

Key Stage 2 Curriculum (Lower)
Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (Driver)	Ancient Egypt	Artic adventures	Anglo-Saxons	The United Kingdom or We are Britain	Iron Age to Stone Age	Plants http://www.growingsounds.sound101.org/teaching_resources.html
Science		<p>Y4 Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. 			<p>Y3 Rocks Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Y4 Sound Pupils should be taught to:</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. <p>Also</p> <p>Y3 plants Pupils should be taught to:</p> <ul style="list-style-type: none"> 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.

<p>Geography</p>	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Focus on the North and South Pole etc.</p>		<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>TWINKL</p> <ul style="list-style-type: none"> -cities and locations -seas and where rivers start and end -counties -mountains and hills -how London has grown 		
<p>Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied.</p>						

<p>History</p>	<p>the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		<p>Britain's settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion - Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age This could include: • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 	
<p>Art</p>	<p>Use sculpture to make pyramids from nets and to build sarcophaguses from clay.</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). <p>Include texture that conveys feelings, expression or movement.</p> <ul style="list-style-type: none"> • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<p>Use textiles to create a Sea scape weaving.</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>Focus on repeating patterns then create an Anglo-Saxon brooch using them.</p>	<p>Digital media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<p>Stone Henge painting - one with a cold background and one with a warm background.</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	

DT				<p>FOOD</p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet. - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 		<p>Or children make their own musical instrument using vegetables and fruit. Investigate existing instruments</p> <p>Choose suitable techniques to construct products or to repair items.</p> <ul style="list-style-type: none"> • Strengthen materials using suitable techniques • 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	<p>Samba drums Choir</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		<p>Choir</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		<p>Choir</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	
PE	<p>Gym</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>Egyptian dancing</p>	<p>Swimming</p> <ul style="list-style-type: none"> • 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 different water-based situations. 	<p>Games</p> <ul style="list-style-type: none"> • 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 	<p>Orienteering</p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Athletics</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>Dance</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Computing (Coding)	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <ul style="list-style-type: none"> 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. 		understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 world wide web; and the opportunities they offer for communication and collaboration <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	Unit 12 What made people want to follow Jesus? (QCA Unit 3C)		Unit 6 Buddhist belief and lifestyle		Unit 8 Beautiful world? Wonderful God?	
RE Y3	Unit 2 Hindu belief and lifestyle		Unit 18 What do the Easter celebrations mean for Christians? (QCA Unit 4c)		Unit 1 Christian belief and lifestyle	
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
Wow days/trips	Jed and his wife	Panto-	Mandir-	Science/history museum	The flag Fen	Writing workshop?

English - We Are Britain! by Benjamin Zephaniah POETRY