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Subject	WK1	WK2	WK3	WK4	WK5	WK6
Science **Rocks and soil** Enquiry types: Identifying, grouping and classifying.	**New Core Knowledge** A rock's appearance contains crystals or grains. I know that granite is a type of rock that contains crystals. **Revisiting Core Knowledge** The shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Key Vocabulary** • **Rock**- Is a hard, natural material found on Earth. • **Crystal**- Is a solid with smooth, shiny, flat sides. **Outline of Main Tasks** Pupils to examine rocks with a magnifying glass. Draw the rock in the 'appearance' heading of the table. Label with 'crystals' or 'grains'.	**New Core Knowledge** Rocks have different properties: hardness, permeability and durability. I know that a rock that absorbs water is called permeable. I know that a nail is best used to test a rock's hardness. I know that if a rock reacts to acid rain, you might see bubbles. **Revisiting Core Knowledge** A rock's appearance contains crystals or grains. **Key Vocabulary** • **Durability** – How well something can withstand damage. • **Permeability** - how easily a liquid can pass through a material. • **Outline of Main Tasks** Complete table from last lesson. Conduct three tests to investigate some of the properties of rocks (hardness, durability to withstand acid rain and absorbency).	**New Core Knowledge** Fossils are formed when dead plants/animals are trapped in layers of sediment. Water seeps in and leaves minerals behind. → Ask Cumbria archives if they can bring any examples in. I know that minerals replace parts of a living thing as a fossil is formed. I know that fossils are formed when parts of a living thing are slowly replaced by minerals over time, often after being buried in sediment. **Revisiting Core Knowledge** Rocks have different properties: hardness, absorbency and durability. **Key Vocabulary** • **Fossil** – Remains of a plant or animal kept in rock over millions of years. • **Sediment**- Small bits of rock or soil that settle in layers. **Outline of Main Tasks** Create a presentation explaining how fossils are formed. Children will use bread and a kinder egg. Fill egg with water/food colouring and freeze overnight to show pupils the 'minerals' that have been left behind the next day.	**New Core Knowledge** Palaeontologists study fossils to find out about the Earth's history. I know that a palaeontologist is a scientist who studies fossils. **Revisiting Core Knowledge** Fossils are formed from dead plants/animals being trapped in layers of sediment. **Key Vocabulary** • **Palaeontologist**- A scientist who studies fossils. • **Era**- A long period of time in history. **Outline of Main Tasks** Role play. Children to use the skills of a palaeontologist to learn from fossils. Build a 'cliff' from books by placing the cutout fossils between the layers of 'rock' (books).	**New Core Knowledge** Sandy, peaty and clay soil drain water differently. sandy soil drains quicker than clay soil because it has larger grains. **Revisiting Core Knowledge** Palaeontologists study fossils to find out about the Earth's history. **Key Vocabulary** • **Soil** – Top layer of the ground with rocks, minerals, and decayed plants and animals. • **Conclusion** - A statement that explains what you have learned from an investigation or experiment. **Outline of Main Tasks** Investigate how different soils affect drainage by testing soils using filters (sandy, peaty, clay and loam).	**New Core Knowledge** Earthworms fertilise the soil by mixing it and adding nutrients from their castings. → Create class wormery prior to this. I know that earthworms create castings in the soil, which act like a fertiliser. **Revisiting Core Knowledge** Sandy, peaty and clay soil drain water differently. **Key Vocabulary** • **Earthworm**- A worm that lives in soil, helping to mix it, let in air and water, and make it more fertile. • **Castings**- The waste earthworms leave in the soil that helps plants grow. **Outline of Main Tasks** Create a diagram of an earthworm's journey through the soil. Role play afterwards / for SEND?
Geography Who lives in the Antarctica?	**New Core Knowledge** The five lines of latitude are: • The Equator • The Tropic of Capricorn. • The Tropic of Cancer. • The Arctic Circle. • The Antarctic Circle. I know that the Antarctic Circle is a line of latitude near the South Pole. I know that when it is summer in the Northern Hemisphere, it is winter in the Southern Hemisphere. **Revisiting Core Knowledge** There are seven continents of the world: Asia, Africa, North and South	**New Core Knowledge** Antarctica is an icy, polar continent near the South Pole. I know that Antarctica is at the most southern point on the globe. **Revisiting Core Knowledge** The five lines of latitude are: • The Equator • The Tropic of Capricorn. • The Tropic of Cancer. • The Arctic Circle. • The Antarctic Circle. **Key Vocabulary**	**New Core Knowledge** Antarctica is too cold to live there permanently. Researchers visit and use specialist equipment/clothing. I know that people don't live in Antarctica permanently because of the extreme cold and harsh conditions. **Revisiting Core Knowledge** Antarctica is an icy, polar continent near the South Pole. **Key Vocabulary** • **Adapt** – To change or adjust to live or work in a	**New Core Knowledge** Ernest Shackleton was an explorer who travelled to Antarctica. I know that Ernest Shackleton is famous for bringing all his crew home safely after their ship sank in Antarctica. I know how to use grid references to find features on a map. **Revisiting Core Knowledge** Antarctica is too cold to live there permanently. Researchers visit and use specialist equipment/clothing. **Key Vocabulary**	**New Core Knowledge** A map route can be planned, using the eight points of a compass. I know how to use a compass to find directions like north-west and south-west. **Revisiting Core Knowledge** Ernest Shackleton was an explorer who travelled to Antarctica. **Key Vocabulary** • **Compass** – A tool or system used to show direction, usually including the eight main points	**New Core Knowledge** Compass points are used to read and follow a map route. **Revisiting Core Knowledge** A map route can be planned, using the eight points of a compass. **Key Vocabulary** • **Evaluate** – To think about and judge how well something worked or how successful it was. • **Human features**- Things that are made or built by people, such as buildings, roads, and bridges. **Outline of Main Tasks**

	America, Antarctica, Europe and Australia. **Key Vocabulary** • Climate – The usual weather in a place over a long time. • Lines of latitude- Imaginary horizontal lines around the Earth that show how far north or south a place is from the Equator. **Outline of Main Tasks** Using globes, atlases, and torches, explore latitude, longitude, and how the sun affects climate and seasons. Match the correct lines of latitude and	• Antarctica- The icy continent at the South Pole. • Ice sheet- A thick layer of ice that covers large areas of land. **Outline of Main Tasks** Children will use atlases to locate Antarctica and South Pole. Identify line of latitude (link to last lesson). Draw and label (icy) physical features.	new or difficult environment. • **Researcher-** A person who studies or investigates a subject to learn new information. **Outline of Main Tasks** Write a postcard to their families using the *Activity: Postcard*, pretending they are an Antarctic researcher. Reference physical features, the temperature being too cold to live there and the specialist clothing/equipment you have to stay warm.	• Explorer – A person who discovers or finds out more about an unfamiliar place. • Four figure grid reference- Numbers used to find a particular point on a grid on a map. **Outline of Main Tasks** Use four-figure grid references to plot Shackleton's expedition route on a map. Extension: Complete fact file. t-h-770-lks2-explorers-themed-activity-booklet_ver_1.pdf	• **Route**- The path taken to get from one place to another. **Outline of Main Tasks** *Activity: Compass points.* Use Google Earth to map their school, add features, and plan a route using the eight points of a compass.	Children will follow another pair's written expedition using a compass, trace the route on a map, and identify the physical and human features they encounter. They will then evaluate their plans.
Art and design Painting & Mixed Media: Prehistoric painting	**New Core Knowledge** Prehistoric people painted animals using shapes to show proportions. *I know that prehistoric people may have made art to tell stories, record events, or express beliefs.* **Revisiting Core Knowledge** A structure is something that is made or built to stand and serve a purpose, like a castle. **Key Vocabulary** • Prehistoric- Belonging to a time before written history. Proportion- How the size of one part of something compares to the rest. **Outline of Main Tasks** Children will draw their chosen animals in a prehistoric style, using shapes to get proportions right.	**New Core Knowledge** You can scale up drawings by using basic 2D shapes and use charcoal to create tones and textures. *I know that the term scale up is used in art to describe making a drawing bigger.* **Revisiting Core Knowledge** Prehistoric people painted animals using shapes to show proportions. **Key Vocabulary** • Texture- How something feels or looks like it would feel, such as rough. • Tone- The lightness or darkness of a colour. **Outline of Main Tasks** Draw and scale up animals in charcoal on textured backgrounds using 2D shapes and bold lines.	**New Core Knowledge** Natural materials like plants and spices can be used to make pigments and paints, as prehistoric people did. *I know that the colours of paints were limited in prehistoric times because people could only use natural plants and materials.* *I know that prehistoric people used natural materials like berries and animal skin to make art.* **Revisiting Core Knowledge** You can scale up drawings by using basic 2D shapes and use charcoal to create tones and textures. **Key Vocabulary** • Pigment- A natural or artificial substance that gives colour to paint or other materials. • Cave drawing- A picture made on the walls of a cave, often by prehistoric people. **Outline of Main Tasks** Natural colours walk. Collect things to	**New Core Knowledge** You can use natural pigments and painting techniques to create textured, detailed prehistoric-style art. **Revisiting Core Knowledge** Natural materials like plants and spices can be used to make pigments and paints, as prehistoric people did. **Key Vocabulary** • Composition- The way the parts of a picture or artwork are arranged to create a complete image. • Sketching- Drawing a rough or light outline of an image before adding details or colour. **Outline of Main Tasks** Children to paint their sketched animals on textured backgrounds, using natural colours and Stone Age techniques to add patterns, textures, and fine details.	**New Core Knowledge** Positive handprint = painting the hand. Negative handprint = drawing around the hand. *I know that a negative image shows the outline or shape of something by colouring around it.* **Revisiting Core Knowledge** You can use natural pigments and painting techniques to create textured, detailed prehistoric-style art. **Key Vocabulary** • Handprint – The mark made when a hand is pressed onto a surface. • Negative image- An image created by painting around an object so the object itself remains unpainted, showing its outline. **Outline of Main Tasks** Ch to work in groups to create positive and negative handprints on large or textured backgrounds using natural or vibrant colours.	Assessment end of unit quiz

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			Make natural paints, experiment with marks and patterns, and create textured 'cave walls' to paint on.			
Music Developing Singing Techniques	**New Core Knowledge** Sound effects use different instruments and volumes to match the events and emotions in a story. **Revisiting Core Knowledge** A soundscape is made by using instruments to create the sounds of a place. **Key Vocabulary** • Story mountain • Animation **Outline of Main Tasks** *Activity: Story mountain* to write down their own key points map. Work in groups to create sound effects for different sections of the story, using instruments to represent events and emotions in the animation. <mark>Knowledge revisit from Autumn</mark>	**New Core Knowledge** Rhythms can be used with instruments to show events and actions in a story. **Revisiting Core Knowledge** Sound effects use different instruments and volumes to match the events and emotions in a story. **Key Vocabulary** • Rhythm • Events **Outline of Main Tasks** Create and notate a repeated rhythmic pattern with instruments to match the events in their assigned section of the story.	**New Core Knowledge** A melody can be added to rhythms to make music that matches the events and emotions in a story. **Revisiting Core Knowledge** Rhythms can be used with instruments to show events and actions in a story. **Key Vocabulary** • Perform **Outline of Main Tasks** Create, notate, and perform a short melody that matches their section of the story, combining it with their previously created rhythms.			<mark>Assessment end of unit quiz</mark>
French Playground games and numbers Classroom	**New Core Knowledge** The numbers one to six in French are **un, deux, trois, quatre, cinq, six**. **Revisiting Core Knowledge** Three colours are **rouge, bleu, jaune**, and three shapes are **un triangle, un carre and un cercle**. **Key Vocabulary** • Deux = two • Cinq = five **Outline of Main Tasks** Children to practise French numbers and colours by playing games and speaking in French.	**New Core Knowledge** The numbers six to twelve in French are **six, sept, huit, neuf, dix, onze** and **douze**. **Revisiting Core Knowledge** The numbers one to six in French are **un, deux, trois, quatre, cinq, six**. **Key Vocabulary** • Huit = eight • Douze= twelve **Outline of Main Tasks** Practise French numbers 1–12 through counting, songs, partner finger games, and playing Fizz-buzz.	**New Core Knowledge** To say how old I am in French I say **J'ai sept ans**. To ask someone how old they are I say **Tu as quel âge?** **Revisiting Core Knowledge** The numbers six to twelve in French are **six, sept, huit, neuf, dix, onze** and **douze**. **Key Vocabulary** • Tu as quel âge?= how old are you? • J'ai = I am • Ans = years old **Outline of Main Tasks** Practise asking and answering "Tu as quel âge?" and saying their age in French (J'ai [number] ans) through counting candles, interactive games, and partner activities.	**New Core Knowledge** The numbers one to twelve in French are **un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze** and **douze**. **Revisiting Core Knowledge** To say how old I am in French I say **J'ai sept ans**. To ask someone how old they are I say **Tu as quel âge?** **Key Vocabulary** • Combein = How many? **Outline of Main Tasks** Children to practise counting objects in French and matching them to the correct number word using picture and number cards, asking "Il y a combien ?" and answering in French.	**New Core Knowledge** **Revisiting Core Knowledge** The numbers one to twelve in French are **un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze** and **douze**. **Key Vocabulary** • à moi = my turn • à toi = your turn • manqué – missed • gagné – won. **Outline of Main Tasks** Children to play French-language outdoor games, practising numbers, counting, and vocabulary through hopscotch, chase games, and a giant dot-to-dot activity with number cards.	<mark>Assessment end of unit quiz</mark>

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Computing Programming: Scratch	**New Core Knowledge** Scratch is a coding application. **Revisiting Core Knowledge** A network is a group of connected people, computers, or devices that can share information. **Key Vocabulary** • Coding- Writing instructions that tell a computer or device what to do. • Sprite- **Outline of Main Tasks** Create a Scratch project with a sprite using the first letter of their name.	**New Core Knowledge** To program a story, you add blocks. **Revisiting Core Knowledge** Scratch is a coding application. **Key Vocabulary** • Motion block • Wait block **Outline of Main Tasks** Complete a Scratch story by adding a middle and an end, scripting a conversation between sprites using 'say' and 'wait' blocks and managing sprite positions and backdrops.	**New Core Knowledge** Remixing an animation means making changes to existing code. **Revisiting Core Knowledge** To program a story you add blocks. **Key Vocabulary** • Animation • Remixing **Outline of Main Tasks** Remix the Scratch "Lost in Space" project by examining the existing code and planning changes or additions to make it their own. ==Knowledge revisit from Autumn==	**New Core Knowledge** Remixing an animation involves changing code, choosing the right blocks, and debugging. **Revisiting Core Knowledge** Remixing an animation means making changes to existing code. **Key Vocabulary** • Debug **Outline of Main Tasks** Remix the "Lost in Space" Scratch project by making changes to sprites, backdrops, loops, sounds, or text, testing their work, and debugging any problems.	**New Core Knowledge** Evaluating a remix means testing, fixing errors, and reflecting on changes and improvements. **Revisiting Core Knowledge** Remixing an animation involves changing code, choosing the right blocks, and debugging. **Key Vocabulary** • Evaluate **Outline of Main Tasks** Childre to debug and evaluate their remixed Scratch animations by testing them, fixing any problems, and reflecting on the changes they made.	==Assessment end of unit quiz==
RE Is scripture central to religion?	**New Core Knowledge** The Torah is sacred because it shows Jewish people God's teachings. **Revisiting Core Knowledge** Morals are ideas about what is right and wrong and how people should behave. **Key Vocabulary** • Torah- The sacred Jewish scriptures that teach about God and how to live. • Revelation- When something important or special is shown or told, often by God. **Outline of Main Tasks** Look at quotes from the Torah and write a short phrase under each one to show what the revelation is.	**New Core Knowledge** The Torah scroll and the Chumash both contain Jewish teachings but are used in different ways. **Revisiting Core Knowledge** The Torah is sacred because it shows Jewish people God's teachings. **Key Vocabulary** • Chumash- printed version of the Torah used for reading and study. **Outline of Main Tasks** Children to work in pairs to sort words and phrases onto a Venn diagram to show the similarities and differences between the Torah scroll and the Chumash.	**New Core Knowledge** Muslims treat the Qur'an with care as God's word, like Jewish people treat the Torah. **Revisiting Core Knowledge** The Torah scroll and the Chumash both contain Jewish teachings but are used in different ways. **Key Vocabulary** • Qur'an- The holy book of Islam, believed to be the word of God. • Hadith- Writings about the sayings and actions of the Prophet Muhammad. **Outline of Main Tasks** Children to complete speech bubbles showing how a Muslim child might use and respect the Qur'an.	**New Core Knowledge** Jewish and Christian scriptures share some writings, but people may use and value them in different ways. **Revisiting Core Knowledge** Muslims treat the Qur'an with care as God's word, like Jewish people treat the Torah. **Key Vocabulary** • Old Testament- The first part of the Christian Bible, which is the same as the Jewish Tenak. • New Testament - The second part of the Christian Bible, which tells about Jesus and the early Christian Church. **Outline of Main Tasks** Children to sort quotes into two columns to show which belong to the Old Testament (Tenak) and which belong to the New Testament.	**New Core Knowledge** Christians use the Bible in different ways to help them learn, pray, and show their beliefs. **Revisiting Core Knowledge** Jewish and Christian scriptures share some writings, but people may use and value them in different ways. **Key Vocabulary** • Christian- A person who follows the teachings of Jesus Christ. • Bible- The holy book of Christians that teaches about God, Jesus, and how to live. **Outline of Main Tasks** Children to sort quotes and images about Christian practices into the correct categories and then choose one example to explain as a pair.	**New Core Knowledge** Scriptures are central to religions because they teach beliefs and guide how people live and worship. **Revisiting Core Knowledge** Christians use the Bible in different ways to help them learn, pray, and show their beliefs **Key Vocabulary** • Quaker- A person who follows the Quaker branch of Christianity, often meeting in silence to reflect and pray. • Gurdwara- A Sikh place of worship where people go to pray and learn about their faith. **Outline of Main Tasks** Children to draw a text that is important to them and write words around it explaining why it is special and how it influences their beliefs or ideas.
PSHE Safety and the changing body	**New Core Knowledge** In an emergency, look out for hazards first. When you call 999 tell them where you are and what has happened. **Revisiting Core Knowledge** To stay healthy you should exercise, relax and eat a balanced diet.	**New Core Knowledge** If someone is bitten or stung, I should stay calm, check they are okay, and get an adult if they show any worrying signs. **Revisiting Core Knowledge** In an emergency, look out for hazards first. When you call 999 tell	**New Core Knowledge** Being kind online means using positive words, treating others with respect, and knowing what to do if someone is unkind. **Revisiting Core Knowledge** If someone is bitten or stung, I should stay calm, check they are	**New Core Knowledge** Cyberbullying is being unkind online and should always be reported to an adult. **Revisiting Core Knowledge** Being kind online means using positive words, treating others with	**New Core Knowledge** People and things can influence our choices, so we must think carefully to make the right decisions. **Revisiting Core Knowledge** Cyberbullying is being unkind online and should always be reported to an adult.	**New Core Knowledge** We must follow simple road-safety rules, like stopping, looking and listening, to keep safe near roads. **Revisiting Core Knowledge** People and things can influence our choices, so we must think carefully to make the right decisions.

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	them where you are and what has happened. **Key Vocabulary** • Allergy- When the body reacts badly to something that is usually harmless, like certain foods, plants, or insect stings. • Anaphylaxis- A very serious allergic reaction that can be life-threatening and needs immediate medical help. **Outline of Main Tasks** To work in groups to role-play a bites-and-stings scenario and practise how to help the injured person. Challenge = make a poster.	okay, and get an adult if they show any worrying signs. **Key Vocabulary** • Email- A message sent using a computer or device to another person. • Identity- Who a person is, including their name, personality, and what makes them unique. **Outline of Main Tasks** Children to write and send a positive, friendly email to a classmate, following guidance on kind and responsible online communication.	respect, and knowing what to do if someone is unkind. **Key Vocabulary** • Cyberbullying- Being unkind or hurtful to someone online on purpose, often repeatedly. • Influencers- People who share ideas or show things online that can affect what others think or do. **Outline of Main Tasks** Children to create a decision tree showing what to do in different online situations, including how to respond to unkind or unsafe behaviour.	**Key Vocabulary** • Influence- The power to affect what someone thinks, feels, or does. **Outline of Main Tasks** Children to work in groups to read an influencer scenario and create a role-play showing the choices made and who influences them.	**Key Vocabulary** • Distraction- Something that takes your attention away from what you should be doing. • Rules- Instructions or guidelines that tell you how to behave or what to do. **Outline of Main Tasks** Children to work in small groups to create a reminder—such as a poster, leaflet or video—teaching others how to stay safe on or near roads.
	Key Vocabulary • Emergency- A sudden event that needs immediate action to keep people safe. • Hazard- Something that could cause harm or danger. • **Outline of Main Tasks** Children to look at different emergency scenarios and decide what hazards are present and whether it is safe to approach. Then role play.				