



LKS2 Curriculum Plan

| Year B | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| 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 | The Tin Forest Krindlekrax Reading skills and comprehension | The Green Ship Krindlekrax Reading skills and comprehension | The Egyptian Cinderella The Invisible Boy Reading skills and comprehension | The River at Green Knowe Reading skills and comprehension | Fly Eagle Fly The Village that Vanished Reading skills and comprehension | Creation Stories Reading skills and comprehension |
| English Y4 | Spelling, grammar- clauses, tenses, prepositions, adjectives, adverbs, time connectives, fronted adverbials and punctuation- paragraphs, commas Writing- Narrative and Letter of complaint | Spelling, grammar- tenses, complex sentences, prepositions, conjunctions, clauses and punctuation- paragraphs and direct speech Writing-Narrative | Spelling, grammar- determiners, clauses, complex sentences, fronted adverbials, present perfect and punctuation-direct speech Writing- Non chronological reports | Spelling, grammar- similes, adverbial phrases, relative clauses and punctuation- colon before a list, possessive apostrophes Writing-Reports, Information, Recount Poetry | 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 | Spelling, grammar and punctuation- Revise and embed all grammar and punctuation Writing- Poetry, Play scripts, Information, Creation stories |

| Curriculum Theme (Year B of a two year programme) | <u>Humans Rule</u> | <u>Grand Designs</u> | <u>Rural and Urban Africa</u> |
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| A memorable experience | Watching a pantomime | River dipping in the Pang A walk by the river and canal | Link with a Kenyan school- Trade Winds Academy |
| An innovative challenge | Make a decoration from salt dough | To go for a walk with your family along the River Thames | Make an African roundhouse |
| A book to read | Stone Age Boy by Satoshi Kitamura | Journey, Quest, Return- by Aaron Becker | Read a story from ‘African Tales’ |
| Something to investigate | To find out how to say hello and goodbye in Welsh | Which rivers run into The river Thames | Find out 10 unusual facts about Africa |
| Parental engagement | Carols by Candlelight | Book week- parents in to read | African Experience – an exhibition for parents |
| Geography <i>National Curriculum Objectives</i> Curriculum stimuli | <i>Children should be taught to-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</i> How is life in [France] different to life in UK? How do the geographical features of [France] affect the lives of the people living there? | <i>Pupils should be taught to -describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> What are the similarities and differences between the [river Thames and the river Nile]? How do the rivers affect the lives of the people who live there? How has the river helped to form other geographical features of the area? | <i>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</i> Where is Africa? Which crops would you find growing in Africa What industries are there in Africa? |

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| | | | <p>What is it like living in a village in Africa?</p> <p>What is it like living in a town in Africa?</p> |
| <p>History National Curriculum Objectives Curriculum stimuli</p> | <p><i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</i></p> <p>How did people survive in prehistoric Britain?</p> <p>What advances/ discoveries made their lives easier?</p> | <p><i>Pupils should be taught about Ancient Egypt; their lives and influences across the world</i></p> <p>What was life like for the Ancient Egyptians?</p> <p>How can we find out about mummification?</p> <p>What made them Egyptians so powerful?</p> <p>What can you find out about the Egyptian Gods?</p> | <p><i>Pupils should be taught about: Black African influential people</i></p> |
| <p>Art National Curriculum Objectives- to run throughout</p> | <p><i>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.</i></p> | | |
| <p>Art National Curriculum Objectives Curriculum stimuli</p> | <p><i>Pupils should be taught about-about great artists, architects and designers in history.</i></p> <p>How has cave art allowed us to learn about prehistoric life?</p> <p>What would you draw on a wall to tell people about life today?</p> | <p><i>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>-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]</i></p> <p>How was Art important to the lives of the people of Ancient Greece and Egypt?</p> <p>How has art helped us to learn about these people?</p> | <p><i>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>-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]</i></p> <p>How is art important to the African people?</p> <p>What is distinctive about African art?</p> <p>What techniques can be used to produce African style art?</p> |

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| <p>DT National Curriculum Objectives- to run throughout</p> | <p>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</p> <p>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</p> <p>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</p> <p>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.</p> | | |
| <p>DT National Curriculum Objectives Curriculum stimuli</p> | <p>How did people move such large rocks to build significant monuments?</p> <p>Can you design a system for carrying/ transporting large rocks?</p> | <p>Can you design and make a device to [lift water from a river]?</p> | <p>Can you design and make a shield suitable to be used in an African celebration?</p> |
| <p>Science National Curriculum Objectives- to run throughout</p> | <p>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:</p> <ul style="list-style-type: none"> -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. | | |

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| <p>Science National Curriculum Objectives Curriculum stimuli</p> | <p><i>Pupils should be taught to:</i> -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.</p> <p><i>Pupils should be taught to:</i> -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> <p>Can you group plants according to certain criteria?</p> <p>Can you group plants according to classification keys?</p> <p>Why do plants have [stems]?</p> <p>How can you find out what a plant needs to live?</p> | <p><i>Pupils should be taught to:</i> -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.</p> <p>What is a magnetic force?</p> <p>What materials do magnets attract?</p> | <p><i>Pupils should be taught to:</i> -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> <p>Why do we have teeth?</p> <p>How do we look after them?</p> <p>How are teeth important in animals?</p> <p>How does this affect food chains?</p> <p>What do predators at the top of a food chain have in common?</p> | <p><i>Pupils should be taught to:</i> -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.</p> <p>How do we see?</p> <p>Where does light come from?</p> <p>How does it travel?</p> <p>Can we block light?</p> <p>Can we bend light?</p> <p>How is light important in celebrations?</p> |
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| | | | How is magnetism [useful]? | | | |
| | | | What other forces are [useful]? | | | |
| PE National Curriculum Objectives Curriculum stimuli | <i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i> <i>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i> <i>-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns</i> The above will be learnt through: Dance and Tennis | <i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i> <i>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i> <i>-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns</i> The above will be learnt through: Gymnastics and Hockey | <i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i> <i>-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns</i> The above will be learnt through: Dance and Netball | <i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i> <i>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i> <i>-develop flexibility, strength, technique, control</i> The above will be learnt through: Gymnastics and Football | <i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i> <i>-develop flexibility, strength, technique, control</i> The above will be learnt through: Athletics and Striking and fielding games | <i>Pupils should be taught to: -develop flexibility, strength, technique, control and -perform dances using a range of movement patterns</i> <i>-take part in outdoor and adventurous activity challenges both individually and within a team</i> The above will be learnt through: Country Dance and Outdoor Education |
| RE Taught using Discovery RE | How special is the relationship Jews have with God- Judaism | What is the most significant part of the Nativity story for Christians today?- Christianity | How can Brahman be everywhere and in everything? Hinduism | Do Sikhs think it is important to share? Sikhism | How does Islam affect the daily life of a Muslim? Islam | Is forgiveness always possible?- All faiths |
| Computing | Basic skills E.safety Search Engines | Espresso Coding: programming | Software & Digital Devices: PowerPoints with pictures | Espresso Coding: sequencing | Networks: at home, at school, www | Espresso Coding: Logical reasoning/algorithms |

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| PSHME and British Values | Getting On and Falling Out | Going for Goals | Good to be me | Relationships | Changes | Transition |
| Music National Curriculum Objectives- to run throughout | <p><i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They should also be taught to:</i></p> <ul style="list-style-type: none"> <i>-play and perform in solo and ensemble contexts, using their voices and playing musical instrument with increasing accuracy, fluency, control and expression</i> <i>-improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>-listen with attention to detail and recall sounds with increasing aural memory</i> <i>-use and understand staff and other musical notations</i> <i>-appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians</i> <i>-develop and understanding of the history of music.</i> | | | | | |
| Music | The above will be learnt through Charanga: Year 3: Let Your Spirit Fly Year 4: Mamma Mia | The above will be learnt through Charanga: Year 3: Ho Ho Ho Year 4: Five Gold Rings | The above will be learnt through Charanga: Year 3: Glockenspiel Stage 2 Year 4: Glockenspiel Stage 3 | The above will be learnt through Charanga: Year 3: Benjamin Britten – There was a Monkey Year 4: Benjamin Britten - Cuckoo | The above will be learnt through Charanga: Year 3: Three Little Birds Year 4: Lean on Me | The above will be learnt through Charanga: Year 3 & 4 Reflect, Rewind & Replay |