




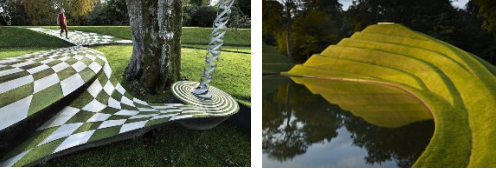





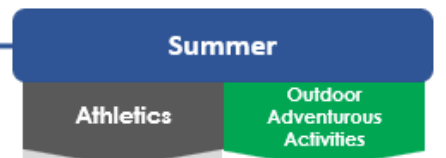
KS2 2023/24	Autumn 1 Pets and Animals	Autumn 2 Breaking News	Spring Journeys	Summer The World's a Stage
<p>Science Grainne</p>	<p>Children will investigate explore and identify how sounds are made. They will explore a variety of instruments and objects and compare different types of sound.</p>			
<p>Food Technology Jenny</p>	<p>Fruit and Vegetables <i>Skills used:</i> Peeling, tasting, cutting Breakfasts <i>Skills used:</i> Mixing, measuring, spreading, chopping</p>		<p>Cold drinks and snacks <i>Skills used:</i> Mixing, measuring, pouring, chopping</p>	<p>Global foods - Italy <i>Skills used:</i> Slicing, chopping, rolling, cooking times, following step by step recipes</p>
<p>Art Laura</p>	<p>N/A</p>	<p>Artist/Designer/Architect focus: Photojournalism: Lord Snowdon (Armstrong Jones)  Skills focus: Digital photography Collage Using sketchbooks to revisit and review work Learning about great artists in history including British artists (photographer) Careers link: Working for a local newspaper</p>	<p>Artist/Designer/Architect focus: Futuristic architecture: Sir Norman Foster FIRST HALF TERM  Skills focus: Sculpting with different materials Learning about great architects in history (architect)</p>	<p>Artist/Designer/Architect focus: Harry Potter: Stuart Craig FIRST HALF TERM  Skills focus: Painting Drawing with different materials – pencil, crayon, chalk, charcoal Learning about great designers in history (set designer)</p>
<p>Design Technology Laura</p>	<p>Artist/Designer/Architect focus: Paper design/Origami: Kamiya Satoshi  Environment: Home and school (making paper creatures to decorate classroom and sharing these and learned skills with adult at home) Skills focus: Designing, Making (paper materials - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]) Learning about great designers in history</p>	<p>N/A</p>	<p>Artist/Designer/Architect focus: Ian Callum (British) and Peter Carl Fabergé SECOND HALF TERM  Environment: Playground and local community (sponsored Easter egg design competition inspired by Peter Carl Fabergé) Skill focus: Making (), technical knowledge (build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [wheels] in their products) Learning about great designers in history including British designers</p>	<p>Artist/Designer/Architect focus: Charles Jencks SECOND HALF TERM  Environment: The garden (collaboratively making a KS2 garden feature with a focus on the environment and climate change replicating Jencks' use of the natural world to explore and represent scientific concepts) Skill focus: Making (natural materials and plants), Evaluating Careers link: Gardener</p>
<p>History Jess</p>	<p>N/A</p>	<p>Breaking News – World War 1 The children will investigate the history of World War 1 and discover what led up to the start of one of the largest wars in history. The children will explore what life was like for the soldiers on the front line as well as what life was like at home for the women and children who kept Britain running. They will explore how people from Coalville and Leicestershire handled the war and potentially have the opportunity to go on a school trip to an area of interest for the World War 1 (either The Museum of the Royal Leicestershire Regiment or The Coalville Square Memorial). Remembrance Day</p>	<p>Journeys – Pirates Children will be taught that right from the Roman era to the 19th century, piracy was common in the busy English Channel. They will learn that coastal towns were on a frontier where norms of behaviour did not apply. They will learn how the pirates got away with so much and dealt with little risk for their actions. Children will understand that piracy is an act of robbing and how they would attack ships for personal gain. Children will explore the Golden Age of piracy and learn about famous pirates and the 'Jolly Roger' flag.</p>	<p>The World's a Stage – The Tudors and Stuarts Children will learn about King Richard III and how his death started the Tudor period. Children will understand that he died locally in Leicestershire. As a result of his death, Edmund Tudor's son became king as Henry VII. Children will learn of the defeat at the Battle of Bosworth Field in 1485, and the Wars of the Roses. Children will potentially have the opportunity to explore the grounds on which the battle took place. They will learn about Henry VIII and how he wanted to have a son. Children will investigate the English Monarchy from the death of King Richard III to Edward VI.</p>

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<p>Geography <i>Jess</i></p>	<p>Investigating Coasts Children will learn about two of the closest coast lines to Coalville, which are Blackpool and Skegness. Children will investigate how the global development goals can help the coasts and oceans. Children learn about erosion and how the coasts change over time and are protected. Children will experience the different types of beaches – shingle or sand.</p>	<p>N/A</p>	<p>Where does our food come from? Children will learn about where food comes from and how it travels to England. Children will transfer this knowledge onto a map to see the places and distance some food travels to get to us. Children will explore how food and land is cultivated in England but also in other countries. Children will look at sustainable development goal 12 and how we can help our planet with the food we eat. Children will potentially have the opportunity to go to a local supermarket and investigate its products origins. This topic runs during Fairtrade Fortnight, children will learn about Fairtrade and why it is important. Children will do a lesson preparing for a small fundraiser for Fairtrade where other staff can learn about the charity and buy the products made.</p> <p>Fairtrade Fortnight</p>	<p>In the Desert Children will compare the weather they experience in Coalville to that of the desert. In this unit, children will learn what a desert is and the features of desert habitats. They will discover where the major deserts of the world are. Explore the town of Coalville and compare this to the harsh environments of some small desert towns. Children are also encouraged to compare the city of Leicester with large cities such as Las Vegas and Dubai, looking at how they get the water they need to survive. Children will also explore some of the different natural resources which are found in deserts, such as oil, salt, gold and diamonds.</p>
<p>RHE <i>Laura</i></p>	<p>N/A</p>	<p>Other Families - VIPS This term will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these. Pupils will understand what makes a good friend and maintain these and understand to resolve conflict</p> <ul style="list-style-type: none"> • I can explain the importance of respecting my VIPs (family and friends) • I can explain how to make and keep fabulous friends • I can identify my own support network • I can demonstrate strategies for resolving conflicts • I can identify what bullying is • I know what to do if someone is being bullied. <p>Feelings and Emotions - Think Positive This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.</p> <ul style="list-style-type: none"> • I can identify uncomfortable emotions and manage them effectively • I understand that having a positive attitude is good for our mental health. • I can recognise and manage positive and negative thoughts effectively • I understand that some changes can be difficult but that there are things we can do to cope • I can use mindfulness techniques to keep calm • I can identify uncomfortable emotions and manage them effectively I can apply a positive attitude towards learning and take on new challenges <p>Physical and Mental Health – Covered through Food Technology - Preparing Healthy Foods</p>	<p>My Community One World</p> <p>CEOP Digital Wellbeing</p>	<p>Who can help? Safety First</p> <p>Diet and Healthy Foods</p> <p>Celebrating PRIDE</p>
<p>RE <i>Jacqui</i></p>	<p>Key Question: Why is the bible important to Christians? The children will take part in activities to answer and explore the following questions: Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?</p>	<p>N/A</p>	<p>Key Question: Why is Jesus inspiring to some people? The children will take part in activities to answer and explore the following questions: What does word inspiring mean? What do we know about Jesus' life story? Was Jesus inspiring because of his actions?</p>	<p>Key Question: Why do People Pray The children will take part in activities to answer and explore the following questions: What is prayer? Is prayer helpful? How could we answer this question? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?</p>

	<p>The Bible is a big book. How is it put together? Why is it so popular? What does the Bible teach Christian people about God, life, the universe and everything? How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance? How can the Bible help people if they are tempted to do wrong things? Can Bible stories of lost and found help people today? What makes these stories so popular? What are the main ways Christians use the Bible? Which ones explain why it is so popular? What are your favourite wise words? What Bible ideas are your favourites? How can you express them?</p> <p>Harvest Workshop</p>	<p>Diwali Workshop Christmas Workshop</p>	<p>What did Jesus teach? Did Jesus' teachings inspire people? Who did Jesus say he was? Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day? Is Jesus still important today? Why? Who to? How does it show? What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others? Does being inspired by Jesus make a person stronger?</p> <p>Chinese New Year Workshop Spring Workshop</p>	<p>How and why do Christians like to pray? How do Hindus pray and worship at home and in the Mandir? What is similar and different in the words of three prayers (Muslim, Christian, Hindu)? Reflection: What more can we discover? Does reflection matter to me? Prayer and me: why do some people pray every day, but others not at all?</p> <p>Islam Workshop</p>
<p>Music <i>Jenny</i></p>	<p><u>Inventing a Musical Story!</u></p> <p>How Does Music Teach Us About Our Neighbourhood?</p> <p>Students will be learning about all the Foundational Elements of Music with a focus on storytelling.</p> <p>Lots of songs talk about what is going on around the singer or songwriter. This is a direct reference to a place and the people living there. Think of the Beatles' Penny Lane: a real song about the place where Paul McCartney grew up.</p>	<p>N/A</p>	<p><u>Music that Makes You Dance</u></p> <p>How Does Music Make Us Happy?</p> <p>Historically, music and dance come from the same place: in early communities, both disciplines formed an integrated whole in the form of human ceremonies and storytelling.</p> <p>When a musician sings or plays an instrument, they are already using their body; movement is an essential part of making music.</p>	<p><u>Exploring Improvisation</u></p> <p>How Does Music Teach Us About Looking After Our Planet?</p> <p>This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change, environmental justice, and other topics.</p> <p>What is Improvisation? Improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas.</p> <p>Many sounds in nature appear to be unplanned, a bit like improvisation. Some sounds that animals make can seem particularly musical to us.</p>
<p>Computing <i>Jacqui</i></p>	<p>N/A</p>	<p>Multimedia – Photography and Music The children will operate and understand a range of sound and photographic applications and understand that photographs can be taken and edited on a range of devices. They will do the following:</p> <ul style="list-style-type: none"> • Explore devices that take photographs. • Use an iPad to take photographs of activities for the school newsletter. • Understand that photographs can be edited or changed. • Use an iPad to record a news report. • Create sounds and music on an iPad. <p>Handling Data The children will learn to sort objects by what they are or their properties.</p>	<p>Programming and Algorithms The children will learn that we control computers and to follow instructions to control a device at a level appropriate to them, experimenting with turn and move commands. They will learn to identify and order the steps of a task and predict the outcome of a sequence. To recognise patterns in groups of objects.</p> <p>The children will do the following:</p> <ul style="list-style-type: none"> • The children will practise following and giving instructions, using movements, turns and the words forwards, backwards, left and right to use a map to journey across the playground. • They will identify and order the steps of a familiar journey and learn the vocabulary, "Algorithm." 	<p>Technology in our Lives The children will learn to recognise how a range of digital devices are used on the stage and in television. The children will begin to understand what the Internet is, using a range of devices to access content. The children will learn what a Smart TV is and the different things it can be used for.</p> <p>The children will do the following:</p> <ul style="list-style-type: none"> • Recognise how technology is used in the entertainment industry and explore green screen technology. • Answer the question, "What is the Internet?" • Explore what a Smart TV is and how the content gets onto the Smart TV.

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		<p>They will do the following:</p> <ul style="list-style-type: none"> Sort and compare groups of objects. Identify properties of objects. 	<ul style="list-style-type: none"> Use this language to plan a journey for a fictional character. The children will learn that humans control technology by giving it instructions. They will then follow simple instructions to use a simple programming app to control a digital device or on-screen character. 	<ul style="list-style-type: none"> Use a word processor or other online application to write a letter to a favourite TV character/actor.
<p>Forest School <i>Beth/Jenny</i></p>	<p>Pets and Animals-Save the bees, planting wild flowers, tracking animals. Knowledge of pollination, growing plants, using tools-safe use Knot tying, shelters Breedon COMMUNITY VOLUNTEERS</p>	<p>Pets and animals- Save the bees, planting wild flowers, Hedgehog hibernation Knowledge of pollination, growing plants, using tools-safe use Knot tying, shelters. Winter frozen art</p>	<p>Journeys- Collecting natural materials for tinder and firelighting using sheath knife safely-practise tool talk</p>	<p>The World's a Stage- Creating gnome sticks with sheath knives Tool talk for bow saw, managing safety making furniture Create a story telling area and story tree</p>
<p>Physical Education <i>Maisie / Beth</i></p>				
<p>Trips/Visitors/Enrichment</p>		<p>Visit from Coalville Times or a local photographer to link with art study/careers? History - The Museum of the Royal Leicestershire Regiment or The Coalville Square Memorial.</p>	<p>Geography – Trip to local supermarket</p>	<p>History – Trip to Bosworth Battlefield.</p>