | | What the ladybird heard at the seaside. Sally and the Limpet | The light House Keeper Lunch. Guy fawkes | I love you, blue Kangaroo. Tatty Ratty | Non-Fiction: All about the poles | A Year on Adams farm Food for the future | Non fiction - explorer text | Traditional Tales | Twisted traditional Tales (modern texts, alternative endings) - | Characteristics of narrative writing. | Non fiction | Non-fiction Formal language | Poetry Informal |
| | | Narrative Retell. Narrative: Innovation of the story (beginning, middle, end) -Colourful semantics: who, what doing. -Character description -Exclamation sentence | Instructions - Making a sandwich. Narrative: Retell -Colourful semantics -Adjectives -Question marks -Commas for a list -Character description | Narrative: Comic strip Narrative: Innovation of the story. - Recognising simple and recurring language, rhyming words. -Prediction, questions and inference. -4 Types of sentences y2 (include questions and exclamation y1) | Non fiction Y1 Fact Sentences with a title. Y2 Fact sentences with subtitles. Beginning to understand that information is grouped together around a theme. | Non-Fiction: Fact Sentence writing. Recount - On Farm Trip Sequencing Past tense Questions Adjectives Imperative verbs | Fiction - The great explorer Innovative Diary entry Narrative - Beginning, middle and end. -Hot seating Commas for a list | -Three little pigs -Goldilocks and the three bears Narrative Retell. Narrative: Innovation of the story (beginning, middle, end) -Colourful semantics: who, what doing. -Character description -Exclamation sentence | Alternative texts: -The three little wolves and the big bad pig -Goldilocks and just the one bear Structure / comparison | - Recognising simple and recurring language. -Prediction, questions and inference. -4 Types of sentences. | Y1 Persuasive leaflet, captions Y2 Persuasive leaflet -Exposure to poetry -Shape/visual poetry. -Speaking and performing poetry. -Expanded noun phrases. | Non-fiction London A Walk in London Sequencing Past tense Questions Diary entry Adjectives Imperative verbs Persuasive poster | Vlad and the Great Fire of London -Diary entry -Hot seating -Instructions for making a tudor house. -Commas for a list |
| Phonics in Year 1 | | Sounds Write extended code /ae/ /ee/ /oe/ spelling <ea> <oe> | Sounds Write extended code /er/ /e/ /ow/ spelling <ow> | Sounds Write extended code/oo/ as moon /ie/ /oo/ book- spelling <oo> | Sounds Write extended code /u/ /s/ spelling <ou> <s> | Sounds Write extended code /I/ /or/ /air/ | Sounds Write extended code /ue/ /oy/ /ar/ spelling <ew> <a> | Sounds Write extended code /ae/ /ee/ /o e/ spelling <ea> <oe> | Sounds Write extended code /er/ /e/ /ow/ spelling <ow> | Sounds Write extended code/oo/ as moon /ie/ /oo/ book- spelling <oo> | Sounds Write extended code /u/ /s/ spelling <ou> <s> | Sounds Write extended code /I/ /or/ /air/ | Sounds Write extended code /ue/ /oy/ /ar/ spelling <ew> <a> |
| Phonics in Year 2 | | Sounds Write extended code /ae/ /ed/ /ee/ | Sounds Write extended code /i/ /oe/ /n/ speeding <y> | Sounds Write extended code/er/ /v/ /oo/ as moon | Sounds Write extended code /j/ /g/ /f/ spelling <g> <gh> | Sounds Write extended code /m/ /or/ /h/ /k/ | Sounds Write extended code /r/ /t/ /z/ /eer/ /ed/ /ee/ | Sounds Write extended code /ae/ /ed/ /ee/ | Sounds Write extended code /i/ /oe/ /n/ speeding <y> | Sounds Write extended code/er/ /v/ /oo/ as moon | Sounds Write extended code /j/ /g/ /f/ spelling <g> <gh> | Sounds Write extended code /m/ /or/ /h/ /k/ | Sounds Write extended code /r/ /t/ /z/ /eer/ |
| Understanding mathematics | | Number: Place Value (within 10), Addition & Subtraction (within 10) Number: Place Value, Addition & Subtraction | Number: Place Value (within 20) Geometry: Shape Measurement: Money Number: Multiplication & Division | Number: Addition & Subtraction (within 20), Place Value (within 50) Number: Multiplication & Division Statistics | Measurement: Length/Height & Weight/Volume Geometry: Properties of Shape Number: Fractions | Number: Multiplication & Division, Fractions Geometry: Position & Direction Measurement: Length & Height Geometry: Position & Direction | Number: Place Value (within 100) Measurement: Money & Time Measurement: Time & Mass/Capacity/Temperature | Number: Place Value (within 10), Addition & Subtraction (within 10) Number: Place Value, Addition & Subtraction | Number: Place Value (within 20) Geometry: Shape Measurement: Money Number: Multiplication & Division | Number: Addition & Subtraction (within 20), Place Value (within 50) Number: Multiplication & Division Statistics | Measurement: Length/Height & Weight/Volume Geometry: Properties of Shape Number: Fractions | Number: Multiplication & Division, Fractions Geometry: Position & Direction Measurement: Length & Height Geometry: Position & Direction | Number: Place Value (within 100) Measurement: Money & Time Measurement: Time & Mass/Capacity/Temperature |
| Understanding physical development, health and wellbeing | PSHE (inc. RHE) | Jigsaw Y2 Being Me in my world | Jigsaw Y2 Celebrating differences | Jigsaw Y2 Dreams and goals | Jigsaw y2 Healthy Me | Jigsaw Y2 Relationships | Jigsaw y2 Changing Me | Jigsaw Y1 Being me in my world | Jigsaw Y1 Celebrating differences | Jigsaw Y1 Dreams and goals | Jigsaw y1 Healthy Me | Jigsaw Y1 Relationships | Jigsaw y1 Changing Me |

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| | PE 1 PE 2 | Striking and Fielding (y1 Unit) Target Games (Y1 Unit) | Dance (y1) 2/3 sessions (xmas prod) Fitness (Y2 Unit) | Dance Y1 Unit Fundamentals (Y2 Unit) | Team Building (Y1 unit) Gymnastics (Y2 unit) | Ball Skills (Y1 Unit) Invasion Games (Y1 Unit) | Athletics 3 sessions Prep for Sports day Country dancing 3 sessions Athletics(Y1 unit) Sending and Receiving (Y1 unit) | Striking and Fielding (Y2 Unit) Target Games (Y2 Unit) | Dance (Y2 unit) 3 sessions (xmas prod) Fitness (Y1 Unit) | Dance (Y2 Unit) 3 sessions Gymnastics (Y1 Unit) | Fundamentals (Y1 Unit) Invasion Games (Y2 unit) | Yoga (Y1 Unit) Net and wall games (Y2 unit) | prep for Sports day Country dancing 3 sessions Athletics(Y2 unit) |
| Historical, geographical and social understanding | History | | Darling, put the fire out! What makes a great history maker? Grace Darling Guy Fawkes | A toy story! How do favourite toys of today compare with those of the past? | | | On the road again! What does it take to be a great explorer? Christopher Columbus Neil Armstrong | The great animals How did animals help during WW1? (Why was Charles sent to prison?) | | What's the nurse that can happen? What makes a great history maker. Who is the greatest history maker? Brave Nurses: Edith Cavell Florence Nightingale Mary Seacole | | | Too hot to handle What caused the Great Fire of London and What caused the Fire of Blandford? (local study) What is the same and what is different between the 2 fire |
| | Geography | Why do I love being beside the seaside? | | | Why don't penguins need to fly? Antarctic/Arctic/ Sahara Desert | It's pasture bedtime! Why does it matter where our food comes from? | | | Happily Everest After How does Ghandruk, Nepal compare to where I live? | | Wicked weather! Fair Trade - Where do bananas come from? How does the weather affect our lives? | Location, location, location What is the geography of our school and where we live? Our school grounds Blandford Camp | Location, location, location What is the geography of our school and where we live? Our school grounds Blandford Camp |
| | RE | Christianity Creation, God the father as an introduction to the Trinity What do Christians believe about God? | Christianity Incarnation, God the Son as continued introduction to the Trinity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Judaism The special relationship Jews have with God Who is God to the Jews? | Christianity Salvation, God the Son as continuation of introduction to the Trinity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Judaism Shabbat Is Shabbat important to Jewish children? | Judaism Prayer and Worship Does visiting the synagogue help Jewish children feel closer to God? | Christianity Jesus's example as the son of God Is it possible to be kind to everyone all of the time? | Christianity Christmas - Jesus as gift from God (incarnation) Why do Christians believe God gave Jesus to the world? | Islam Who is God to Muslims? The 99 names of Allah | Christianity Easter - Resurrection How important is it to Christians that Jesus came back to life? | Islam The Prophet Muhammed How important is the prophet Muhammed to Muslims? | Islam The Qur'an - holy book How important is the Qur'an to Muslims? |
| | ICPS | Vocabulary | Vocabulary | Recognising and how others are feeling. | Recognising and how others are feeling | Beginning to solve problems independently | Beginning to solve problems independently | Vocabulary | Vocabulary | Recognising and how others are feeling. | Recognising and how others are feeling | Beginning to solve problems independently | Beginning to solve problems independently |
| Understanding the arts | Art | Textiles - Weaving project Gunta Stolzl (with DT links) | ARTS WEEK local artists (DISCRETE UNIT) | | collage and painting (animals) Eric Carle | | | | ARTS WEEK local artists (DISCRETE UNIT) | Sculpture- make imaginary animals | | London art -painting, drawing and printing | |
| | Music | Sing up Year 1 Term 1: Menu song (Progression snapshot 1 | Christmas Nativity singing and practise | Sing up Year 1 Term 2: Football (Progression snapshot 2) | Sing up Year 1: Who stole my chicken and hens | Sing up Year 1 Term 3: Come dance with me (Progression snapshot 3) | Sing up Year 1: As I was walking down the street | Sing up Year 2 Term 1: Tony Chestnut (Progression snapshot 1) | Christmas nativity singing and practice | Sing up Year 2 Term 2: Grandma Rap (Progression snapshot 2) | Sing up Year 2: Minibeasts | Sing up Year 2 Term 3: Tanczmy labada (Progression snapshot 3) | Sing up Year 2: The rock pool rock |
| Science and technological understanding | Science (Plymouth Science) | Materials Material World (Everyday materials Y1&2) | Materials Material World (Everyday materials Y1&2) | Looking After Plants (Plants Y1&2 & Seasonal changes Y1) | Looking After Plants (Plants Y1&2 & Seasonal changes Y1) | Animals, The Human Body and Staying Healthy (Animals, including humans Y1&2 | Animals, The Human Body and Staying Healthy (Animals, including humans Y1&2 & Living things and their habitats Y2 | Changing Materials Everyday materials Y1&2 | Changing Materials Everyday materials Y1&2 | Animal Safari Animals, including humans Y1&2 & Living things and their habitats Y2 | Animal Safari Animals, including humans Y1&2 & Living things and their habitats Y2 | How does your garden grow Plants Y1&2 | How does your garden grow Plants Y1&2 |
| | DT | | | Making a toy | | Preparing health food Fruit kebabs | Moving pictures - Explorer scene | Moving pictures - poppy on a field scene, WW1 animals | | | Food - using fair trade products OR making shelters | | Fire Fire, Tudor House building project |

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| | Computing | Systems and networks - Technology around us (Y1 lessons 2, 6) (Y2 lessons 1,2,3,4,6) | Creative Media - Digital painting (Y1 unit) | Programming A Scratch Jr (Y1 prog A, lessons 1,4) (Y2 prog A, lessons 1,2,4,5) BeeBots/BluBots | Data - Pictograms (Y2 unit) | Creating media digital writing (Y1 unit) | Programming animations Y1 Programming B | Systems and networks - Technology around us (Y1 lessons 2, 6) (Y2 lessons 1,2,3,4,6) | Creative media - Digital photography OR Digital writing (Y1 unit - use different context to cycle A) | Programming A Scratch Jr (Y1 prog A, lessons 1,4) (Y2 prog A, lessons 1,2,4,5) BeeBots/BluBots | Data and information - Pictograms (Y2 unit) | Creating media Digital music (Y2 unit) | Programming B - (Y1 programming B) introduction to animation |
| Faith and cultural events | | Harvest Fiji Independence Day | Bonfire night Dashain and Diwali Christingle Lantern Parade Christmas | Holocaust memorial Day, Chinese New Year | Easter | Nepal Day | | Harvest Fiji Independence Day | Bonfire night Dashain and Diwali Christingle Lantern Parade Christmas | Holocaust memorial Day, Chinese New Year | Easter | Nepal Day | |
| National importance | | Black History Month | Armistice Day National Parliament Week Anti-bullying week | Safer internet Day Children's mental health week | Science Week Fair Trade Fortnight | | Armed Forces Day | Black History Month | Armistice Day National Parliament Week Anti-bullying week | Safer internet Day Children's mental health week | Science Week Fair Trade Fortnight | | Armed Forces Day |
| Visits and visitors | | | RNLI Visitor to school | | | Zoo Lab to school Trip to a farm | | Visit from modern day communications expert Larmer Tree Arts Festival | | | | Visit Camp Allotments Camp walks Trip to Kingston Lacy | Fire Engine Visit and Fire Safety Officer Pond dipping |

| Downlands Community School - LKS2 - Long Term Curriculum Plan | | | | | | | | | | | | |
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| Term | Autumn A | | Spring A | | Summer A | | Autumn B | | Spring B | | Summer B | |
| | Aut 1 | Aut 2 | Spri 1 | Spri 2 | Sum 1 | Sum 2 | Aut 1 | Aut 2 | Spri 1 | Spri 2 | Sum 1 | Sum 2 |
| Overall theme | Stone Age | Cities | Overcoming Adversity | Exploration and Discovery | Legends and Folklore | From Mystery to Discovery | The Vikings on the Wall | You Crack Me Up! | Having Courage | Having Courage | | |
| English, communication and language | Stone Age Boy Survival Guide: How fire was made in the Stone Age | Flat Stanley Flat Stanley - Lost in New York. Flat Stanley - Christmas Adventure. Recount - Post Card. Diary | The Explorer-Katherine Rundell Discussion: Is the deforestation of the Amazon Rainforest necessary? Non-chronological report (information)-endangered species | The Explorer-Katherine Rundell Narrative: Journey Tale (express time, place and cause) Narrative: Warning Tale (Dialogue), Model text: The Canal | The BFG Poetry Character Descriptions Newspaper Report | Dorset Folk Tales for Children Narrative: Retelling (plot focus) Persuasive writing - leaflets | Viking Voyagers by Jack Tite Recount: Diary Entry | How To Train Your Dragon - Cressida Cowell Non-chronological report (information): Mythological creature Narrative: losing tale (character description) | The Story of Tutankhamun - Patricia Cleveland-Peck Recount: Newspaper report Narrative: Finding tale (setting description) | Rainforest Leaflet - Endangered Species. Persuasive Letter - About Deforestation. | You wouldn't want to be an Anglo-Saxon peasant - Jacqueline Morley Narrative: Quest (Dialogue) Poetry: Kennings | Dorset Folk Tales for Children Narrative: Traditional Tales (story openings and endings) Poetry: Performance poetry |
| Understanding mathematics | Number: Place Value Number: Addition & Subtraction Number: Place Value Number: Addition & Subtraction | Number: Addition & Subtraction Number: Multiplication & Division Measurement: Length & Perimeter | Number: Multiplication & Division Measurement: Money Statistics Number: Multiplication & Division | Statistics Measurement: Length & Perimeter Number: Fractions Number: Fractions & Decimals | Number: Fractions Measurement: Time Number: Decimals Measurement: Money & Time Statistics | Geometry: Properties of Shape Measurement: Mass & Capacity Statistics Geometry: Properties of Shape & Position and Direction | Number: Place Value Number: Addition & Subtraction Number: Place Value Number: Addition & Subtraction | Number: Addition & Subtraction Number: Multiplication & Division Measurement: Length & Perimeter Number: Multiplication & Division | Number: Multiplication & Division Measurement: Money Statistics Number: Multiplication & Division | Statistics Measurement: Length & Perimeter Number: Fractions Number: Fractions & Decimals | Number: Fractions Measurement: Time Number: Decimals Measurement: Money & Time Statistics | Geometry: Properties of Shape Measurement: Mass & Capacity Statistics Geometry: Properties of Shape & Position and Direction |

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| | | | Number: Multiplication & Division | Measurement: Area | | | | | | Measurement: Area | | | |
| Understanding physical development, health and wellbeing | PSHE (inc. RHE) | Jigsaw Y3 Being Me in my world | Jigsaw Y3 Celebrating differences | Jigsaw Y3 Dreams and goals | Jigsaw y3 Healthy Me | Jigsaw Y3 Relationships | Jigsaw y3 Changing Me | Jigsaw Y4 Being Me in my world | Jigsaw Y4 Celebrating differences | Jigsaw Y4 Dreams and goals | Jigsaw y4 Healthy Me | Jigsaw Y4 Relationships | Jigsaw y4 Changing Me |
| | PE | Fundamentals (Year 4) | Fitness (Yr 3) | Gymnastics (y3 unit) | Dodgeball (Yr 3) | Tennis (Yr 3) | Dance (y3 unit) | Tag Rugby (Year 4) | Gymnastics (y4 unit) Y4 chn Swimming | Ball Skills (Yr3) | Dodgeball (Yr4) | Cricket | Sports Day Pract Golf |
| | PE | Handball | Hockey (Yr 3) | Football (Yr 3) | Netball (Yr 3) | Rounders (Year 3) | Athletics (y3 unit) | Netball (Year 4) Y4 chn Swimming Cedar | Football (Year 4) | Hockey | Tennis (Y4 unit) | Athletics | Rounders (Year 4) Country Dancing |
| Historical, geographical and social understanding | History | Sticks and stones (Stone age) | | Bronze ain't bad! (Bronze age) | | I've got my iron you (Iron age) | | The Vikings on the wall (Anglo-Saxons and Vikings) Rosa Parks (black history month) | | Where's My mummy? (Egyptians) | | Great Scot! (Anglo Saxons and Scots) | |
| | Geography | | We built this mega city on rock and roll! (Megacities) | | National Parks | | Save it for a train-y day (railways) Sustainability? | | You crack me up! (Earthquakes) | | Don't rainforest on my parade (Climate including rainforests) | | Ch-Ch-Changes! (Local area changes) |
| | RE | Sikhism The Amrit Ceremony and the Khalsa Does joining the Khalsa make a person a better Sikh? | Christianity Christmas Has Christmas lost its true meaning? | Christianity Incarnation, God the Son (demonstrated through the powers and gifts that Jesus showed) Could Jesus really heal people? Were these miracles or is there some other explanation? | Christianity Salvation What is 'good' about Good Friday? | Sikhism Sharing and Community Do Sikhs think it's important to share? | Humanism Humanist actions and the reasoning behind them What motivates Humanists to lead good lives? | Buddhism Life and teachings of the Buddha Is it possible for everyone to be happy? | Christianity Incarnation What is the most significant part of the Nativity story for Christians today? | Buddhism Buddha's teachings Can the Buddha's teachings make the world a better place? | Christianity Easter (Salvation) Is forgiveness always possible for Christians? | Buddhism Beliefs into practice What is the best way for a Buddhist to lead a good life? | Christianity Prayer and Worship Do people need to go to church to show they are Christians? |
| Understanding the arts | Art | The lion man story - drawings leading to sculpture | ARTS WEEK Digital media - stop motion animation -building a city. | | Sketching and painting - aspects of nature - observational flower painting. | | | | | Egyptian pop art - side profile piece | Henri Rousseau 3D art - Rainforest collages | | Sculpture - land art based around the Jurassic Coast. |
| | Music | Sing up - This little light of mine | Sing up - Pink panther Christingle performance | Sing up - The doot doot song | Sing up - Fanfare for the common man & LKS2 school performance | Sing up - global pentatonics | Sing up - the horse in motion Sing up - favourite song | Sing up - I've been to Harlem | Sing up - Sound Symmetry & Christingle | Sing Up - Latin Dance | Sing Up - March from the 'Nutcracker' & LKS2 school performance | Sing Up - Fly with the stars | Sing Up - Just three Notes & Samba with Sergio |
| | MFL French | I am learning French (Early Language Teaching) | Animals (Early Language Teaching) | I am able to... (Early Language Teaching) | Fruits (Early Language Teaching) | Vegetables (Early Language Teaching) | Presenting Myself (Intermediate) | Instruments (Early Language Teaching) | Seasons (Early Language Teaching) | Shapes (Early Language Teaching) | Ice Cream (Early Language Teaching) | My Family (Intermediate) | Red Riding Hood (Early Language Teaching) |
| Science and technological understanding | Science (Plymouth Science) | Nurturing Nature Plants Y3 | Nurturing Nature Living things and their habitats Y4 | Archaeology Rocks Y3 | Archaeology Animals, including humans Y3&4 | Movie Magic Light Y3 | Movie Magic Sound Y4 | Our Amazing Body Animals, including humans Y3&4 | Our Amazing Body Animals, including humans Y3&4 | From the Amazon Rainforest to Antarctica. States of matter Y4 | From the Amazon Rainforest to Antarctica. Living things and their habitats Y4 & Animals, including humans Y4 | How things work Electricity Y4 Forces and magnets Y3 | How things work Forces and magnets Y3 |
| | DT | | | Mechanical systems: How to move rocks (D&T) | | Create a replica of an iron age tool | Design and make a meal that could | The great bread bake | Structures | | | Design and make a an Anglo-Saxon coin purse | |

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| | | | | focus) - links to standing stones of the bronze age | | | be served on a luxury train (discuss seasonality) | | | | | | |
| | Computing | Y3: Computing Systems and Networks - Connecting Computers | Y3: Creating Media - Desktop publishing | Programming first unit Introduction to Scratch Combine lesson 1, 2, 3 from Y3 programming A with lesson 1 from Y3 programming B Create 2 lessons from these. Repeat annually. Then: Sequence, creating a piano Y3 Programming A, Lessons 4 6 | Y3 - Data and Information - Branching Databases | Y4 - Creating Media Audio production | Y4 - Programming A - Repetition using Logo | Y4: Computing Systems and Networks - World Wide Web | Y4: Creating Media - Photo Editing | Programming first unit Introduction to Scratch Combine lesson 1, 2, 3 from Y3 programming A with lesson 1 from Y3 programming B Create 2 lessons from these. Repeat annually. Then: Y3 Programming B Lessons 2 6 | Y4 - Data and Information - Data Logging | Y3 Creating Media - Stop frame animation | Y4 - Programming B - Repetition in Games |
| Faith and cultural events | | Harvest Fiji Independence Day | Bonfire night Dashain and Diwali Christingle Lantern Parade Christmas | Holocaust memorial Day, Chinese New Year | Easter | Nepal Day | | Harvest Fiji Independence Day | Bonfire night Dashain and Diwali Christingle Lantern Parade Christmas | Holocaust memorial Day, Chinese New Year | Easter | Nepal Day | |
| National importance | | Black History Month | Armistice Day National Parliament Week Anti-bullying week | Safer internet Day | Science Week Fair Trade Fortnight | | Armed Forces Day | Black History Month | Armistice Day National Parliament Week Anti-bullying week Black History Month | Safer internet Day | Science Week Fair Trade Fortnight | | Armed Forces Day |
| Visits and visitors | | Poole museum workshop | Arts Week | Tutankhamun exhibition | | Corfe Castle | Leeson House | Visit to ATC | | | | Visit trailway, Blandford museum and Shillingstone Station Project | Leeson House |

Downlands Community School - UKS2 - Long Term Curriculum Plan

| Downlands Community School - UKS2 - Long Term Curriculum Plan | | | | | | | | | | | | | |
|---|----------------------------|---|---|--|---|---|---|---|---|--|---|--|---|
| Term | | Autumn A | | Spring A | | Summer A | | Autumn B | | Spring B | | Summer B | |
| | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| English, communication and language | | The Children of the Benin Kingdom. Sentence Structure. (Word Class, clauses, phrases). Historical Non-chronological report | The Children of the Benin Kingdom. Instructional Writing. Character Description And Setting Non-chronological Person (Story opener.) Christmas Poetry POEM | Holes Diary Entry Persuasive Speech link to History topic (Hadrian's Wall) | Holes PIE (Persuade, Inform, Entertain) | SPAG/SATS Hidden Figures Biography Persuasive Letter Reading Comprehension Ready for SATs | Hidden Figures And Language - Porta Robinson (Music Video) Descriptive Narrative - 1st Person. Leavers Speeches | Flanimals Sentence Structure. (Word Class, clauses, phrases). Fictional Non-chronological report. | Who Let the Gods Out Who Let the Gods Out And Theseus and the Minotaur (Greek History - mythology) Myth Writing - (3rd person, Past tense.) Dialogue (1st Person) Writing from a Key Character perspective. Developing drama through dialogue. | Wolf Brother Narrative (1st Person) - retrieving a mythical object. | Wolf Brother Setting Description | Blitz - Robert Westall (4 Short Stories) Diary entry from the point of view of one character. Ready for SATs | Blitz - Robert Westall (4 Short Stories) Non-Fiction Formal police incident report. TAFF in the WAFF (Picture Book). Historical fiction - WW2 story (3rd person) |
| | | | | | | | | | | | | | |
| Understanding mathematics | | Number: Place Value Number: Addition & Subtraction Statistics Number: Place Value Number: Addition, Subtraction, Multiplication & Division | Statistics Number: Multiplication & Division Measurement: Area & Perimeter Number: Fractions Geometry: Position & Direction | Number: Multiplication & Division Number: Fraction Number: Decimals & Percentages Number: Algebra | Number: Fraction Number: Percentages/Decimals Measurement: Converting units Measurement: Perimeter, Area & Volume Number: Ratio | Number: Decimals Geometry: Properties of Shape Statistics Geometry: Properties of Shape | Geometry: Position & Direction Measurement: Converting units Consolidation & Themed Projects | Number: Place Value Number: Addition & Subtraction Statistics Number: Place Value Number: Addition, Subtraction, Multiplication & Division | Statistics Number: Multiplication & Division Measurement: Area & Perimeter Number: Fractions Geometry: Position & Direction | Number: Multiplication & Division Number: Fraction Number: Fractions Number: Percentages Number: Algebra | Number: Fraction Number: Percentages/Decimals Measurement: Converting units Measurement: Perimeter, Area & Volume Number: Ratio | Number: Decimals Geometry: Properties of Shape Statistics Geometry: Properties of Shape | Geometry: Position & Direction Measurement: Converting units Consolidation & Themed Projects |
| Understanding physical development, health and wellbeing | PSHE (inc. RHE) | <i>Being Me in My World</i> | <i>Celebrating Difference</i> | <i>Dreams and Goals</i> | <i>Healthy Me</i> | <i>Relationships</i> | <i>Changing Me (Puberty Talk/Year 6 Moving On)</i> | <i>Being Me in My World</i> | <i>Celebrating Difference</i> | <i>Dreams and Goals</i> | <i>Healthy Me</i> | <i>Relationships</i> | <i>Changing Me (Puberty Talk/Year 6 Moving On)</i> |
| | PE Outdoors Indoors | Cricket Gymnastics A | Netball Gymnastics B | Football (Y5 unit) Dodgeball Swimming | Fitness (Year 5 unit) Dodgeball Swimming | OAA Tennis Swimming | Athletics Dance | Cricket Fitness (Y6 unit) | Football (Y6 unit) Handball | Tag Rugby Dodgeball Swimming | Hockey Dodgeball Swimming | Rounders Yoga Swimming | Athletics Dance |
| Historical, geographical and social understanding | History | Hurry up, you've Benin there a while! Non-European Study: Benin Kingdom | | What did the Romans do for us? Romans | | Mirror, Royal Signal, Manoeuvre What is the history of Blandford Camp? Local Study | | It's all Greek to me The story of the Trojan Horse: historical fact, legend or classical myth? | | The big Shang Theory How do a pile of dragon bones help to solve an ancient Chinese mystery? | | | Who do you think you are, Mr Hitler? Why did Britain win the Battle of Britain? |
| | Geography | | Lavas all you need Volcanoes | | Walking on sunshine Beyond the Magic Kingdom: what is the Sunshine State really? | | Current affairs Local Study: River Stour | | Ain't no mountain high enough Why are mountains so important? | | How is fair trade fair? | Only we can save the world! <i>How is climate change affecting the world?</i> | |
| | RE | Sanatana Dharma What is the best way for a Sanatani to show commitment to God? | Christianity Is the Christmas story true? | Sanatana Dharma How can Brahman be everywhere and in everything? | Christianity How significant is it for Christians to believe God intended Jesus to die? | Sanatana Dharma Do beliefs in karma, samsara and moksha help Sanatani lead good lives? | Christianity What is the best way for a Christian to show commitment to God? | Islam What is the best way for a Muslim to show commitment to God? | Christianity How significant is it that Mary was Jesus' mother? | Christianity Is anything ever eternal? | Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Humanism How do inspirational people impact on how Humanists live today? | Islam How is the Qur'an vital to Muslims today? |

| | ICPS | Recognising my feelings. | Recognising the feelings of others. | Alternative Solutions | Consequences | Solution-Consequence Skills | Means-End Thinking Skills | Recognising my feelings. | Recognising the feelings of others. | Alternative Solutions | Consequences | Solution-Consequence Skills | Means-End Thinking Skills |
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| Understanding the arts | Art | Mask sculpture based on Benin Kingdom | ARTS WEEK | textiles- roman fashion | | Lino printing - pieces inspired by Blandford camp | | Sculpture- Ancient Greece Art Making Greek vases | ARTS WEEK | | Digital art - create a fair trade advert. | | Collage - silhouette art |
| | Music | Sing up: Hey Mr Miller | Sing up: Composing for protest Christmas: Christingle performance | Sing up: DOna nobis pacem | Sing up: You to me are everything Sing up: Twinkle variations | Sing up: Ame sau vala tara bal | UKS2 School production: Learn and perform various songs | Sing Up: What shall we do with the drunken sailor | Sing Up: Introduction to song writing Christmas: Christingle performance | Sing up: Madina tun nabi | Sing up: Building a groove Sing up: Epoca | Sing up: Kise banaaya | UKS2 School production: Learn and perform various songs |
| | MFL - French | Fruits (Early Language) - REVISION | Vegetables (Early language) - REVISION | The date (Intermediate) | Do you have a pet? (Intermediate) | At the tea room (Intermediate) | In the Classroom (Intermediate) | Presenting Myself (Intermediate) - REVISION | My Family (Intermediate) - REVISION | My home (Intermediate) | What is the weather? (Intermediate) | Clothes (Intermediate) | At school (Intermediate) |
| Science and technological understanding | Science | Following Darwin's Footsteps (Evolution and Inheritance Y6) | That's classified (TWINKL) (Living things and their habitats Y6) | Bright Sparks (Light Y6 & Electricity) | Bright Sparks (Light Y6 & Electricity Y6) | Healthy body, healthy mind (Animals, including humans Y6) How things work (Electricity Y4 & Forces and magnets) | Healthy body, healthy mind (Animals, including humans Y6) | Out of this world (Earth and Space Y5 & Materials Y5) | Out of this world (Earth and Space Y5 & Materials Y5) | Engineers (Forces Y5) | Engineers (Forces Y5) | Living, Growing Changing (Living things & their habitats Y5 & Animals including humans) | Living, Growing Changing (Living things & their habitats Y5 & Animals including humans) |
| | DT | How things work (Electricity Y4 & Forces and magnets) | | Food - making burgers (linked to history - the Romans bringing fast food to Britain) <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> | Design a wind powered car to be used in Florida. | | Bridges | | Design a shelter which could be used on a mountain.. | Design a museum security system - using sound sensor on scratch - protecting dragon bones. Design a quiz in scratch which could also be used in the museum. | | Design something which could bring water to a community which has suffered a drought. | |
| | Computing | Y5 Networks and Systems | Y5 Creating Media - vector drawing | Y5 Programming A | Y5 Data - Flat file databases | Y6 Creating Media - 3d Modelling | Y6 Programming A | Y6 Networks and Systems - search engines | Y5 Creating Media - Video production | Y5 Programming B | Y6 Data - Spreadsheets | Y6 Creating Media - Webpage creation | Y6 Programming A |
| Faith and cultural events | | Harvest Fiji Independence Day | Bonfire night Dashain and Diwali Christingle Lantern Parade Christmas | Holocaust memorial Day, Chinese New Year | Easter | Nepal Day | | Harvest Fiji Independence Day | Bonfire night Dashain and Diwali Christingle Lantern Parade Christmas | Holocaust memorial Day, Chinese New Year | Easter | Nepal Day | |
| National importance | | Black History Month | Armistice Day National Parliament Week Anti-bullying week | Safer internet Day | Science Week Fair Trade Fortnight | | Armed Forces Day | Black History Month | Armistice Day National Parliament Week Anti-bullying week | Safer internet Day | Science Week Fair Trade Fortnight | | Armed Forces Day |
| Visits and visitors | | | Larmer Tree Arts Festival | | | Bob Brannigan visit - + visit to Royal Signals Museum | Year 5 Residential - Avon Tyrrell Year 6 Moors Valley | | Larmer Tree Arts Festival | | | | Year 5 Residential - Avon Tyrrell |