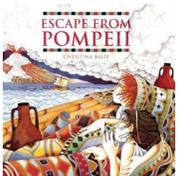
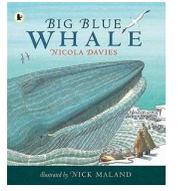
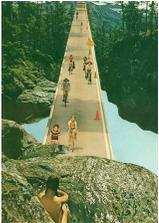


Witton Church Walk  
LKS2 Curriculum Overview

| LKS2      | Autumn A<br>Where my wellies take me  | Spring A<br>A Day in the life of  | Summer A<br>Voyage of discovery   | Autumn B<br>Growing up global  | Spring B<br>Seeds of change   | Summer B<br>I wonder...science   |
|-----------|---|---|---|--|---|--|
| Geography | The importance of rivers to settlements   |   | Field trip<br>Topography<br>UK landscapes   |  | Changes in Britain  | The water cycle and river study  |
| History   | The achievements of the earliest civilisations e.g. Ancient Egypt   | A study of a Greek life and achievements on the Western World   |   | Roman Empire and its impact on Britain   | Stone age and iron age  |  |
| English   | The Egyptian Cinderella by Shirley Climo<br>The Wind in the Willows by Kenneth Grahame<br><br>Journey to the river sea by Eva Ibbotson (class novel)<br>The Explorer by Katherine Rundell (class novel) | Theseus and the minotaur by Hugo Lupton<br>Leon and the place between by Graham Baker Smith<br><br>The Nowhere Emporium by Ross Mackenzie | <b>Above:</b><br>Sky Hawk by Gill Lewis (lead text)<br>Circle by Jeannie Baker (introductory text)<br>Above and Below by Patricia Hegarty<br>Migration by Mike Unwin<br><br><b>Below:</b><br>Blue John by Berlie Doherty<br>Town is by the sea by Joanne Schwartz | Escape from Pompeii by Christina Balit<br><br>Across the Roman Wall by Theresa Breslin<br>See you later, Gladiator by Jon Scieska<br>The time travelling cat and the Roman Eagle by Julia Jarman<br>A Roman girl's diary | Stone Age Boy (Y3 recommendation)<br>Stig of the Dump by Clive King<br>The First Drawing by Mordicai Gerstein<br>The lost village of Skara Brae by Mick Bower<br>The Stone Age: Hunters, gatherers and woolly mammoths<br>Wolf Brother by Michelle Paver (UKS 2 recommendations- read sections/ use for reading sessions) | The rhythm of the rain by Graham Baker Smith<br>The Water Horse by Dick King Smith<br>A River by Marc Martin<br>This morning I met a whale by Michael Morpurgo<br>Big Blue Whale by Nicola Davies<br> |

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| <p><b>English Skills</b></p> |  |  |   |  |  |   |
| <p><b>Art</b></p>            | <p><b>Painting</b></p>  <p>Create a piece of art work in response to the artist – colour, pattern and shape.</p> <p>Mix and match colours and work on different scales- scraping through paints and layers – mix shades and tones. Sculpture</p> <p>In the Autumn Term skills taught must be applied to the design of their Christmas card.</p> | <p><b>Collage</b></p>  <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p>Collect, sort, name match colours</p> | <p><b>Textile Felting</b></p> <p>Claire Dunnet</p>  <p>Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create fabrics by weaving materials</p> <p>Create textures with a wide range of drawing implements.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> | <p><b>Drawing</b></p>  <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone in a drawing in a simple way.</p> | <p><b>Printing</b></p>  <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p>Experiment with overprinting motifs and colour.</p> | <p><b>Sculpture</b></p>  <p>Plan, design and make models from observation or imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> |

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|        |  | appropriate for an image.   | Create a landscape and make a hanging using natural materials. Exhibition in a natural space.  |  |  |   |
| Artist | Curriculum team will add skills and artist covered once collected planning as per planning policy  | Processes to incorporate teachers' creativity and ideas, children's ideas and prior learning.   |  |  |  |   |
| DT     | <p><b>Design Technology</b></p> <p><b>WHAT ARE THE BEST MATERIALS TO MAKE A BOAT?</b></p> <p><b>DESIGN</b> – generate, develop, model and communicate their ideas through drawing, templates, mock ups</p> <p><b>MAKE</b> – select and use a wide range of materials and components according to their characteristics (link with science) <b>EVALUATE</b> – EVALUATE A RANGE OF EXISTING PRODUCTS – MATERIALS THAT ARE USED TO MAKE BOATS</p> <p><b>TECHNICAL KNOWLEDGE</b> – build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><b>Free standing structures</b> – Boat Making</p> | <p><b>Design technology</b></p> <p><b>Make a rocket</b></p> <p><b>STEM</b></p> <p><b>Parent workshop</b></p> <p><b>Partnership project</b></p> <p><b>Whole school</b></p> | <p>Healthy Living week.</p> <p>Can they design their own multicultural picnic?</p> <p>Preparing fruit and vegetables</p> <p>Design – purposeful, functional and appealing products for themselves and others based upon a design criterion.</p> <p>Make – select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate - Which fruit/vegetables might be the best for our product to match the occasion/purpose? – Healthy.</p> <p>Technical - Children examine a range of fruit/vegetables. Use questions to develop children's understanding</p> | <p><b>Design Technology</b></p> <p><b>Deconstruct, design and make a chariot – wheels and axle, linking with project and texts</b></p> <p><b>DESIGN</b> – Design purposeful, functional and appealing products for themselves and other based upon a design criterion</p> <p><b>MAKE</b> – select from and use a range of tools and equipment to perform practical tasks – cutting, shaping, joining and finishing</p> <p><b>EVALUATE</b> – explore and evaluate a range of existing products</p> <p><b>TECHNICAL KNOWLEDGE</b> – explore how to use mechanisms wheel and axis in their products</p> | <p><b>Design Technology</b></p> <p><b>Making Bird Feeders</b></p> <p><b>RSPB Partnership project</b></p> <p><b>Grozone- Parent workshop</b></p> <p><b>Free Standing Structures</b></p> <p><b>Deconstruct, design and make a bird feeder.</b></p> <p><b>DESIGN</b> – Design purposeful, functional and appealing products for themselves and other based upon a design criterion</p> <p><b>MAKE</b> – select from and use a range of tools and equipment to perform practical tasks – cutting, shaping, joining and finishing</p> <p><b>EVALUATE</b> – explore and evaluate a range of existing products</p> <p><b>TECHNICAL KNOWLEDGE</b> – Build Structures exploring</p> | <p>Healthy Living week.</p> <p>Can they design their own healthy fruit picnic?</p> <p>Preparing fruit and vegetables</p> <p>Design – purposeful, functional and appealing products for themselves and others based upon a design criterion.</p> <p>Make – select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate - Which fruit/vegetables might be the best for our product to match the occasion/purpose? – Healthy.</p> <p>Technical - Children examine a range of fruit/vegetables. Use questions to develop children's understanding.</p> |

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|                  |  |  |  |  | how they can be made stronger, stiffer and more stable. |  |
| <b>Music</b>     | Christmas songs                        | Easter Service Songs                         | Music Festival                                       | Christmas songs<br><br>Music Festival        | Easter Service Songs                                    |  |
| <b>Science</b>   | Forces and Magnets<br>States of Matter | Animals Inc<br>Light                         | Investigation<br>Sound                               | Electricity<br>All Living Things             | Rocks and Soils<br>Plants                               | Investigation<br>Animals including humans        |
| <b>PSHCE</b>     | Get Heartsmart<br>Anti-bullying        | Don't forget to let love in<br>Money Matters | Too much selfie isn't healthy<br>Healthy living week | Don't Rib it in rub it out<br>Anti- bullying | Fake is a mistake<br>Money Matters                      | No Way through isn't true<br>Healthy living week |
| <b>Computing</b> |  |  |  |  |   |  |
| <b>PE</b>        | Dance<br>Games (Invasion)              | Gym<br>ielding and Striking                  | Swimming<br>Athletics                                | Games (Invasion)<br>Gym                      | Dance<br>Fielding and Striking                          | Swimming<br>Athletics                            |
| <b>Parents</b>   |  |  |  |  |   |  |