New Town Primary School

LKS2 Two Curriculum Plan year A

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Y3	Number and place value Addition and subtraction	Number- multiplication and division	Number- multiplication and division Money Statistics	Measurement-length and perimeter Number- fractions	Number- fractions Time	Geometry- shape Measurement- Mass and capacity
Maths Y4	Number and place value Addition and subtraction	Number- multiplication and division Measurement-length and perimeter	Measurement-area Fractions	Number-fractions Number- decimals	Number- decimals Money Time	Statistics Geometry- shape Geometry- position and direction
English Y3/ Y4	**Escape from Pompeii** **Anglo-Saxon Boy** Reading skills and comprehension **Spelling, grammar- clauses, tenses, prepostions, adjectives, adverbs, time connectives, fronted adverbials and punctuation- paragraphs, commas** **Writing- Narrative and Letter of complaint**	**Anglo-Saxon Boy** **How to Train your Dragon** Reading skills and comprehension **Spelling, grammar- tenses, complex sentences, prepositions, conjunctions, clauses and punctuation- paragraphs and direct speech** **Writing-Narrative Recount**	**The Polar Bear Son: An Inuit Tale** **The Cold Book (World of Discovery)** Reading skills and comprehension **Spelling, grammar- determiners, clauses, complex sentences, fronted adverbials, present perfect and punctuation-direct speech** **Writing- Non chronological reports Narrative**	**Arctic and Antarctic DK Discovery** **Ice Trap! Shackleton's Incredible Journey** Reading skills and comprehension **Spelling, grammar- similes, adverbial phrases, relative clauses and punctuation- colon before a list, possessive apostrophes** **Writing- Information, Poetry**	**Seasons of splendour: Tales, myths and Legends of India** **The Golden Umbrella: Nepalese Folk Tales** Reading skills and comprehension **Spelling, grammar- long and short sentences, compound sentences, main and subordinate clauses, standard English and punctuation- commas to splice** **Writing-Letters (formal and informal), Diary writing, Narrative**	**Seasons of splendour: Tales, myths and Legends of India** **The Golden Umbrella: Nepalese Folk Tales** Reading skills and comprehension **Spelling, grammar and punctuation- Revise and embed all grammar and punctuation** **Writing- Poetry, Play scripts, Information, Creation stories**

Topic Heading	Invaders and Settlers	Frozen Kingdom	The Silk Roads India and Pakistan
A memorable experience	Saxon Day	David Attenborough Documentary about the Frozen Planet.	Around Asia in a day!
An innovative challenge	Make an Anglo Saxon Roundhouse	Make an igloo using ice	Learn an Asian dance.
A book to read	There's a Viking in my Bed and Other Stories by Jeremy Strong	The Rainbow Bear by Michael Morpurgo	Crane Boy by Diana Cohn
Something to investigate	How many different rocks can you find in the environment? Are they man-made or natural?	How is global warming affecting Innuit people?	Collect information from family or friends about life in Asia.
Parental engagement	Exhibition	Stay and Learn session.	'Asian Street Food Festival'
Geography		*Pupils should be taught to* *-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America* *-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* How does the extreme climate affect the people of Arctic Canada (North America) What is similar/ different to our lives?	*Pupils should be taught how to:* *- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *-about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water* What is life like for the people of India, Pakistan and Nepal?

These aspects of the geography curriculum should be taught throughout the unit	*Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*		
History	*Pupils should be taught about: the Roman Empire and its impact on Britain* *Pupils should be taught about--Britain's settlement by Anglo-Saxons and Scots* *-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*	*No history this term*	*Pupils should be taight about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study The Indus Valley* What can we find out about the early history of India and surrounding area including the Indus Valley?
These aspects of the history curriculum should be taught throughout the unit	*Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.*		
Art	*Pupils should be taught to:* *create sketch books to record their observations and use them to review and revisit ideas* *develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.* *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* How did the Romans decorate their homes and public buildings using tiles? Can you design and make tiles that fit together to make a mosaic?	*Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.* How is pattern and colour important to the Inuit people What is the significance of Inuit Art?	*Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas* *Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.* What techniques and materials are and were important to the art of India, Pakistan and Nepal?

These aspects of the art curriculum should be taught throughout the unit	*Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*		
DT			Can you design and sell some food that you could sell at a street market?
These aspects of the DT curriculum should be taught throughout the unit	***Design*** *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* ***Make*** *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* ***Evaluate*** *investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world* ***Technical knowledge*** *apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *Apply their understanding of computing to program, monitor and control their products.*		
Science	*Pupils should be taught to:* *-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*	*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*	*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*

	-recognise that soils are made from rocks and organic matter. Rocks 3C *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.* States of matter 4C	*-identify that humans and some other animals have skeletons and muscles for support, protection and movement.* *-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.* Animals Including Humans- 3B and 4B combined	*-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.* Electricity 4E *Pupils should be taught to:* *-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.* Sound 4D
These aspects of science should run as a thread through all teaching	*During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* *-asking relevant questions and using different types of scientific enquiries to answer them* *-setting up simple practical enquiries, comparative and fair tests* *-making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers* *-gathering, recording, classifying and presenting data in a variety of ways to help in answering questions* *-recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables* *-reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*		

	-using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions *-identifying differences, similarities or changes related to simple scientific ideas and processes* *-using straightforward scientific evidence to answer questions or to support their findings.*					
PE	*Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination* *-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending* *-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns* The above will be learnt through: Dance/ Tennis	*Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination* *-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending* *-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns* The above will be learnt through: Gym/ Hockey	*Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination* *-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns* The above will be learnt through: Dance/ Netball	*Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination* *-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending* *-develop flexibility, strength, technique, control* The above will be learnt through: Gym/ Football	*Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination* *-develop flexibility, strength, technique, control* The above will be learnt through: Athletics/ Striking and fielding games	*Pupils should be taught to: -develop flexibility, strength, technique, control and -perform dances using a range of movement patterns* *-take part in outdoor and adventurous activity challenges both individually and within a team* The above will be learnt through: Country Dance/ Outdoor Education
Aspects of the PE NC should be taught throughout the year	*Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.* *Pupils should also compare their performances with previous ones and demonstrate improvement to achieve their personal best.*					
RE	*Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.*					

<table>
<tr><td>Religion to be studied</td><td colspan="2">Judaism</td><td colspan="2">Sikhism</td><td colspan="2">Buddhism</td></tr>
<tr><td>For each religion teach each of these aspects- try to draw comparisons as you build on knowledge</td><td colspan="6"><u>Coverage</u>:
Recapping: Gods / religious books / festivals and celebrations as covered in KS1
<u>New Coverage</u>:
<u>History of the religion</u>
Where did the religion originate?
Who founded the religion?
<u>Religious and Moral Stories</u>
What is your favourite story and why? Can you name the religious stories from the relgion?
<u>Rites of passage</u>
Marriage etc
<u>What is a belief?</u>
What are the main beliefs of the religion?
<u>Places of Worship and Pilgrimages</u>
What is a place of worship? What is the special place of worship for the religion? What is a pilgrimage? Does the religion have a sacred place of pilgrimage? Where is it? What is the religious leader called?
<u>Daily life</u>
culture / dress / food</td></tr>
<tr><td>Computing</td><td>Basic skills
E.safety
Search Engines</td><td>Espresso Coding: programming</td><td>Software & Digital Devices:
PowerPoints with pictures</td><td>Espresso Coding: sequencing</td><td>Networks: at home, at school, www</td><td>Espresso Coding: Logical reasoning/algorithms</td></tr>
<tr><td>PSHME</td><td>Getting On and Falling Out</td><td>Going for Goals</td><td>Good to be me</td><td>Relationships</td><td>Changes</td><td>Transition</td></tr>
<tr><td>Music
These aspects should run as a thread throughout all teaching and learning of Music</td><td colspan="6">Pupils should be taught tossing and play musically with increasing confidence and control. They should develop an understanding of musicical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Pupils should be taught to:
-play and perform in solo and ensemble contexts, using their voices and playing musical instrument swith increasing accuracy, fluency, control and expression
-improvise and compose music for a range of purposes using the inter-related dimensions of music
-listen with attention to detail and recall sounds with increasing aural memory</td></tr>
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	-use and understand staff and other musical notations *-appreciate and understand a wide range of high-quality live and recorded music drawn from different tradtion and from great composers and musicians* *-develop and understanding of the history of music.*					
Music	The above will be learnt through: Year 3: Let Your Spirit Fly Year 4: Mamma Mia	The above will be learnt through: Year 3: Ho Ho Ho Year 4: Five Gold Rings	The above will be learnt through: Year 3: Glockenspiel Stage 2 Year 4: Glocksenspiel Stage 3	The above will be learnt through: Year 3: Benjamin Britten –There was a Monkey Year 4: Benjamin Britten - Cuckoo	The above will be learnt through: Year 3: Three Little Birds Year 4: Lean on Me	The above will be learnt through: Year 3 & 4 Reflect, Rewind & Replay