Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	**Maths**	**Maths**	**Maths**	**Maths**	**Maths**
English THE MAGIC FINGER By: Roald Dahl	**English** THE UNLIKELY ADVENTURES OF MABEL JONES By: Will Mabbit	**English** THE FIREWORK MAKER'S DAUGHTER By: Phillip Pullman	**English** BEOWULF by Michael Morpurgo	**English** THE LEGEND OF PODKIN ONE-EAR BY: Kieran Larwood Poetry – Metaphor Poems	**English** PUGS OF THE FROZEN NORTH BY: Phillip Reeves
Science Light and Sound ***How do light and sound travel?***	**Science** Electricity ***How does an electrical circuit work?***	**Science** Rocks ***How are rocks and soil made?***	**Science** Evolution ***What can we learn from fossils?***	**Science** Plants ***How do plants reproduce?***	**Science** Classification and Habitats ***How can environments change and how does this effect the plants and animals living there?***
RE Understanding Christianity: CREATION 2a.1 – ***What do Christians learn from the Creation story?***	**RE** Understanding Christianity: INCARNATION 2a.3 – ***What is the Trinity?***	**RE** Discovery RE: BUDDHISM Y4 Unit – ***Is it possible for everyone to be happy?***	**RE** Discovery RE: EASTER Y4 Spring 2 – ***Is forgiveness always possible?***	**RE** Understanding Christianity: KINGDOM OF GOD 2a.6 – ***When Jesus left, what was the impact of Pentecost?***	**RE** Discovery RE: BUDDHISM Y4 Units – ***Can the Buddha's teachings make the world a better place?*** AND ***What is the best way for a Buddhist to leave a good life?***
History Prehistory ***How did daily life change from Stone Age to Iron Age?***	**History** Invaders and Settlers ***Who has made Britain their home?*** Emphasis on study of Roman Britain		**History** Invaders and Settlers ***Who has made Britain their home?*** **linked to Legend writing and reading Beowulf in English** Emphasis on study of Anglo-Saxon settlement of Britain		
		Geography European Comparison ***How are European countries the same and different from each other?***			**Geography** ***What is life like living within the Arctic circle (Greenland)?*** linked to work in English – Pugs Of The Frozen North by Phillip Reeves
Art Drawing – Power Prints ***How can I use drawing skills to create different effects?***					**Art** Sculpture and 3D – Mega Materials ***How can I use different materials to create 3D sculptures?***
	DT Torches ***How can we link science and design?*** Linked to work in Science on Electricity			**DT** Mechanical Systems: Pneumatic Toys ***How can I make a toy with moving parts?***	
Computing E-safety ***Why do I need to think about how I behave on-line?***			**Computing** Digital Literacy (Publisher; PowerPoint) ***How can I use computers to help me learn in different subjects?***	**Computing** Programming (code.org Course II) ***How do we instruct computers?***	**Computing** Creativity/Graphics (Images & Animation) ***How can we edit and improve our images?***
Music Whole class instrument lessons and singing					
French ***Qui suis-je?***	**French** ***Qu'est-ce que tu aimes manger au Café?***	**French** ***Qui est dans ta famille?***	**French** ***Qu'est ce que tu aimes faire?***	**French** ***Tu aimes les animaux?***	**French** ***Es-tu malade?***
PE Gymnastics	**PE** Gymnastics	**PE** Swimming Netball	**PE** Swimming Football	**PE** Athletics	**PE** Rounders
PSHE Communities	**PSHE** Safe relationships inc. aspects of Respecting self and others	**PSHE** Money	**PSHE** Family	**PSHE** Keeping Healthy	**PSHE** Growing Up (RSE)

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MATHS	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3/4	Number PV x 4 • *Hundreds* • *Count in 50s* • *Represent numbers to 1000* • *100s, 10s and 1s* • *Number line to 1000* • *Find 1, 10, 100 more and less* • *Compare objects to 1000* • *Compare numbers to 1000* • *Order numbers* • Count in 1000s • Count in 25s • Roman Numerals to 100 • 1000s, 100s, 10s and 1s • Partitioning • Number line to 10000 • 1000 more and less • Compare numbers • Order numbers • Round to the nearest 10, 100, 1000 • Negative numbers	Number Addition + Subtraction x 2 *Continuation from Term 1*	Number Multiplication + Division x 2 • *Multiply 2-digits by 1-digit* • *Divide 2-digits by 1-digit* • *Scaling* • *How many ways?* • Written methods • Multiply 2-digits by 1 -digit • Multiply 3-digits by 1-digit • Divide 2-digits by 1-digit • Divide 3-digits by 1-digit • Correspondence problems	Number Fractions x 2 *Continuation from Term 3*	Number Decimals inc. money x 3 • *Pounds and pence* • *Convert pounds and pence* • *Add money* • *Subtract money* • *Give change* • Pounds and pence • Ordering money • Make a whole • Write decimals • Compare decimals • Order decimals • Round decimals • Halves and quarters • Estimating money • Four operations	Statistics x 2 • *Bar charts* • *Pictograms* • *Tables* • Interpreting charts • Comparison, sum and difference • Introducing line graphs • Line graphs
	Number Addition + Subtraction x 2 • *Add and subtract multiples of 100* • *3-digit and 1-digit numbers* • *3-digit and 2-digit numbers* • *Add and subtract 100s* • *Spot the pattern* • *Add 3-digit and 1-digit – crossing 10* • *Add 3-digit and 2-digit – crossing 100* • *2-digit and 3-digit – not crossing 10/100* • *2-digit and 3-digit crossing 10 or 100* • *3-digit numbers not crossing 10 or 100* • *3-digit numbers – crossing 10 or 100* • *Subtract 1-digit from 3-digits* • *Subtract 2-digits from 3-digits – crossing 100* • *3-digit and 3-digit – no exchange* • *3-digit and 3-digit – exchange* • *Estimate answers* • *Check answers* • Add and subtract 1s, 10s, 100s and 1000s • Add two 4-digit numbers – no exchange • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – more than one exchange • Subtract two 4-digit numbers – no exchange • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Check answers	Number Multiplication + Division x 4 • *Multiply by 3* • *Divide by 3* • *3 times-table* • *Multiply by 4* • *Divide by 4* • *4 times-table* • *Multiply by 8* • *Divide by 8* • *Multiplication – equal groups* • *Comparing statements* • *Related calculations* • Multiply and divide by 6 • 6 times table and division facts • Multiply and divide by 9 • 9 times table and division facts • Multiply and divide by 7 • 7 times table and division facts • 11 and 12 times table • Multiply by 10 and 100 • Divide by 10 and 100 • Multiply by 1 and 0 • Divide by 1 • Multiply 3 numbers • Efficient multiplication • Factor pairs	Measurement Length, Perimeter and Area x 2 • *Equivalent lengths – m and cm* • *Equivalent lengths – mm and cm* • *Compare lengths* • *Measure length* • *Add lengths* • *Subtract lengths* • *Measure perimeter* • *Calculate perimeter* • Kilometres • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes • What is area? • Counting squares • Making shapes • Comparing area Number Fractions x 2 • *Unit and non-unit fractions* • *Making the whole* • *Fractions on a number line* • *Equivalent fractions* • *Fractions of an amount* • *Compare fractions* • *Order fractions* • *Add fractions* • *Subtract fractions* • What is a fraction • Fractions greater than 1 • Count in fractions • Equivalent fractions • Calculate fractions of a quantity • Problem-solving – calculate quantities • Add 2 or more fractions • Subtract 2 fractions • Subtract from whole amounts	Measurement Capacity + mass + decimals x 3 • *Tenths* • *Count in tenths* • *Tenths as decimals* • *Measure mass* • *Compare mass* • *Add and subtract mass* • *Measure capacity* • *Compare capacity* • *Add and subtract capacity* • Recognise tenths and hundredths • Tenths as decimals • Tenths on a place value grid • Tenths on a number line • Divide 1- and 2-digit numbers by 10 • Hundredths • Hundredths as decimals • Hundredths on a place value grid • Divide 1- and 2-digits by 100	Measure Time x 2 • *Months and years* • *Hours in a day* • *Telling time to 5 minutes* • *Telling time to nearest minute* • *Using am and pm* • *24-hour clock* • *Finding the duration* • *Comparing durations* • *Start and end times* • *Measuring time in seconds* • Hours, minutes and seconds • Years, months, weeks and days • Analogue to digital – 12-hour • Analogue to digital – 24-hour	Geometry Properties of shape inc. position and direction x 4 • *Turns and angles* • *Right angles in shapes* • *Compare angles* • *Recognise and describe 2-D shapes* • *Draw lines accurately* • *Horizontal and vertical* • *Parallel and perpendicular* • *Recognise and describe 3-D shapes* • *Make 3-D shapes* • Identify angles • Compare and order angles • Triangles • Quadrilaterals • Lines of symmetry • Complete a symmetric figure • Describe position • Draw on a grid • Move on a grid • Describe movement on a grid

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ENGLISH	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing GENRES	Key Text: THE MAGIC FINGER By: Roald Dahl Including 1 session per week free write NARRATIVE – SCIENCE FICTION *NON-CHRONOLOGICAL REPORTS*	Key Text: THE UNLIKELY ADVENTURES OF MABEL JONES By: Will Mabbit Including 1 session per week free write NARRATIVE – SCIENCE FICTION/ ADVENTURE PLAYSCRIPTS *INSTRUCTIONS/PROCEDURAL*	Key Text: THE FIREWORK MAKER'S DAUGHTER By: Phillip Pullman Including 1 session per week free write NARRATIVE – ADVENTURE *EXPLANATIONS*	Key Text: Beowulf by Michael Morpurgo Including 1 session per week free write NARRATIVE – TRADITIONAL TALES *RECOUNTS – LETTERS/DIARIES/ NEWSPAPER REPORTS*	Key Text: THE LEGEND OF PODKIN ONE-EAR BY: Kieran Larwood Including 1 session per week free write Poetry: Metaphor Poems NARRATIVE – FANTASY POETRY	Key Text: PUGS OF THE FROZEN NORTH BY: Phillip Reeves Including 1 session per week free write CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR *DISCUSSION AND PERSUASION*
Reading	**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can read and join in discussions about a range of longer texts, expressing what I think and like.* • *I can independently retell lots of age appropriate stories* • *I can find some simple facts from a non-fiction text.* • I can discuss with others books I have read. • I can retell a range of age appropriate stories, including interesting details. • I can explain facts I have found in a non-fiction text using my own language. • I can choose and use the right book for a purpose and talk about what I have done and why.		**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can talk about how words can have different meanings.* • *I can usually make simple predictions of what will happen next using clues in the text.* • *I can find words and phrases in the text that capture my imagination and explain why.* • I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. • I can usually predict what will happen next using clues in the text. • I can describe how the language, structure and lay-out of a book add to my understanding of it.		**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can spot and talk about key themes in a story.* • *I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation.* • *I can usually make simple inferences when I'm reading a story.* • I can talk about key themes found in different stories. • I can usually self-evaluate my own understanding of stories, for instance, reflecting on characters' thoughts and feelings. • I can usually infer when I'm reading a story.	
Additional subjects + writing options	Science –: Light Non Chronological Report writing, Explanation text	Science – Electricity Instructions, report writing	Science – Rocks Non Chronological Report writing, Explanation text	Science: Evolution Non Chronological Report writing, Explanation text	Science – Living Things Report writing, Explanation text, Information text	Science plant classification Report writing, Explanation text, Information text
	Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?	Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?	Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?	Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?	Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?	Discovery RE: BUDDHISM Y4 Units – Can the Buddha's teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?
Links to subjects	**History** **Stone age to iron age** Art +DT: emersion Use craft materials to make your own robot model... or could you make a life-sized robot? Draw a picture of the space-bat-angel-dragon that lands in Australia. Geography: emersion Draw a map showing the locations within the story. Use a map / atlas to find locations where the story might have taken place.	**History** **Roman invasion** DT *extension* Torches *linked to science* Art recreate artefacts and mosaics	**Geography - European Comparison** Art + DT The children will create firework paintings and bamboo paintings History emersion The children will explore the history of China during the period of the story	**Geography - European Comparison** Emersion History: What changes did the Anglo Saxon bring to Britain? DT create a model mythical creature	**Design and Technology - Pizza Instructions** Emersion Geography – Exploring the Arctic	**Art** **Clay tiles**

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	The family who have a picnic on the hill feel an earthquake. Can you find out what causes earthquakes?					
PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.	Y3 • I can explain what verb tenses are. • I can identify the tense of a verb. • I can change verb tenses. I can use the present perfect form of verbs. Y4 • I can use standard forms of verbs.	Y3 • I can identify the main clause and subordinate clause in sentences. • I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. • I can use different conjunctions to show time, place and cause. • I can use different adverbs to show time place and cause in my writing. Y4 • I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. • I can use a wide range of conjunctions to show time, place and cause in my writing. • I can use adverbial phrases to start some sentences followed by a comma	Y3 • I can identify the main clause and subordinate clause in sentences. • I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. • I can use different conjunctions and adverbs to show time, place and cause. • I can use speech marks to show dialogue. • I can use possessive apostrophes in words with a regular plural. Y4 • can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. • I can use a wide range of conjunctions and adverbs to show time, place and cause in my writing. • I can use adverbial phrases to start some sentences followed by a comma. • I can use speech marks and other punctuation when I am writing speech. • I can use possessive apostrophes in words with irregular plurals. .	Y3 • I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. • I can spot and use pronouns. • I can spot and use determiners. Y4 • I can use pronouns to avoid repeating the same noun in my writing. • I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. • I can use different sentence structures for effect.	Y3 FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can identify main and subordinate clauses. • I can write sentences with more than one clause, using different subordinating conjunctions such as *when*, *if*, *because*, *although*. • I can use different conjunctions and adverbs to show time, place and cause. • I can use speech marks to show dialogue. • I can explain what verb tenses are. • I can use the present perfect form of verbs. • I can use possessive apostrophes in words with a regular plural. • I can spot and use pronouns. • I can spot and use determiners Y4 • FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING • I can use pronouns to avoid repeating the same noun in my writing. • I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. • I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. • I can use adverbial phrases to start some sentences followed by a comma. • I can use standard forms of verbs. • I can use speech marks and other punctuation when I am writing speech. • I can use possessive apostrophes in words with irregular plurals.	Y3 • EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING • I can identify main and subordinate clauses. • I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. • I can use different conjunctions and adverbs to show time, place and cause. • I can use speech marks to show dialogue. • I can explain what verb tenses are. • I can use the present perfect form of verbs. • I can use possessive apostrophes in words with a regular plural. • I can spot and use pronouns. • I can spot and use determiners Y4 • I can use pronouns to avoid repeating the same noun in my writing. • I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. • I can use standard forms of verbs. • I can use a and an correctly.

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Spelling	Y3 • Review children to identify those who require additional phonics input • Y3 • Unit 1 Adding prefixes dis- and in- • Unit 2 adding im to root words beginning with m or p • Special focus tricky words • Unit 3 adding the suffix –ous • Revision Y4 • Unit 1 adding the prefix mis- and revising un-, in-, dis- • Unit 2 words ending in zhuh, spelt –sure • Special focus The short u sound spelt ou • Revision	Y3 • Unit 4 adding the suffix – ly • Unit 5 words ending in -ture • Special focus Homophones • Unit 6 adding - ation to verbs to form nouns • Revision Y4 • Unit 3 adding the prefix auto- • Unit 4 adding the suffix –ly • Unit 5 adding the prefix inter- • Special focus Homophones • Revision	Y3 • Unit 7 Words with the c sound spelt ch • Unit 8Words with the sh sound spelt ch • Special focus The short I sound spelt y • Unit 9 adding the suffix –ion • Revision – Y4 • Unit 6 words with the ay sound spelt eigh, ei, ey • Unit 7 words ending with –ous • Unit 8 Words with s sound spelt sc	Y3 • Unit 10 adding the suffix – ian • Unit 11 adding the prefix re- • Special focus Homophones • Unit 12 adding the prefix anti • Revision Y4 • Unit 9 words ending with zhun spelt sion • Unit 10 Adding il and revising un-, in-, mis-, dis- • Unit 11 The c sound spelt – que and the g sound spelt – gue • Special focus Homophones • Revision	Y3 • Unit 13 adding the prefix super- • Unit 14 adding the prefix sub – • Revision • Y 3/4 key words Y4 • Unit 12 adding ir- to words beginning with r • Unit 13 adding the suffix –ion • Unit 14 adding the suffix –ion • Revision	Y3 • Revision • Assessment Y4 • Revision • assessment

Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	**Light and Sound** ***How do light and sound travel?***	**Electricity** ***How does an electrical circuit work?***	**Rocks** ***How are rocks and soil made?***	**Evolution** ***What can we learn from fossils?***	**Plants** ***How do plants reproduce?***	**Classification and Habitats** ***How can environments change and how does this effect the plants and animals living there?***
	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 a solid object find patterns in the way that the size of shadows change. 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.	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.	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties recognise that soils are made from rocks and organic matter.	describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	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.	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. construct and interpret a variety of food chains, identifying producers, predators and prey.
	NEED TO KNOW					
	• We can see objects because our eyes can sense light. • Darkness is the absence of light. • Some objects emit their own light and are sources of light. • Light from the sun can be dangerous and we should never look directly at the sun. We can protect our eyes by wearing sunglasses.	• Electricity is a form of energy used for lighting, heating, making sound and making machines work. • An electrical appliance is a machine or device that runs on electricity. • Mains electricity is supplied to households from power stations. • Appliances that use mains electricity have to be plugged into a socket.	• Rock is a naturally occurring material made of minerals. • On the surface of the earth rock gets broken down into smaller and smaller pieces by the effects of the weather. • Small pieces of rock end up in the sea, where over time they sink to the bottom and build up in layers.	• Fossils were formed millions of years ago. • Plants and animals died and sank to the seabed. • The soft parts decayed away leaving the hard parts eg. skeleton. • The hard parts are covered by rock sediments over time, and squashed.	• Roots anchor a plant in place. They absorb water and nutrients from the soil. • The stem or trunk of a plant transports water and nutrients around the plant in small tubes. It also holds the leaves and flowers up in the air. • Leaves use sunlight and water to produce the plant's food.	• Classification is grouping things based on their characteristics so they can be identified. • Classification keys help us to identify things by answering simple yes/no questions. • Vertebrates are animals with an internal skeleton.

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	• Transparent materials are completely see through so all light can pass through them. • Translucent materials light some light through but not all. • Opaque materials do not let any light pass through – you cannot see through them. • Shadows are formed when an opaque object blocks light. • Shadows change size and direction over the course of a day because of the sun moving across the sky. • Light bounces off some surfaces and reflects. • Shiny surfaces reflect light well; matt surfaces don't. • A sound is something that can be heard. We hear sounds with our ears. • A source produces a sound when part of it is vibrating. • Sounds are made when something vibrates. This means it moves quickly backwards and forwards. • Sound travels as a wave of vibrations. • Sound waves travel better through some materials and others. Materials that are good at blocking sounds are called insulators. • Sound waves cause parts of our body inside our ear to vibrate. This is how we hear sounds. • The pitch is how high or low a sound is. This depends on the features of the object producing the sound. Longer bars on a xylophone make lower sounds; shorter bars make higher sounds. • The volume is how loud a sound is. This depends on the size of the vibrations. • The closer we are to the sound source the louder it will be.	• Cells and batteries generate electricity. A cell is a single unit and a battery is a collection of cells. • An electrical circuit consists of a power source/source of electricity connected to a component using wires. • The electricity travels as a current through the wires and around the circuit. • An electrical component is a part that is powered by the electrical current eg. bulb, motor, buzzer. • The circuit needs to be complete (have no breaks in it) for it to work. • A switch can be used to turn a component on and off. It allows the electricity to flow or stops it. • Conductors are materials that allow electricity to pass through. Many metals are good electrical conductors eg. iron, copper and steel. • Insulators are materials that do not allow electricity to pass through them. Materials such as plastic, wood, rubber and glass are good electrical insulators.	• Pressure builds due to the weight of the layers of rock above, and the fragments change into a new type of rock – Sedimentary rock. • Sandstone, limestone and chalk are sedimentary rocks. They tend to be soft and crumbly, and can absorb water. • Sedimentary rock can be heated and squashed far beneath the earth's surface. This causes the rock to change into Metamorphic rock. • Granite and slate are metamorphic rock. They are hard and do not absorb water. • Temperatures are so high deep within the earth that rocks can melt. When they cool they form different types of rock – Igneous rocks. • Igneous rocks formed by cooling slowly can have large crystals within them like marble. • Igneous rocks formed by cooling quickly can have air bubbles in them like pumice and basalt. • The different properties of rocks make them useful for different purpose. • Soil is a mixture of ground up rock mixed with plant and animal remains, known as organic matter. • The properties of soils is affected by the type of rock in them, the size of rock pieces and the amount of organic material.	• The animal/plant matter dissolves leaving a mould of its shape, that gets filled by minerals. • This replica of the original plant/animal part is called a fossil. • Movements in the earth's crust brings fossils up to surface where people can find them. • Fossils provide us with information and evidence about living things that inhabited the Earth millions of years ago. • Dinosaurs lived on the earth between 245 and 65 million years ago. • Dinosaurs are no longer around as a mass extinction event took place around 65 million years ago.	• Photosynthesis is the way in which plants make food in their leaves. • Pollen is a fine powder produced by the male parts (anthers) in the flower. • Pollination is when the pollen is transferred to the female parts (stigma and style) in another flower. • Pollen can be carried to a different flower by wind or by insects. • Seeds form after pollination when the male and female parts from different flowers combine. • Once seeds are formed, flowers on some plants develop into berries or fruits. • Plants want to disperse their seeds so they can find a suitable place to germinate and grow. • Plants need air, light, water, nutrients from the soil and room to grow to survive and thrive. • Seeds can be dispersed in different ways: wind, animals, water or explosion.	• Invertebrates do not have an internal skeleton. • The environment is the conditions in which a living thing lives. Soil, climate and other living things all count as part of the environment. • Environments can change due to natural events eg. flood, earthquake, fire. • Environments can change due to the effect of people. Humans can have negative and positive impact on environments. • Changing an environment affects all the living things that live there. • Changes to an environment can make it dangerous for living things eg. littering, deforestation, air pollution, plastic in oceans. • A habitat is the place where an animal or plant lives. • A food chain shows how living things get their nutrition. • A food web shows how interlinked living things in a habitat are. • A food chain starts with a producer. This is always a green plant that can make its own food. • Consumers are living things that have to eat other living things for their nutrition. • Predators hunt and eat other animals. • Prey are animals that are eaten by predators.
	VOCABULARY					
	Reflection, mirror Shadow, transparent, translucent, opaque Vibration, travel pitch	Complete circuit Buzzer, motor, cell Conductor, insulator	Limestone, granite Soil, organic matter	Fossil, evolution	Function Water transport Pollination, seed formation, seed dispersal	Classification, keys Environment, environmental change, consequence Producer, predator, prey
Keevil Characteristics	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.

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	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	**Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?**	**Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?**	**Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?**	**Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?**	**Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?**	**Discovery RE: BUDDHISM Y4 Units – Can the Buddha's teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?**
	• Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. • Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. • Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short. • Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement. • They know that some people don't believe that God made the world.	• Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus • Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. • Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'	• I can start to show an understanding of why people think it is difficult to be happy all the time. • I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. • I can begin to show an understanding of what being happy means to Buddhists.	• I can talk about what sort of help I might need to show forgiveness. • I can describe what a Christian might learn about forgiveness from a Biblical text. • I can show an understanding of how Christians believe God can help them show forgiveness.	• Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. • Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here. • Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art. • Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means • Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.	• I can suggest why there may be problems in the world and how people could help solve them. • I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. • I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place. • I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. • I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. • I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
	NEED TO KNOW					
	• Where creation fits into the BIG FRIEZE. • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God.	• Where incarnations fit into the BIG FRIEZE. • God the father. • God the Son is Jesus. This is God in human form. • God the holy spirit. This was sent when Jesus ascended into heaven for the final time.	• Buddhism is a world faith. • Began in Nepal, 2,500 years ago. • People who follow Buddhism are called Buddhists. • Buddha is the God of Buddhism.	• Understand the difference between happiness and upset • Consider what things they could/could not forgive • That Jesus did have enemies despite being seen as the king and messiah to many.	• Where Kingdom of God fits into the BIG FRIEZE. • About the idea of the kingdom of God being a place we all want to strive to get to. • Why Good Friday has the name it does. • The story of Pentecost well.	• Buddhism is a world faith. • Began in Nepal, 2,500 years ago. • People who follow Buddhism are called Buddhists. • Buddha is the God of Buddhism. • The story of Buddha

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	• The Bible tells a story about how humans spoiled their friendship with God. • This is sometimes called the fall. • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them. • God gives them guidelines on good ways to live offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	• This takes place in the new testament. • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • God the Son (Jesus) is a representation for what God is like. • God the Son was send by God to show people how to live. • Christians worship God as Trinity. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	• Know the story of the Buddha. • Understanding of happiness and the things that can affect this. • Understand why the Buddha sat under the Bodhi tree in the story. • Understand the 8 fold path. • They can start to show an understanding of why people think it is difficult to be happy all the time. • Children can tell you some of the things Siddhattha did to try to be happy and explain why they think they didn't work for him. • Children can begin to show an understanding of what being happy means to Buddhists.	• Understand how Judas let Jesus down. • Understand how Peter let Jesus down. • The story of the last supper. • The lord prayer • The story of the unforgiving servant • The story of Jesus on the cross. • Why Jesus forgave those who killed him • God models forgiveness for us to follow • Why forgiveness is important	• Jesus came back to life and went to his disciples. • Understand Jesus didn't come back permanently. • Know the story of Ascension when Jesus left Earth for the last time. • Christians believe Jesus will come back to Earth at some point in the future. • God is King and Jesus tried to show this to as many people as possible • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost. • Christians live lives that reflect the love of God. • Christians celebrate Pentecost, as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.	• Buddhists believe Saddhattha taught many truths. • Consider what changes and what doesn't • Buddha teaches that everything changes. • Children can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. • Children can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to. • And understand the 8 fold path. • Buddhists believe there are 8 things people can choose to do to help them lead good lives and which would make the world better.
	VOCABULARY					
	Genesis, The Fall, Old Testament, Adam, Eve, Temptation, Obedience	Birth, Advent, Incarnation, Saviour, New Testament, Pentecost, Ascension	Meditate, Buddha, Enlightenment, Nirvana, Eight-fold path	Holy Week, Maundy Thursday, Judas, Heaven, Salvation	Pentecost, Ascension, Holy Spirit, Good Friday. Kingdom of God	Meditate, Buddha, Enlightenment, Nirvana, Eight-fold path
Keevil Characteristics	Communication is key for expressing thoughts, beliefs and ideas.	Communication is key for expressing thoughts, beliefs and ideas.	Communication is key for expressing thoughts, beliefs and ideas.	Communication is key for expressing thoughts, beliefs and ideas.	Communication is key for expressing thoughts, beliefs and ideas.	Communication is key for expressing thoughts, beliefs and ideas.

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History

Term 1

Prehistory

How did daily life change from Stone Age to Iron Age?

- Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.
- Note connections, contrasts and trends over time.
- Use appropriate historical terms.
- Ask historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses involving the thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- **Changes in Britain from the Stone Age to the Iron Age.**

Vocabulary
Prehistoric, Neolithic, cave painting, flint, tools, spelt, Celt, roundhouse, hillfort, ceremony
Cross curriculum Links
Geography
I can identify locations on a map
Art

Keevil Characteristics
See below.

Term 2

Invaders and Settlers

Who has made Britain their home?

Emphasis on study of Roman Britain

- Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.
- Note connections, contrasts and trends over time.
- Use appropriate historical terms.
- Ask historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses involving the thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- **The Roman Empire and its impact on Britain.**
- **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.**

Vocabulary
phitheatre, Colosseum, Senator, Empire, Soldier, Jupiter, Hadrian's Wall, Roman Baths, Boudicca, Julius Caesar
Cross curriculum Links
Geography
I can identify locations on a map
Art
I can make a mosaic
Keevil Characteristics
Many of the tasks related to history involve finding out with others therefore, teamwork and good communication are key. The children will also have to be diligent when recording their findings to write clearly.

Term 4 EXTENSION

Invaders and Settlers

Who has made Britain their home?

linked to Legend writing and reading Beowulf in English

Emphasis on study of Anglo-Saxon settlement of Britain

Learning Objectives linked to Outcomes

Society
To begin to identify the changes from Nomadic life to settlements/ communities
Looking at routines and normality of daily life, domesticity – simple cause and effect
Civilisation
Development of a structure- ***hierarchy, rules, traditions***
Settlements
Farm, Village
Impacts on daily routines of life, growing crops, raising animals rather than hunter gathering
Begin to make links between the nomadic lifestyle developing to basic settlement and then becoming towns
NEED TO KNOW

- Children can identify some key features of Stone Age life and know what people needed to survive as hunter-gatherers.
- Children can note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments like technology, growth of new settlements and agriculture
- Children can recognise and describe the chronology of Prehistoric Britain from the Stone Age to the Iron Age
- Children can evaluate the impact on daily life of changes in metalworking skills in the Iron Age.
- Children can recognise the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.

Conflict
Conquest, Empire, Frontier, Invasion
What happens during invasion?
How do local people respond, impacts on daily life by force rather than choice, did it change how people interacted with each other?
Power
Government, Emperor
Rule makers from outside of the tribe, more hierarchy
Law
Freedom, Rights, Slaves
Impact of new laws, response to these new laws
Religion
What was the impact of religion on daily lives, was there acceptance of other belief systems?
Beginning to understand the time line of some aspects of history including starting ask questions of why or how to find simple reasons for events
NEED TO KNOW

- Dates of duration of the Roman occupations
- The role of Julius Caesar on the invasion of Britain
- Some of the features of daily life for Romano Britain's – differences/ similarities
- Explain the reasons for Boudicca's revolt and the impact
- Methods used by Roman soldiers
- Aspects of worship

History Outcomes Y3/Y4

1. Changes in Britain from the Stone Age to the Iron Age
2. The Roman Empire and its impact on Britain
3. Britain's settlement by Anglo Saxons and Scots
4. Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
5. Place events from period studied on a time line
6. Use terms related to the period and begin to date events
7. Understand more complex terms e.g. BCE/AD
8. Use evidence to reconstruct life in time studied
9. Identify key features and events
10. Look for links and effects in time studied
11. Offer a reasonable explanation for some events
12. Look at the evidence available
13. Begin to evaluate the usefulness of different sources
14. Use of text books and historical knowledge
15. Use evidence to build up a picture of a past event
16. Choose relevant material to present a picture of one aspect of life in time past
17. Ask a variety of questions
18. Use the library/e-learning for research
19. Select data and organise it into a data file to answer historical questions
20. Know the period in which the study is set
21. Display findings in a variety of ways
22. Work independently and in groups

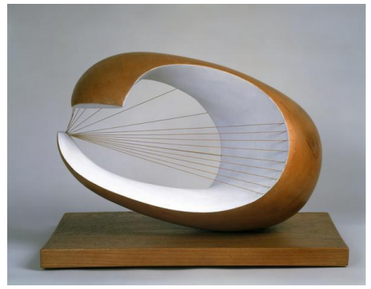
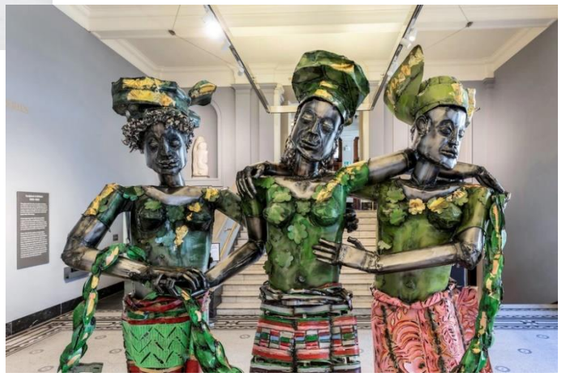
Geography

Term 3 and 4 European Comparison ***How are European countries the same and different from each other?***	Learning Objectives linked to Outcomes		Geography Outcomes Y3/Y4
• locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. • describe and understand key aspects of: ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ○ 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Vocabulary** GENERAL, SKILLS AND FIELDWORK – Google maps *EXTENSION – Terrestrial* LOCATIONAL KNOWLEDGE – Europe *EXTENSION –European countries and capitals* PLACE KNOWLEDGE – Climate zones, vegetation, wildlife *EXTENSION – settlement, agriculture, recreation, community, facilities* HUMAND AND PHYSICAL GEOGRAPHY – Town, city, population, coast, natural resources, economic activity, trade, energy *EXTENSION – settlement, agriculture, recreation, community, facilities* **Cross curriculum Links** **History** **Art** Sketching maps with a key **English** Explanation texts **Keevil Characteristics** Plan and write a geographical guide to Keevil/ Steeple Ashton Children *learn* to appreciate and respect the values of other people from both their own and different communities around the world. They develop their *communication* through demonstrating good listening and speaking skills. Children show *team work* when allowing everyone's ideas and opinions to be acknowledged through working as part of a team. Children develop their *resilience* through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their *problem solving* skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their *diligence* by producing work and displaying their findings to the best of their ability.	1,2,3,4,5, 6,7,8,9	• I can use my own prior knowledge and ideas about Europe • I can develop a list of questions about Europe • I can view photos of Europe to determine if the photos match their own ideas about Europe • I can search for geographic clues within photos to learn more about the subjects shown • I can examine the shape of a selected country in Europe • I can analyse the influence that shape may have on the human activities within the country https://www.nationalgeographic.org/lesson/gathering-ideas-about-europe/ **NEED TO KNOW** • Countries that make up Europe • To name physical features such as rivers, mountains, coasts etc • Can locate and identify different European countries on a globe/ atlas/ map • Can explain the difference between 2 European countries – mountains in Spain	1. Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics. 2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps. 3. Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of Europe. 4. Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains and the water cycle. 5. Describe and understand human geography including: types of settlement and land use. 6. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 7. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 8. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; 9. Learn the eight points of a compass, four-figure grid references.

Geography

Term 6 EXTENSION linked to work in English – Pugs Of The Frozen North by Phillip Reeves ***What is life like living within the Arctic circle (Greenland)?***	Learning Objectives linked to Outcomes		Geography Outcomes Y3/Y4
○ 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 ○ 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) ○ describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ○ 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 **Vocabulary** GENERAL, SKILLS AND FIELDWORK – Google maps, 8 point compass – North East, North West, South East, South West *EXTENSION – Terrestrial* LOCATIONAL KNOWLEDGE – Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, Latitude, Longitude *EXTENSION – Other UK counties, European countries and capitals* PLACE KNOWLEDGE – Land use, Climate zones, vegetation, wildlife *EXTENSION – settlement, agriculture, recreation, community, facilities* HUMAND AND PHYSICAL GEOGRAPHY – Town, city, population, development, coast, natural resources, economic activity, trade, energy *EXTENSION – settlement, agriculture, recreation, community, facilities* **Cross curriculum Links** **History** **Art** creating a painting to reflect the cold **English** linked to Pug of the Frozen North **Keevil Characteristics** Plan and write a geographical guide to Keevil/ Steeple Ashton Children *learn* to appreciate and respect the values of other people from both their own and different communities around the world. They develop their *communication* through demonstrating good listening and speaking skills. Children show *team work* when allowing everyone's ideas and opinions to be acknowledged through working as part of a team. Children develop their *resilience* through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their *problem solving* skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their *diligence* by producing work and displaying their findings to the best of their ability.	1,2,3,4,5,6,7,8,9	○ I can identify the coldest areas in the world and explain why they are so cold ○ I can research what he difficulties of living in this environment might be ○ I can investigate the animals live in this region and how they are adapted to the climate ○ I can identify physical and human features of a location	1. Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics. 2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps. 3. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. 4. Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains and the water cycle. 5. Describe and understand human geography including: types of settlement and land use. 6. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 7. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 8. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; 9. Learn the eight points of a compass, four-figure grid references.

Art

Term 6	Learning Objectives linked to Outcomes	Art Outcomes
Sculpture and 3D – Mega Materials ***How can I use different materials to create 3D sculptures?*** *Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.* • 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. • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history. **Vocabulary** **Cross curriculum Links** **Science –** plants and habitats **Maths** – measuring accurately **Keevil Characteristics** Children start collecting and developing ideas using sketchbooks. diligence. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, communication	Kapow Unit - https://www.kapowprimary.com/ **Barbara Hepworth**   **Sokari Douglas-Camp**  	GENERATING IDEAS • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. MAKING SKILLS • Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. SCULPTURE AND 3D • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective. FORM • Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Organic forms can be abstract. • Simple 3D forms can be made by creating layers, by folding and rolling materials. KNOWLEDGE OF ARTISTS • Art from the past can give us clues about what it was like to live at that time. • Art can communicate powerful statements about right and wrong. MEANINGS • Art from the past can give us clues about what it was like to live at that time. • Art can communicate powerful statements about right and wrong. INTERPRETATION • The meanings we take from art made in the past are influenced by our own ideas. • Designers can make beautiful things to try and improve people's everyday lives. • How and where art is displayed has an effect on how people interpret it. MATERIALS AND PROCESSES • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. • Artist make decisions about how their work will be displayed. • Artists can choose particular materials to communicate a message. • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media.

Art		
Term 1	**Learning Objectives linked to Outcomes**	**Art Outcomes**
Drawing ***How can I use drawing skills to create different effects?*** *Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.* • 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. • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history. **Vocabulary** **Cross curriculum Links** **Keevil Characteristics** Children start collecting and developing ideas using sketchbooks. diligence. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, communication	Kapow Unit - https://www.kapowprimary.com/	SKETCH BOOKS Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. DRAWING • How to: • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. SHAPE • Negative shapes show the space around and between objects. • Artists can focus on shapes when making abstract art. • How to use basic shapes to form more complex shapes and patterns. LINE • Using different tools or using the same tool in different ways can create different types of lines. • Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.

Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

Design and Technology

Term 2 EXTENSION

Torches

Linked to work in Science on Electricity

How can we link science and design?

Identify the difference between electrical and electronic products.
Evaluate a range of existing torches and their features, then develop a new functional torch design.

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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

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

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

Vocabulary

● Battery ● Bulb ● Buzzer ● Cell ● Component ● Conductor ● Copper ● Design criteria ● Electrical item ● Electricity ● Electronic item ● Function ● Insulator ● Series circuit ● Switch ● Test ● Torch ● Wire

Cross curriculum Links

Art can design and create a surround for the torch
Science link to electricity
English write explanation texts to explain how the torch works

Keevil Characteristics

Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.

Learning Objectives linked to Outcomes

DT Outcomes

SKILLS – DESIGN
Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.

SKILLS – MAKE
• Making a torch with a working electrical circuit and switch.
• Using appropriate equipment to cut and attach materials.
• Assembling a torch according to the design and success criteria.

SKILLS – EVALUATE
• Evaluating electrical products.
• Testing and evaluating the success of a final product.

KNOWLEDGE – TECHNICAL
• To understand that electrical conductors are materials which electricity can pass through.
• To understand that electrical insulators are materials which electricity cannot pass through.
• To know that a battery contains stored electricity that can be used to power products.
• To know that an electrical circuit must be complete for electricity to flow.
• To know that a switch can be used to complete and break an electrical circuit.

KNOWLEDGE – ADDITIONAL
• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens.
• To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.

https://www.voltpaperscissors.com/paper-torch

Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

Design and Technology

Term 5	Learning Objectives linked to Outcomes	DT Outcomes
Mechanical Systems – Pneumatic Toys ***How can I make a toy with moving parts?*** *Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.* ***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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. ***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*** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] **Vocabulary** ● Exploded-diagram ● Function ● Input ● Lever ● Linkage ● Mechanism ● Motion ● Net ● Output ● Pivot ● Pneumatic system ● Thumbnail sketch **Cross curriculum Links** **Geography** finding where pizza/ingredients originate on maps **Art** can design and create a package for the pizza **Science** changing materials **English** write instructions Maths – shapes and fraction **Keevil Characteristics** Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.		SKILLS – DESIGN • Designing a toy which uses a pneumatic system. • Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly. SKILLS – MAKE • Creating a pneumatic system to create a desired motion. • Building secure housing for a pneumatic system. • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Selecting materials due to their functional and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving. SKILLS – EVALUATE • Using the views of others to improve designs. • Testing and modifying the outcome, suggesting improvements. • Understanding the purpose of exploded-diagrams through the eyes of a designer and their client. KNOWLEDGE – TECHINICAL • To understand how pneumatic systems work. • To understand that pneumatic systems can be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air. KNOWLEDGE – ADDITIONAL • To understand how sketches, drawings and diagrams can be used to communicate design ideas. • To know that exploded-diagrams are used to show how different parts of a product fit together. • To know that thumbnail sketches are small drawings to get ideas down on paper quickly.

Computing

Term 5	Learning Objectives linked to Outcomes	Computing Outcomes
Programming (code.org Course II) ***How do we instruct computers?*** 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 **Vocabulary** Algorithm, program, programming, bug, debug. Loop, event, command, repeat, while loop, conditionals, binary **Cross curriculum Links** **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I can reframe a sequence of steps as an encoded program • I can explain constraints of translating problems from human language to machine language • I can order movement commands as sequential steps in a program. • I can modify an existing program to solve errors. • I can break down a long sequence of instructions into the largest repeatable sequence. • I can identify actions that correlate to input events. • I can create an interactive game using sequence and event-handlers. • I can share a creative artefact with other students. • Construct a program using structures that repeat areas of code Improve existing code by finding areas of repetition and moving them into looping structures • I can use an efficient procedure to simplify a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs.	1. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 3. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. 4. 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 5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

Computing

Term 1 EXTENSION	Learning Objectives linked to Outcomes	Computing Outcomes
E-safety ***Why do I need to think about how I behave on-line?*** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Vocabulary** Chat rooms, cyberbullying, spam, block, Instagram, password, internet, viruses, **Cross curriculum Links** **PSHE –** Digital Safety **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I choose a secure password when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I can help my friends make good choices about the time they spend online. • I comment positively and respectfully online. • I know that anything I post online can be seen by others. • I use the safety features of websites as well as reporting concerns to an adult. • I choose websites and games that are appropriate for my age. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.	1. Use technology safely and respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. 2. Children understand how they can use the internet safely for research and by following lines of enquiry 3. Know how to guard against giving out personal information 4. Know what to do if they are affected by cyber bullying 5. Use digital etiquette when communicating on-line 6. Children understand that good online research involves processing the information (rather than copying) and interpreting it for others. 7. Children recognise issues of copyright and the importance of acknowledging sources

Computing

Term 4 EXTENSION	Learning Objectives linked to Outcomes		Computing Outcomes
Digital Literacy (Publisher; Powerpoint) ***How can I use computers to help me learn in different subjects?*** 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 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 **Vocabulary** Publisher, PowerPoint, word, format, image, cut and paste, font, spellchecker, shift, internet, keywords **Cross curriculum Links** **English, History, geography –** use for presenting information, researching topic and for sharing knowledge **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.		• I can open a new or saved document • I can set up page orientation and margins • I can save work • I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident to explore new media to extend what I can achieve. • I can change the appearance of text to increase its effectiveness. • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • I can use images from the web • I can use an appropriate tool to share my work and collaborate online. • I can give constructive feedback to my friends to help them improve their work and refine my own work. • I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web.	1. Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration. 2. Selects a variety of software to accomplish given goals 3. Selects, uses and combines internet services 4. Analyses and evaluates information 5. Collects and presents data 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Presenting information • PowerPoint slides • Master slides • Transitions and animations • Presentations on topics etc.

Computing		
Term 6 **Creativity/Graphics (Images and Animation)** ***How can we animate images?***	**Learning Objectives linked to Outcomes**	**Computing Outcomes**
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 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 **Vocabulary** Photography Edit Manipulate Image Flower Identify Stop motion Animation Time lapse Drawing tools Introductions Credits Captions Display Share **Cross curriculum Links** **Science** plants and plant classification **Art** improving and creating images **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I can explain what animation is • I can identify the features of 2animate • I can create an animation • I can transfer from 1 program to another • I can add an opening introductions, credits, sounds and captions throughout the film. • I can import images and save them • I can edit images	1. Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration. 2. Selects a variety of software to accomplish given goals 3. Selects, uses and combines internet services 4. Analyses and evaluates information 5. Collects and presents data 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Art and Design • Natural Revelation art and Publisher to extend art concepts and enhance presentation 8. 2Animate

Music	**Whole Class Instrument Lessons and Singing**					
	Singing (Performance) • Children will learn several warm ups and understand the importance of warming up • Learn a variety of songs with an emphasis on singing in parts • Learn songs for the Christmas concert • Perform a 30 minute Christmas concert to an audience at the Church • Perform a 30 minute Christmas concert to an audience in a care home Whole Class Instrument lessons • Children will begin learning an instrument • They will learn to produce a good sound and play the first 3 notes • Play tunes from memory, following Kodaly hand signs and reading standard notation. • At the end of term they will perform a selection of tunes to the school. NATIONAL CURRICULUM play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations		Singing (Languages) • Children will learn songs in different European languages • Sing songs in parts with a focus on harmony • Perform songs in the sharing assembly. Whole Class Instrument lessons • Children will continue to develop their skills on their instrument • They will learn more tunes by ear and with staff notation. • Have the opportunity to compose using grid method then standard notation • Explore space music. This will include a focus on cluster chords and an exploration into musical features. NATIONAL CURRICULUM play and perform in solo and ensemble contexts, using their voices and playing musical instruments with 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 use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Singing (Pop and Disney_ • Children will sing a variety of modern pop and Disney songs with an emphasis on singing in parts • Year 4's will perform at the Trowbridge Music Festival in the Civic Centre. Whole Class Instrument lessons • Pupils will continue to develop their skills on their instruments. • They will learn more tunes by ear and using staff notation. • Students will learn about professional musicians and will make a short profile of a person they admire. • They will investigate the process of putting a performance together. • At the end of term, students will perform to an audience. NATIONAL CURRICULUM play and perform in solo and ensemble contexts, using their voices and playing musical instruments with 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 use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	
Keevil Characteristics	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.

Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Qui suis-je?	**Qu'est-ce que tu aimes manger au Café?**	**Qui est dans ta famille?**	**Qu'est ce que tu aimes faire?**	**Tu aimes les animaux?**	**Es-tu malade?**
Modern Foreign Language	***Be able to:*** • ***Introduce yourself*** • ***Ask and answer questions to share – name, age, where you live*** • ***Say and use numbers 1-30*** • ***Know the different forms of 2nd person – tu and vous*** NATIONAL CURRICULUM • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	***Be able to:*** • ***Name different food and drink items*** • ***Use masculine and feminine forms*** • ***Know different articles*** • ***Use vocabulary in a sentence to order food and drink*** • ***Understand French currency*** NATIONAL CURRICULUM Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	***Be able to:*** • ***Name different family members*** • ***Describe who is in your family*** • ***Use feminine and masculine pronouns*** • ***Understand plurals*** • ***Use vocabulary in a sentence*** NATIONAL CURRICULUM Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing	***Be able to:*** • ***Name different sports and hobbies*** • ***Use vocabulary in simple sentences*** • ***Express opinions*** NATIONAL CURRICULUM Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English	***Be able to:*** • ***Name different animals and pets*** • ***Use masculine and feminine forms*** • ***Use vocabulary in sentences*** NATIONAL CURRICULUM Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English	***Be able to:*** • ***Name a range of different parts of the body*** • ***Name a range of different illnesses*** • ***Describe how you are feeling*** • ***Use masculine and feminine forms*** NATIONAL CURRICULUM Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English
Keevil Characteristics	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language

Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

	Gymnastics	Gymnastics	Swimming Netball	Swimming Football	Athletics	Rounders
PE	NATIONAL CURRICULUM ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NATIONAL CURRICULUM ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• NATIONAL CURRICULUM ▪ 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. • Pass – chest, shoulder, bounce • Receive • Creating space • Intercepting • Defending • Marking • Shooting • Footwork • Rules of game • Tactics and positions NATIONAL CURRICULUM ▪ use running, jumping, throwing and catching in isolation and in combination ▪ 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 ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• NATIONAL CURRICULUM ▪ 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. • Pass • Receive • Dribble • Creating shooting opportunities • Shooting • Defending • Marking • Rules of game • Tactics • Officiating games NATIONAL CURRICULUM ▪ 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 ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Sprinting • Race technique • Relay running • Throwing for distance - shotput • Hurdles NATIONAL CURRICULUM • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Throwing – underarm • Throwing – overarm • Bowling • Catching • Striking • Tactics • Working as a team • Positions NATIONAL CURRICULUM ▪ use running, jumping, throwing and catching in isolation and in combination ▪ 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 ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Keevil Characteristics	Resilience, diligence and learning skills are important when either learning to swim or improving swimming skills	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities

Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Communities	**Safe relationships inc. aspects of Respecting self and others** ***(previously Digital Literacy)***	**Money**	**Relationships - Family**	**Keeping Healthy**	**Growing Up (RSE)**
PSHE	**KS2** **LKS2** to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view COMMUNICATION **L6.** about the different groups that make up their community; what living in a community means **L7.** to value the different contributions that people and groups make to the community **L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view COMMUNICATION **KS2** **R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); **R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns **R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know **R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact **R26.** about seeking and giving permission (consent) in different situations **R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others	• about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • that resources can be allocated in different ways and that these economic choices affect individuals • to understand how a simple bank account works • to understand about cash-less money	• that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. • identify the qualities of positive friendships and family relationships. • explain how friends and family show they value and care for each other. • describe what is most important in a family relationship. • recognise that family relationships may change for different reasons and how to manage this.	• what positively and negatively affects their physical, mental and emotional health (including the media) RESILIENCE • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet • what is meant by the term 'habit' and why habits can be hard to change	• how their body will, and emotions may, change as they approach and move through puberty • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact • to be aware of different types of relationship, including those between acquaintances, friends, relatives and families **Coram Life Education** ***(partners for delivering RSE)*** YEAR 4 The learners will be able to: • List a range of feelings • Name the external sexual body parts of both a male and female body • Name parts of the reproductive organs of a male and female

		will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret **R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this **R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online) **R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online **R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships **R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background **R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own **R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with				

Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1

Keevil Characteristics	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.
	How we develop our core values known as Keevil Characteristics is interwoven through our PSHE curriculum. Specific opportunities to do this are highlighted in green above. One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red.					