Key Stage 2 Curriculum (Lower)
Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (Driver)	**Rainforests**	**Chocolate**	**Local study (The Lost Treasure) Wonderful Whaplode**	**Forces**	**Romans**	**Exploring Europe**
Science Year 3	Y3 Animals, including humans Pupils should be taught to: ▪ 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.	Y3 Plants * 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 (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * 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.	Y3 Rocks *compare and group together different kinds of rocks on the basis of their appearance and simple physical properties *describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter.	Y3 Forces and Magnets Pupils should be taught to: ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ 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.	Working scientifically * asking relevant questions * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations * gathering, recording, classifying and presenting data * recording findings * reporting on findings from enquiries, * using results to draw simple conclusions * using straightforward scientific evidence to answer questions	Y3 Light Pupils should be taught to: ▪ recognise that they need light in order to see things and that dark is the absence of light ▪ notice that light is reflected from surfaces ▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ▪ recognise that shadows are formed when the light from a light source is blocked by an opaque object ▪ find patterns in the way that the size of shadows change. **Focus: on sun dials and shadows and their patterns.**
Science Year 4	Y4 Living things and their habitats Pupils should be taught to: ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things.	Y4 States of Matter Pupils should be taught to: ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Y4 Electricity Pupils should be taught to: ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ recognise some common conductors and insulators, and associate metals with being good conductors.		Y3 Animals, including humans Pupils should be taught to: ▪ 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.	
Geography	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and earthquakes, and the water cycle	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Focus on chocolate production in the countries where it is made.**	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. **Go into the local environment and carry out an observational walk – look at types of building etc. Look at map symbols and their meanings, create their own map of the village.**		▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Focus on different European countries for a set amount of time**
	Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied.					

History			a local history study ▪ a depth study linked to one of the British areas of study listed above ▪ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **Look at the history of the local environment – treasure story.**		The Roman Empire and its impact on Britain This could include: ▪ Julius Caesar's attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian's Wall ▪ British resistance, for example, Boudica ▪ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	
Art	Drawing • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture		• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.		**Using collage to create Roman mosaics** • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.	
DT		Food ▪ 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. Also discuss how key events and individuals in design and technology have helped shape the world.	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] **Use their knowledge of circuits from science to create a Beat the buzzer game or something similar to sell at the market** **http://www.bbc.co.uk/education/clips/z7k3cdm**	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] **Create vehicles using cams.**		• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs * Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.
Music	Samba drums Choir Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Choir Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Choir Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
PE	Gym • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Dance • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Games • 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 • Use running, jumping, throwing	Orienteering • Take part in outdoor and adventurous activity challenges both individually and within a team	Gym • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Swimming • 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

			and catching in isolation and in combination			different water-based situations.
Computing (Coding)	understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
RE Y4	Big Questions (including Christianity) Reflecting on questions with no universally agreed answers.	Community – Hinduism/Islam Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world.		Creation What do Christians learn from the creation story?	Pilgrimage (including Christianity) Environmental impact of pilgrimage.	
RE Y3	God – Hinduism/Islam		God/Incarnation What is the Trinity?		Salvation Why do Christians call the day Jesus died 'Good Friday'?	Big Questions (including Christianity) Reflecting on questions with no universally agreed answers.
PSHE	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Relationships	Changing me
French	Numbers Basic greetings Classroom commands	Food/fruit Months Colours Days of the week	Body parts Adjectives Noun gender Nursery rhymes	Animals Weather Clothing	Family members Pets French traditions	Hobbies Numbers (12-31) Transport
Possible Wow days/trips	The deep Lincolnshire wildlife park	Cadbury World	Trip for field-work purposes. Trip into Whaplode for observational walks – see where important buildings are. Trip to carry out observational drawing.	The MAD museum Magna Science Adventure Centre	Roman wow day in school – including craft activities and a feast. Or Lincoln castle Roman Wow day Birmingham museums	Trip to a market – Lincoln/ Peterborough Or trip to an Italian restaurant etc.