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Lower Key Stage 2 Curriculum Overview

2023-2024

Lower Key Stage 2 Curriculum Overview 2023-2024

| Rotation 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Adventures from Stone Age to Iron Age | Mountains | Ancient Egyptians | Food, Glorious Food! | Groovy Greeks | Canals |
| Big question | What type of world did we live in 2 million years ago? | Why does the world have mountains? | How did Ancient Egypt affect the world we know today? | What do I need to be healthy? | What can the Olympic games tell us about the Ancient Greeks? | What was the impact of the development of canals on Britain? |
| Engage Activity | <ul style="list-style-type: none"> ▪ Visit to Derby Museum (Stone age) ▪ Arbor Low/Nine Ladies | <ul style="list-style-type: none"> ▪ Mountaineering day – find out about equipment, safety etc ▪ Visit to clip n climb | <ul style="list-style-type: none"> ▪ Visit to Derby Museum (mummies) ▪ Derby Riverboat Trip | <ul style="list-style-type: none"> ▪ Chef visit | <ul style="list-style-type: none"> ▪ Ancient Greeks ▪ Olympics Day | <ul style="list-style-type: none"> ▪ Beeston Canal Heritage Visit |
| Inspire Day | Autumn Antics: <ul style="list-style-type: none"> ▪ Harvest ▪ Pumpkin carving | Winter Religious Festivals Day: <ul style="list-style-type: none"> ▪ Diwali ▪ Chanukah ▪ Christmas | Chinese New Year | World Book Day Spring Religious Festivals Day: <ul style="list-style-type: none"> ▪ Easter ▪ Pesach ▪ Eid al-Fitr | May Day Festival | Summer Celebration Day <ul style="list-style-type: none"> ▪ Whole School Enterprise Project ▪ Open Day |
| Forest Schools | Forest School Safety <ul style="list-style-type: none"> ▪ To co-construct safety rules for Forest School area ▪ To explore the area with reference to safe risk taking Structures <ul style="list-style-type: none"> ▪ Identifying shapes in natural objects. ▪ Comparing homes and habitats for humans and animals. Identifying | Shelter <ul style="list-style-type: none"> ▪ Identify different animals and insects that use forest school. Identify how they shelter from dangers ▪ Explore waterproof materials ▪ Construct a shelter for yourself and for animals | Warmth <ul style="list-style-type: none"> ▪ How to stay warm in cold weather ▪ Identify changes seen during winter. ▪ Identify how animals stay warm ▪ Explore materials for insulation and warmth | Plants <ul style="list-style-type: none"> ▪ Identify how plants grow ▪ Prepare vegetable beds ▪ Sow seeds ▪ Maintain veg beds | Materials <ul style="list-style-type: none"> ▪ Identify different materials around forest school. ▪ Explore uses for different materials. Tools <ul style="list-style-type: none"> ▪ Main outcomes of learning sequence • Draw up safety rules for tool use. • Identify uses for each tool • Explore using | Food <ul style="list-style-type: none"> ▪ Identify sources of food ▪ Harvest and identify foods from veg beds ▪ Observational drawing of foods ▪ Cook and eat foods harvested |

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| | <p>natural materials.</p> <ul style="list-style-type: none"> Constructing structures of different sizes. | | | | <p>different tools safely</p> <ul style="list-style-type: none"> Construct a carved model/tool | |
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| Read Write Inc | Read Write Inc. is closely matched to the National Curriculum in England 2014. | | | | | |
| Word Reading | Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words. | | | | | |
| Comprehension | <ul style="list-style-type: none"> Develop pleasure in reading. Daily BSL stories, fiction and nonfiction texts. Sequence events in stories. Make inferences and predictions | | | | | |
| Transcription | <p>Sounds are introduced sequentially in a structured and systematic way:</p> <ul style="list-style-type: none"> Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1 Play 'Fred Rhythms' to learn to spell the words – encoding 2. Play 'Fred Fingers' to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About <p>Name Letters of the alphabet</p> | | | | | |

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| Handwriting | Sit and hold pencil correctly.' Begin to form lower case letters in correct direction.' Capital letters.' 'Digits 0-9. | | | | | |
| Composition | Extended pieces of writing, applying developing phonic knowledge and language comprehension. | | | | | |
| Vocabulary grammar and punctuation | Children are taught to use capital letters at the start of sentences, for names and for the word 'I'. | | | | | |
| Read Write Inc-Fresh Start | Texts matched to children's increasing knowledge of phonics and 'tricky' words. Reading and Writing activities | | | | | |
| English | Fiction: Stone Age Boy Non-fiction: How to Wash a Woolly Mammoth Outcome: Writing to inform: Instructions for washing a woolly mammoth | Fiction: The Abominables Non-fiction: Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay World of Wonder: Mountains Outcome: Writing to persuade: Make a holiday brochure for a mountain resort | Fiction: Flat Stanley Non-fiction: Egypt Magnified Outcome: Writing to persuade: Write a letter to persuade the thief to give the objects back | Fiction: The Astounding Broccoli Boy Non-fiction: Life on Earth: Human Body See Inside: Your Body Outcome: Writing to inform: Newspaper article – 'Boy Turns Green!' | Fiction: Greek Myths (Marcia Williams) Non-fiction: So You Think You've Got It Bad: A Kid's Life in Ancient Greece Outcome: Writing to entertain: Retell of a Greek myth or Write your own Greek myth | Fiction: Wind in the Willows Why Water's Worth It Non-fiction: A River River Story Outcome: Writing to entertain: Write a description of a character from Wind in the Willows |

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| <p style="text-align: center;">BSL</p> | <p>BSL (Topic Related) <i>Enquiry question: How did people communicate in the Stone Age?</i></p> <ul style="list-style-type: none"> ▪ The history of language in the Stone Age ▪ Living as a deaf person in the Stone Age ▪ Communicating via cave paintings <p>Key BSL Linguistics:</p> <ul style="list-style-type: none"> ▪ Handshapes ▪ Placements ▪ Fingerspelling <p>Deaf Studies curriculum</p> <ul style="list-style-type: none"> ▪ Identify deaf and hearing people in our community | <p>BSL (Topic Related) <i>Enquiry question: Can deaf people climb mountains?</i></p> <ul style="list-style-type: none"> ▪ Accomplished deaf climbers ▪ Explore adaptations <p>Key BSL Linguistics:</p> <ul style="list-style-type: none"> ▪ Directional movements, ▪ Handshapes ▪ Placements ▪ Fingerspelling <p>Deaf Studies curriculum</p> <ul style="list-style-type: none"> ▪ Recognise and access basic devices to alert deaf people ▪ Explain the differences between technical equipment | <p>BSL (Topic Related) <i>Enquiry question: How did people communicate in Ancient Egypt?</i></p> <ul style="list-style-type: none"> ▪ Communicating via symbols and pictures ▪ Living in ancient Egypt as a deaf person ▪ Compare ancient Egypt to modern Egypt from a deaf perspective <p>Key BSL Linguistics:</p> <ul style="list-style-type: none"> ▪ Timelines ▪ Directional movements ▪ Handshapes ▪ Placements ▪ Fingerspelling <p>Deaf Studies curriculum Communication and language difference between deaf and hearing people</p> | <p>BSL (Topic Related) <i>Enquiry question: What do we eat and drink in our daily lives?</i></p> <ul style="list-style-type: none"> ▪ Food and drink ▪ Likes/dislikes/experiences at school and at home <p>Key BSL Linguistics:</p> <ul style="list-style-type: none"> ▪ Handshapes ▪ Placements ▪ Fingerspelling <p>Deaf Studies curriculum</p> <ul style="list-style-type: none"> ▪ Compare and describe the difference in living with deaf and hearing people in the wider community | <p>Year 3 and 4 BSL 101 (for young people)</p> <p>Meeting people</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation <p>Personal Information</p> <ul style="list-style-type: none"> ▪ Live where? ▪ Age what? ▪ Family who? <p>School topics</p> <ul style="list-style-type: none"> ▪ Subject likes/dislikes? ▪ Teachers ▪ Friends <p>Hobbies and interests</p> <ul style="list-style-type: none"> ▪ Describe/ask/recognise <p>Directions</p> <ul style="list-style-type: none"> ▪ Ask/give/receive | <p>Year 3 and 4 BSL 101 (for young people)</p> <p>Meeting people</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation <p>Personal Information</p> <ul style="list-style-type: none"> ▪ Live where? ▪ Age what? ▪ Family who? <p>School topics</p> <ul style="list-style-type: none"> ▪ Subject likes/dislikes? ▪ Teachers ▪ Friends <p>Hobbies and interests</p> <ul style="list-style-type: none"> ▪ Describe/ask/recognise <p>Directions</p> <ul style="list-style-type: none"> ▪ Ask/give/receive |
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| <p style="text-align: center;">SaLT</p> | <p>Squash and a Squeeze: Story Telling and Retelling Principles</p> <ul style="list-style-type: none"> ▪ Retelling a story using individual characters <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Construct direct speech/Exp BSL ▪ Understand story sequence <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Shared peer interaction ▪ Negotiating parts and turns ▪ Social Confidence | <p>Theme: Social Thinking Simons Cat Films</p> <p>Principles</p> <ul style="list-style-type: none"> ▪ Coloured zones ▪ Response in zone <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Blanks 2 & 3 ▪ Descriptions ▪ Feelings vocab <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ People reading ▪ Group discussion ▪ Impact and consequence | <p>Theme: Lego Therapy Principles</p> <ul style="list-style-type: none"> ▪ Using Lego Therapy principles. Groups of 2-4 undertaking roles of: Engineer, Builder, Supplier <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Team working ▪ Problem Solving ▪ Perspective Taking ▪ Flexibility | <p>Theme: Language for Thinking (Blanks) Lego Films (FOOD GLORIOUS FOOD) Principles</p> <ul style="list-style-type: none"> ▪ Use and develop their language for thinking at their current and the next Blanks level. <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Level 1: Naming ▪ Level 2: Describing ▪ Level 3: Retelling and Explaining ▪ Level 4: Predicting, Justifying <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Giving opinions, Creating ideas, Inferring, Predicting | <p>Theme: Talk about Principles About me. Myself</p> <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Blanks 2 and 3 ▪ Questioning others <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Discussing in a group ▪ Learning about peers ▪ Talking about self | <p>Theme: SaLT Primary picnic, games, icecreams Principles</p> <p>Functional Use of Language Communicating with others who both do and don't know BSL</p> <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Spoken English ▪ Written English ▪ Pictures ▪ Pointing ▪ Gesture <p>Communication Skills Request, Record, Clarify, Plan and liaise with staff Lead peer group games</p> |
| | <p style="text-align: center;">Maths</p> | <ul style="list-style-type: none"> ▪ Place Value ▪ Addition and Subtraction ▪ Multiplication and Division | <ul style="list-style-type: none"> ▪ Multiplication and Division ▪ Length and Perimeter ▪ Fractions ▪ Mass and Capacity | <ul style="list-style-type: none"> ▪ Fractions ▪ Money ▪ Time ▪ Shape ▪ Statistics | | |

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| Science | Enquiry Question: <ul style="list-style-type: none"> How do rocks tell us about life in the past? Rocks | Enquiry Question: <ul style="list-style-type: none"> How strong is a dandelion root? Plants and flowers | Enquiry Question: <ul style="list-style-type: none"> Tree study | Enquiry Question: <ul style="list-style-type: none"> Why is what we eat important? Animals, including humans | Enquiry Question: <ul style="list-style-type: none"> How did the Ancient Greeks use the sun to help them? Light and shadows | Enquiry Question: <ul style="list-style-type: none"> How do we identify magnetic materials? Forces: |
| History | Enquiry Question: <ul style="list-style-type: none"> How did the Stone Age, Bronze Age and Iron Age people affect our lives? | Enquiry Question: <ul style="list-style-type: none"> Who conquered mountains and oceans? | Enquiry Question: <ul style="list-style-type: none"> Why was (and is) the Nile so important to Egyptian life? | Enquiry Question: <ul style="list-style-type: none"> How have human diets changed? | Enquiry Question: <ul style="list-style-type: none"> How did the Ancient Greeks affect our lives? | Enquiry Question: <ul style="list-style-type: none"> How did canals contribute to changes in British society? |
| Geography | <ul style="list-style-type: none"> How can we explore our local area? Visit Nine Ladies or Arbor Low | <ul style="list-style-type: none"> Exploring Europe- 'Are all mountains the same? | <ul style="list-style-type: none"> Are all rivers the same? Find out about the river Nile. | <ul style="list-style-type: none"> Where does our food come from? | <ul style="list-style-type: none"> What makes Greece attractive to tourists? All about Greece, transport, jobs. | <ul style="list-style-type: none"> Are all countries in Europe the same? Which ones are similar to the UK? |
| Art & Design | Cave art Media: charcoals, working on textured surfaces, painting with natural materials | Monet (impressionist painter) Explore his life and work Media: light and colour | Egyptian self portrait | Japanese food art | Sculpture Make and decorate an Ancient Greek clay pot from air-drying clay | Make a canal boat using junk modelling Use water colours |
| Design & Technology | Structures | Hydraulic monster | Levers and linkages? | 3D board game | Chocolate moulds | Carnival hat/float |

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| Food Technology | Eatwell plate Practical work will include: <ul style="list-style-type: none"> ▪ Investigating different varieties of apples. ▪ Baked apples ▪ Apple muffins ▪ Apple and cinnamon rings ▪ Vegetable samosas ▪ Vegetable skewers ▪ Different types of bread ▪ Pizza ▪ Winter Vegetable soup ▪ Baked stuffed onions ▪ Festive baking | | Food around the World Portion sizes Use an increasing range of equipment Recognise and name an increasing range of food. Practical work will include: <ul style="list-style-type: none"> ▪ Pancakes ▪ Egg custards ▪ Potato cakes ▪ Beetroot and cheese parcels ▪ Chocolate tasting ▪ Chocolate and Beetroot muffins | | Food storage Food from different animals. Food from different parts of the plant. Food grown in different climates. Practical work will include: <ul style="list-style-type: none"> ▪ Berried treasure recipe ▪ Sunset Pasta salad ▪ Broccoli and Bean salad ▪ Garlic and herb pinwheels ▪ Tomato and Basil salad ▪ Courgette and tomato chutney | |
| | Music | Rhythm, dynamics and texture <ul style="list-style-type: none"> ▪ Using a range of practical tasks with different percussive/non-percussive instruments ▪ Consolidate knowledge of the vocabulary rhythm, dynamics, how to mix them together with specific intentions ▪ Include traditional dynamics and notation mixed with new concepts | Rhythm, dynamics and texture <ul style="list-style-type: none"> ▪ Pupils will be introduced to the concept of texture ▪ How to arrange music according to how many instruments are playing or whether they are playing the same thing or different things ▪ Explore how different textural choices can allow us to expand and lengthen music. | The Orchestra and Classical Music <ul style="list-style-type: none"> ▪ Instrument and family names of the Orchestra ▪ The role of the Conductor | The Orchestra and Classical Music <ul style="list-style-type: none"> ▪ Describing the use and the Pitch range of different instruments in the Orchestra. ▪ Exploring the work and importance of Deaf musicians Beethoven and Evelyn Glennie. ▪ Suggest what they think of the music they hear/feel. | Ukulele Music <ul style="list-style-type: none"> ▪ Learn basic starting chords on the Ukulele ▪ Revisit rhythm, dynamics and texture using strumming patterns and compositional work. |

Computing

Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop and extend their transferable computer skills. Their programming knowledge will be supported through use of text based programming (Python) and graphical based programming (Scratch). They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware. Online safety and awareness will be integrated throughout the year

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| <p>Communication and Networks</p> <ul style="list-style-type: none"> The use of different Internet services and develop an awareness of how to do so safely <p>Algorithms</p> <ul style="list-style-type: none"> How to create algorithms and programs using sequence, repetition, selection and loops How to explain what is happening in a program <p>Data</p> <ul style="list-style-type: none"> What is meant by data and how it is used. | <p>Communication and Networks</p> <ul style="list-style-type: none"> The difference between the Internet and the World Wide Web How people affect a network How computers collect data <p>Hardware and Processing</p> <ul style="list-style-type: none"> The difference between hardware and software and how they work <p>Data</p> <ul style="list-style-type: none"> The difference between data and information | <p>Algorithms Programming and Development</p> <ul style="list-style-type: none"> How to design solutions that use two-way selection <p>This half terms work builds upon knowledge from Autumn 1 in a different programming context</p> | <p>Communication and Networks</p> <ul style="list-style-type: none"> The need for and how to use Safe Search What is acceptable/unacceptable behaviour when using digital technologies and online services <p>Information Technology</p> <ul style="list-style-type: none"> How to create, sort and search in a flat file database | <p>Programming and Development</p> <ul style="list-style-type: none"> Concatenation Variables <p>Algorithms Programming and Development</p> <ul style="list-style-type: none"> How to create algorithms and programs using sequence, repetition, selection and loops How to explain what is happening in a program <p>This half term again builds upon knowledge from Autumn 1, Spring 1 in a different programming context</p> | <p>Information Technology</p> <ul style="list-style-type: none"> How to keep safe and secure in an online world |
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| <p>Religious Education</p> | <p>L2.7 What does it mean to be a Christian in Britain today?</p> | <p>L2.5 Why are festivals important to religious communities?</p> | <p>L2.1 What do different people believe about God?</p> | <p>L2.4 Why do people pray?</p> | <p>L2.2 Why is the Bible so important for Christians today?</p> | |
| <p>Physical Education</p> | <p>Striking and Fielding Fielding Throw and catch</p> <ul style="list-style-type: none"> ▪ With a partner ▪ To self ▪ At different heights and distances ▪ Intercept the ball ▪ At different heights and angles <p>Batting Strike the ball</p> <ul style="list-style-type: none"> ▪ Different directions and different height. <p>Bowling</p> <ul style="list-style-type: none"> ▪ With accuracy ▪ Underarm bowl <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent ▪ When fielding cover all spaces and be aware of the batters strengths and cover areas <p>Tactics</p> | <p>Net/Wall games</p> <ul style="list-style-type: none"> ▪ Racket and ball coordination <p>Returning and controlling the ball</p> <ul style="list-style-type: none"> ▪ Over low, medium or high net. ▪ at different heights and angles <p>Throw and catch</p> <ul style="list-style-type: none"> ▪ Different heights and different angles ▪ Encourage movement in a space <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Outwit an opponent ▪ Positioning of the ball <p>Tactics</p> | <p>Trampolining and Gymnastics Performance of a range of gymnastics skills e.g.</p> <ul style="list-style-type: none"> ▪ Shapes – tuck, pike, straddle ▪ Rolls – forward, backward, log roll ▪ Twists – half and full ▪ Seated landing – seat, front <p>Sequences</p> <ul style="list-style-type: none"> ▪ Copy sequences/routines ▪ Creating sequences/routines <p>Body shapes</p> <ul style="list-style-type: none"> ▪ Curled ▪ Stretched ▪ Wide ▪ Tall <p>Balance</p> <ul style="list-style-type: none"> ▪ Greater degree of control and variety <p>Control</p> | <p>Invasion Games and Skills Control and coordination</p> <ul style="list-style-type: none"> ▪ Dribbling, ▪ Passing ▪ Receiving <p>Movement with the ball</p> <ul style="list-style-type: none"> ▪ Dribbling (basketball and football) and running with the ball (rugby) <p>Footwork</p> <ul style="list-style-type: none"> ▪ Pivot <p>Attack and defence</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent <p>Team work</p> <ul style="list-style-type: none"> ▪ Listening ▪ Communicating ideas ▪ Working well with others <p>Tactics</p> | <p>Dance Control and coordination.</p> <ul style="list-style-type: none"> ▪ Move with confidence, imagination and in safety ▪ Make simple and more complex shapes with their bodies ▪ Change of speed, direction and level <p>Travel</p> <ul style="list-style-type: none"> ▪ On feet in a variety of ways hands ▪ other body parts <p>Perform</p> <ul style="list-style-type: none"> ▪ Mood and feeling ▪ Copy , repeat and create routines ▪ A range of dance genres | <p>Athletics Track events Running</p> <ul style="list-style-type: none"> ▪ 25m ▪ 50m ▪ 75m ▪ 100m ▪ Relay <p>Field events</p> <ul style="list-style-type: none"> ▪ Discus ▪ Shot putt ▪ Javelin ▪ Long jump <p>Explore travelling</p> <ul style="list-style-type: none"> ▪ Running at different speeds ▪ Controlled take-offs and landings |

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| | <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules | <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules | <ul style="list-style-type: none"> ▪ Change speed, direction and level of moves ▪ Travels fluently and with control. <p>Rotation taking weight)</p> <ul style="list-style-type: none"> ▪ Different body parts ▪ Different directions | <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules | | |
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| <p>PSHE/Wellbeing</p> | <p>Relationships – How can we be a good friend?</p> <ul style="list-style-type: none"> ▪ How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded ▪ How to recognise if others are feeling lonely and excluded and strategies to include them ▪ How to build good friendships, including identifying qualities that contribute to positive friendships <p>Relationships – What are families like?</p> <ul style="list-style-type: none"> ▪ How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) ▪ How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays ▪ How people within families should care for each other and the different ways they | <p>Health and Wellbeing – Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> ▪ How to eat a healthy diet and the benefits of nutritionally rich foods ▪ How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist ▪ How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health ▪ How people make choices about what to eat and drink, including who or what influences these ▪ How, when and where to ask for advice and help about healthy eating and dental care <p>Health and wellbeing – What keeps us safe, including online?</p> <ul style="list-style-type: none"> ▪ Their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if | <p>Health and wellbeing – What keeps us safe?</p> <ul style="list-style-type: none"> ▪ How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe ▪ How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers <p>Health and wellbeing – Keeping safe</p> <ul style="list-style-type: none"> ▪ How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) ▪ How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns ▪ What to do in an emergency, including calling for help (BSL999) and speaking/communicating with the emergency services | | | |

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| | <p>demonstrate this</p> <ul style="list-style-type: none"> How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe | <p>they feel uncomfortable</p> <ul style="list-style-type: none"> How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) | |
| <p>Citizenship/ Careers</p> | <p>Relationships – How can we be a good friend?</p> <ul style="list-style-type: none"> that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <p>Living in the wider world – What makes a community?</p> <ul style="list-style-type: none"> How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups What is meant by a diverse community; how different groups make up the wider/local community around the school, inc the deaf community How the community helps everyone to feel included and values Different contributions that people make How to be respectful towards people who may live differently to them | <p>Health and Wellbeing – Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis - how to balance time online with other activities How to make choices about physical activity, including what and who influences decisions How the lack of physical activity can affect health and wellbeing How lack of sleep can affect the body and mood and simple routines that support good quality sleep How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried <p>Living in the wider world – The jobs people do</p> <ul style="list-style-type: none"> Different jobs that people do including those that care for others Gender stereotypes in jobs Different clothes for different jobs Meet the community police officer | <p>Living in the wider world - recycling</p> <ul style="list-style-type: none"> Why we recycle What can we recycle How this affects the environment <p>Contributing to the community/working together</p> <ul style="list-style-type: none"> Participate in a whole school enterprise project which benefits the community/charity <p>Careers</p> <ul style="list-style-type: none"> My achievements this year The skills I have learnt |

Lower Key Stage 2 Curriculum Overview 2023-2024

| Rotation 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Roman Britain | Extreme Earth | Crime & Punishment | Exploring Europe: France | Mayan Civilisation | American Adventures: Brazil |
| Big question | What did the Romans ever do for me? | What makes the Earth angry? | How has the way we punish crime changed over time? | How is life in France different from life in the UK? | How did the Mayan's make chocolate? | Is my food fair? |
| Engage Activity | Derby Museum Visit (Roman Derby) | Volcano-making day | Galleries of Justice and Sherwood forest Visit | French-themed day in school | Cadbury's World Visit | Brazilian carnival |
| Inspire Day | Autumn Antics: <ul style="list-style-type: none"> ▪ Harvest ▪ Pumpkin carving | Winter Religious Festivals Day: <ul style="list-style-type: none"> ▪ Diwali ▪ Chanukah ▪ Christmas | Chinese New Year | World Book Day Spring Religious Festivals Day: <ul style="list-style-type: none"> ▪ Easter ▪ Pesach ▪ Eid al-Fitr | May Day Festival | Summer Celebration Day <ul style="list-style-type: none"> ▪ Whole School Enterprise Project ▪ Open Day |
| Forest Schools | Forest School Safety <ul style="list-style-type: none"> ▪ To co-construct safety rules for Forest School area ▪ To explore the area with reference to safe risk taking Structures <ul style="list-style-type: none"> ▪ Identifying shapes in natural objects. ▪ Comparing homes and habitats for humans and animals. Identifying natural materials. | Shelter <ul style="list-style-type: none"> ▪ Identify different animals and insects that use forest school. Identify how they shelter from dangers ▪ Explore waterproof materials ▪ Construct a shelter for yourself and for animals | Warmth <ul style="list-style-type: none"> ▪ How to stay warm in cold weather ▪ Identify changes seen during winter. ▪ Identify how animals stay warm ▪ Explore materials for insulation and warmth | Plants <ul style="list-style-type: none"> ▪ Identify how plants grow ▪ Prepare vegetable beds ▪ Sow seeds ▪ Maintain veg beds | Materials <ul style="list-style-type: none"> ▪ Identify different materials around forest school. ▪ Explore uses for different materials. Tools <ul style="list-style-type: none"> ▪ Main outcomes of learning sequence • Draw up safety rules for tool use. • Identify uses for each tool | Food <ul style="list-style-type: none"> ▪ Identify sources of food ▪ Harvest and identify foods from veg beds ▪ Observational drawing of foods ▪ Cook and eat foods harvested |

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| | <ul style="list-style-type: none"> ▪ Constructing structures of different sizes. | | | | <ul style="list-style-type: none"> • Explore using different tools safely ▪ Construct a carved model/tool | |
| Read Write Inc | Read Write Inc. is closely matched to the National Curriculum in England 2014. | | | | | |
| Word Reading | Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words. | | | | | |
| Comprehension | <ul style="list-style-type: none"> ▪ Develop pleasure in reading. ▪ Daily BSL stories, fiction and non fiction texts. ▪ Sequence events in stories. ▪ Make inferences and predictions | | | | | |
| Transcription | <p>Sounds are introduced sequentially in a structured and systematic way:</p> <ul style="list-style-type: none"> ▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk ▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy ▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1 Play 'Fred Rhythms' to learn to spell the words – encoding 2. Play 'Fred Fingers' to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About <p>Name Letters of the alphabet</p> | | | | | |
| Handwriting | <p>Sit and hold pencil correctly.'</p> <p>Begin to form lower case letters in correct direction.'</p> <p>Capital letters.'</p> <p>'Digits 0-9.</p> | | | | | |
| Composition | Extended pieces of writing, applying developing phonic knowledge and language comprehension. | | | | | |

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| Vocabulary grammar and punctuation | Children are taught to use capital letters at the start of sentences, for names and for the word 'I'. | | | | | |
| Read Write Inc- Fresh Start | Texts matched to children's increasing knowledge of phonics and 'tricky' words. Reading and Writing activities | | | | | |
| English | <p>Fiction:</p> <ul style="list-style-type: none"> ▪ Roman's on the Rampage ▪ Escape from Pompeii <p>Non-fiction:</p> <p>So You Think You've Got It Bad: A Kid's Life in Ancient Rome</p> <ul style="list-style-type: none"> ▪ Meet the Ancient Romans ▪ A Journey Through the Digestive System <p>Outcome:</p> <ul style="list-style-type: none"> ▪ Writing to inform: Write a fact file about life in Roman Britain | <p>Fiction:</p> <ul style="list-style-type: none"> ▪ Escape from Pompeii ▪ A River <p>Non-fiction:</p> <p>Fact Planet: Volcanoes</p> <ul style="list-style-type: none"> ▪ The Rhythm of the Rain ▪ DK: Watercycles <p>Outcome:</p> <p>Writing to inform:</p> <ul style="list-style-type: none"> ▪ Write a newspaper article about the volcanic eruption in Pompeii | <p>Fiction:</p> <ul style="list-style-type: none"> ▪ The Adventures of Robin Hood – Marcia Williams <p>Non-fiction:</p> <ul style="list-style-type: none"> ▪ Past in Pictures: Crime and Punishment <p>Outcome:</p> <p>Writing to entertain:</p> <ul style="list-style-type: none"> ▪ Write a retelling of the story of Robin Hood <i>or</i> write a new story featuring Robin Hood | <p>Fiction:</p> <ul style="list-style-type: none"> ▪ The Invention of Hugo Cabret <p>Non-fiction:</p> <ul style="list-style-type: none"> ▪ A World of Cities <p>Outcome:</p> <ul style="list-style-type: none"> ▪ Writing to persuade: ▪ Create posters advertising France as a holiday destination ▪ e.g. Eiffel Tower, Notre Dame, Palace of Versailles, Louvre | <p>Fiction:</p> <ul style="list-style-type: none"> ▪ The Great Kapok Tree ▪ The Chocolate Tree <p>Non-fiction:</p> <ul style="list-style-type: none"> ▪ The History Detectives: Mayan Civilisation <p>Outcome:</p> <p>Writing to entertain:</p> <ul style="list-style-type: none"> ▪ Write a description of the rainforest from the perspective of an animal living there | <p>Fiction:</p> <ul style="list-style-type: none"> ▪ There's a Rangan in my Bedroom ▪ The Great Kapok Tree <p>Non-fiction:</p> <ul style="list-style-type: none"> ▪ The Rainforest Book <p>Outcome:</p> <p>Writing to persuade:</p> <ul style="list-style-type: none"> ▪ Create a leaflet advertising a 'Rainforest Safari' |

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| BSL | <p>Key BSL Linguistics:</p> <ul style="list-style-type: none"> ▪ Handshapes ▪ Placements ▪ Fingerspelling <p>Deaf Studies curriculum</p> <ul style="list-style-type: none"> ▪ Identify deaf and hearing people in our community | <p>Key BSL Linguistics:</p> <ul style="list-style-type: none"> ▪ Directional movements, ▪ Handshapes ▪ Placements ▪ Fingerspelling <p>Deaf Studies curriculum</p> <ul style="list-style-type: none"> ▪ Recognise and access basic devices to alert deaf people ▪ Explain the differences between technical equipment | <p>Key BSL Linguistics:</p> <ul style="list-style-type: none"> ▪ Timelines ▪ Directional movements ▪ Handshapes ▪ Placements ▪ Fingerspelling <p>Deaf Studies curriculum</p> <p>Communication and language difference between deaf and hearing people</p> | <p>Key BSL Linguistics:</p> <ul style="list-style-type: none"> ▪ Handshapes ▪ Placements ▪ Fingerspelling <p>Deaf Studies curriculum</p> <ul style="list-style-type: none"> ▪ Compare and describe the difference in living with deaf and hearing people in the wider community | <p>BSL 101 (for young people)</p> <p>Meeting people</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation <p>Personal Information</p> <ul style="list-style-type: none"> ▪ Live where? ▪ Age what? ▪ Family who? <p>School topics</p> <ul style="list-style-type: none"> ▪ Subject likes/dislikes? ▪ Teachers ▪ Friends <p>Hobbies and interests</p> <ul style="list-style-type: none"> ▪ Describe/ask/recognise <p>Directions</p> <p>Ask/give/receive</p> | <p>BSL 101 (for young people)</p> <p>Meeting people</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation <p>Personal Information</p> <ul style="list-style-type: none"> ▪ Live where? ▪ Age what? ▪ Family who? <p>School topics</p> <ul style="list-style-type: none"> ▪ Subject likes/dislikes? ▪ Teachers ▪ Friends <p>Hobbies and interests</p> <ul style="list-style-type: none"> ▪ Describe/ask/recognise <p>Directions</p> <p>Ask/give/receive</p> |
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| <p style="text-align: center;">SaLT</p> | <p>Squash and a Squeeze: Story Telling and Retelling Principles</p> <ul style="list-style-type: none"> ▪ Retelling a story using individual characters <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Construct direct speech/Exp BSL ▪ Understand story sequence <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Shared peer interaction ▪ Negotiating parts and turns ▪ Social Confidence | <p>Theme: Social Thinking Simons Cat Films</p> <p>Principles</p> <ul style="list-style-type: none"> ▪ Coloured zones ▪ Response in zone <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Blanks 2 & 3 ▪ Descriptions ▪ Feelings vocab <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ People reading ▪ Group discussion ▪ Impact and consequence | <p>Theme: Lego Therapy Principles</p> <ul style="list-style-type: none"> ▪ Using Lego Therapy principles. Groups of 2-4 undertaking roles of: Engineer, Builder, Supplier <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Team working ▪ Problem Solving ▪ Perspective Taking ▪ Flexibility | <p>Theme: Language for Thinking (Blanks) Lego Films (FOOD GLORIOUS FOOD) Principles</p> <ul style="list-style-type: none"> ▪ Use and develop their language for thinking at their current and the next Blanks level. <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Level 1: Naming ▪ Level 2: Describing ▪ Level 3: Retelling and Explaining ▪ Level 4: Predicting, Justifying <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Giving opinions, Creating ideas, Inferring, Predicting | <p>Theme: Talk about Principles About me. Myself</p> <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Blanks 2 and 3 ▪ Questioning others <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Discussing in a group ▪ Learning about peers ▪ Talking about self | <p>Theme: SaLT Primary picnic, games, icecreams Principles Functional Use of Language Communicating with others who both do and don't know BSL</p> <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Spoken English ▪ Written English ▪ Pictures ▪ Pointing ▪ Gesture <p>Communication Skills Request, Record, Clarify, Plan and liaise with staff Lead peer group games</p> |
| | <p style="text-align: center;">Maths</p> | <p>Place Value Addition Subtraction Measurement and Area Multiplication and division</p> | <p>Multiplication and Division Length and Perimeter Fractions Decimals</p> | <p>Decimals Money Time Shape Position and Direction</p> | | |

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| <p style="text-align: center;">Science</p> | <p>Enquiry Question: How did the Romans keep clean and healthy? Animals, including humans</p> | <p>Enquiry Question: How do changes to the Earth affect animals and their habitats? Living things and their habitats</p> | <p>Enquiry Question: How do the police use science to solve crimes?</p> | <p>Enquiry Question: How can we use sound and light in celebrations? Sound: Electricity</p> | <p>Enquiry Question: Why does chocolate melt in summer but not in winter? States of matter</p> |
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| <p style="text-align: center;">History</p> | <p>Key Question: How was Britain influenced by the Roman Empire?</p> | <p>Key Question: How were criminals punished in the past and how do we know?</p> | <p>Key Question: Who is the longest ruling European monarch? Compare 'the Sun King' Louis XIV (1643-1715) and Queen Elizabeth II Create Top Trumps cards for the 2 monarchs</p> | <p>Key Question: How was Mayan life different from ours? The achievements of ancient civilizations and their impact on the world in the past and today.</p> | |
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| <p style="text-align: center;">Geography</p> | <p>Locate modern day Italy and its major cities.</p> <ul style="list-style-type: none"> ▪ Compare physical and human features of Italy and the UK. ▪ Can recognise similarities and differences in the human and physical features within a region in Europe. • Landscapes • Populations • Climates | <p>Volcanoes and floods: What makes volcanoes erupt?</p> <ul style="list-style-type: none"> ▪ Name the layers of the Earth ▪ Know how volcanoes are formed ▪ Know why volcanoes erupt ▪ Structure of volcanoes ▪ Understand the build up to an eruption | <p>Study of France:</p> <ul style="list-style-type: none"> ▪ Landscapes ▪ Populations ▪ Climates ▪ Can locate Europe and Russia identifying key human and physical characteristics, countries and major cities. ▪ Can recognise similarities and differences in the human and physical features within a region in Europe. | <p>Explore the geography of Brazil:</p> <ul style="list-style-type: none"> ▪ Landscapes ▪ Populations ▪ Climates ▪ Can recognise similarities and differences in the human and physical features within a region in North or South America. | |

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| | | <p>Where in the world are volcanoes? Use maps and atlases to locate countries in Europe and North and South America. Which volcanoes are extinct and which are active? Can read and interpret the globe as a flat map.</p> <p>Why do floods happen?</p> <ul style="list-style-type: none"> • Power of water • Water cycle • Preparing for a flood • Flooding & climate change | <ul style="list-style-type: none"> ▪ Can read and interpret the globe as a flat map. | <p>Rainforests:</p> <ul style="list-style-type: none"> ▪ Where is the Amazon Rainforest? ▪ What lives in the Amazon Rainforest? (plants and animals) ▪ Why are the trees being chopped down? ▪ What is the effect of chopping down the trees in the Amazon Rainforest? <p>Comparison of Brazil and UK. Can read and interpret the globe as a flat map. Before teaching science: states of matter – revise water cycle from ‘Extreme Earth’ topic. This is not a topic on deforestation – this is covered in the ‘Climate Change’ topic in Year 6.</p> | | |
| <p>Art & Design</p> | <p>Roman Britain</p> <p>Roman mosaic</p> | <p>Extreme Earth</p> <p>Margaret Godfrey (mixed-media artist) Media – acrylic, tissue & glue</p> | <p>Crime & Punishment</p> <p>Banksy Street Art</p> | <p>Exploring Europe: France</p> <p>Art: Henri Matisse (paint and collage) Media – bright colour, simple shapes, paper cutting</p> | <p>Mayan Civilisation</p> <p>Art: Mayan masks Media – paper mache, paint, tiles, beads, stones & shells</p> | <p>American Adventures: Brazil</p> <p>Romero Britto</p> <p>Collage Paint Colour</p> |

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| Design & Technology | Roman aqueduct | Hydraulic monster | Levers and linkages? | 3D board game | Chocolate moulds | Carnival hat/float |
| Food technology | Eatwell plate Practical work will include: Investigating different varieties of apples. <ul style="list-style-type: none"> ▪ Baked apples ▪ Apple muffins ▪ Apple and cinnamon rings ▪ Vegetable samosas ▪ Vegetable skewers ▪ Different types of bread ▪ Pizza ▪ Winter Vegetable soup ▪ Baked stuffed onions ▪ Festive baking | | Food around the World Portion sizes Use an increasing range of equipment Recognise and name an increasing range of food. Practical work will include: <ul style="list-style-type: none"> ▪ Pancakes ▪ Egg custards ▪ Potato cakes ▪ Beetroot and cheese parcels ▪ Chocolate tasting ▪ Chocolate and Beetroot muffins | | Food storage Food from different animals. Food from different parts of the plant. Food grown in different climates. Practical work will include: <ul style="list-style-type: none"> ▪ Berried treasure recipe ▪ Sunset Pasta salad ▪ Broccoli and Bean salad ▪ Garlic and herb pinwheels ▪ Tomato and Basil salad ▪ Courgette and tomato chutney | |
| Music | Rhythm, dynamics and texture <ul style="list-style-type: none"> ▪ Using a range of practical tasks with different percussive and non-percussive instruments ▪ Consolidate established knowledge of the vocabulary rhythm and dynamics and how to mix them together with | Rhythm, dynamics and texture <ul style="list-style-type: none"> ▪ Pupils will be introduced to the concept of texture ▪ How to arrange music according to how many instruments are playing or whether they are playing the same or a different thing | The Orchestra and Classical Music <ul style="list-style-type: none"> ▪ Instrument and family names of the Orchestra ▪ The role of the Conductor | The Orchestra and Classical Music <ul style="list-style-type: none"> ▪ Describing the use and the Pitch range of different instruments in the Orchestra. ▪ Exploring the work and importance of Deaf musicians Beethoven and Evelyn Glennie. ▪ Suggest what they think of the music they hear/feel. | Ukulele Music <ul style="list-style-type: none"> ▪ Learn basic starting chords on the Ukulele ▪ Revisit rhythm, dynamics and texture using strumming patterns and compositional work. | Gamelan Music <ul style="list-style-type: none"> ▪ Learn the what, where, when and why of Gamelan music ▪ Suggest what they think of the Gamalan music they hear/feel ▪ Simulate the performance of a Gamelan piece both given and composed |

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| | <p>specific intentions</p> <ul style="list-style-type: none"> ▪ Include traditional dynamics and notation mixed with new concepts and words like accents and rests | <ul style="list-style-type: none"> ▪ Explore how different textural choices can allow us to expand and lengthen music. | | | | <ul style="list-style-type: none"> ▪ Pupils to relate Gamelan to it's texture of many different rhythms |
| <p>Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop and extend their transferable computer skills. Their programming knowledge will be supported through use of text based programming (Python) and graphical based programming (Scratch). They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware. Online safety and awareness will be integrated throughout the year</p> | | | | | | |
| <p>Computing</p> | <p>Communication and Networks</p> <ul style="list-style-type: none"> ▪ How the Internet transmits data ▪ How the World Wide Web works ▪ Physical, wireless, and mobile networks | <p>Communication and Networks Information Technology</p> <ul style="list-style-type: none"> ▪ Online Safety and security ▪ How to keep computers safe | <p>Hardware and Processing</p> <ul style="list-style-type: none"> ▪ Why/when computers are used ▪ The role of the operating system optical. Magnetic and Solid State Drives <p>Algorithms</p> <ul style="list-style-type: none"> ▪ Planning and creating a basic system with multiple components in response to a set goal | <p>Programming and Development Data</p> <ul style="list-style-type: none"> ▪ IF statements ▪ IF/ELSE statements <p>Communication and Networks Information Technology</p> <ul style="list-style-type: none"> ▪ Complex searches using Boolean and relational operators <p>Data</p> <ul style="list-style-type: none"> ▪ Analysis and evaluation of data and information collected | <p>Programming and Development</p> <ul style="list-style-type: none"> ▪ Can design a functional While and For loop ▪ Uses variable and relational operators ▪ Use of strings ▪ Variables, constants and procedures <p>Algorithms</p> <ul style="list-style-type: none"> ▪ Planning and creating a basic system with multiple components in response to a set | <p>Programming and Development</p> <ul style="list-style-type: none"> ▪ Designs , writes and debugs modular programs using procedures |

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| | | | <p>Information Technology</p> <ul style="list-style-type: none"> Ethical considerations of computer use | <p>Information Technology</p> <ul style="list-style-type: none"> Understands and creates fields, records and primary keys | <ul style="list-style-type: none"> Can correct semantic errors to create a program <p>Information Technology Data</p> <ul style="list-style-type: none"> Performs more complex searches for information using Boolean and relational operators Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results | |
| <p>Religious Education</p> | <p>L2.3 Why is Jesus inspiring to some people?</p> | <p>L2.8 What does it mean to be a Hindu in Britain today?</p> | <p>L2.6 Why do some people think life is like a journey and what significant experiences mark this?</p> | <p>L2.5 Why are festivals important to religious communities?</p> | <p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> | |

Physical Education

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| <p>Striking and Fielding</p> <p>Throw and catch</p> <ul style="list-style-type: none"> ▪ With a partner ▪ To self ▪ At different heights and distances <p>Intercept the ball</p> <ul style="list-style-type: none"> ▪ At different heights and angles <p>Batting</p> <p>Strike the ball</p> <ul style="list-style-type: none"> ▪ Different directions and different height. <p>Bowling</p> <ul style="list-style-type: none"> ▪ With accuracy ▪ Underarm bowl <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent ▪ When fielding cover all spaces and be aware of the batters strengths and cover areas <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules | <p>Net/Wall games</p> <ul style="list-style-type: none"> ▪ Racket and ball coordination <p>Returning and controlling the ball</p> <ul style="list-style-type: none"> ▪ Over low, medium or high net. ▪ at different heights and angles <p>Throw and catch</p> <ul style="list-style-type: none"> ▪ Different heights and different angles ▪ Encourage movement in a space <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Outwit an opponent ▪ Positioning of the ball <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules | <p>Trampolining and Gymnastics</p> <p>Performance of a range of gymnastics skills e.g.</p> <ul style="list-style-type: none"> ▪ Shapes – tuck, pike, straddle ▪ Rolls – forward, backward, log roll ▪ Twists – half and full ▪ Seated landing – seat, front <p>Sequences</p> <ul style="list-style-type: none"> ▪ Copy sequences/routines ▪ Creating sequences/routines <p>Body shapes</p> <ul style="list-style-type: none"> ▪ Curled ▪ Stretched ▪ Wide ▪ Tall <p>Balance</p> <ul style="list-style-type: none"> ▪ Greater degree of control and variety <p>Control</p> <ul style="list-style-type: none"> ▪ Change speed, direction and level of moves ▪ Travels fluently and with control. | <p>Invasion Games and Skills</p> <p>Control and coordination</p> <ul style="list-style-type: none"> ▪ Dribbling, ▪ Passing ▪ Receiving <p>Movement with the ball</p> <ul style="list-style-type: none"> ▪ Dribbling (basketball and football) and running with the ball (rugby) <p>Footwork</p> <ul style="list-style-type: none"> ▪ Pivot <p>Attack and defence</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent <p>Team work</p> <ul style="list-style-type: none"> ▪ Listening ▪ Communicating ideas ▪ Working well with others <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game | <p>Dance Control and coordination.</p> <ul style="list-style-type: none"> ▪ Move with confidence, imagination and in safety ▪ Make simple and more complex shapes with their bodies ▪ Change of speed, direction and level <p>Travel</p> <ul style="list-style-type: none"> ▪ On feet in a variety of ways hands ▪ other body parts <p>Perform</p> <ul style="list-style-type: none"> ▪ Mood and feeling ▪ Copy , repeat and create routines ▪ A range of dance genres | <p>Athletics</p> <p>Track events</p> <p>Running</p> <ul style="list-style-type: none"> ▪ 25m ▪ 50m ▪ 75m ▪ 100m ▪ Relay <p>Field events</p> <ul style="list-style-type: none"> ▪ Discus ▪ Shot putt ▪ Javelin ▪ Long jump <p>Explore travelling</p> <ul style="list-style-type: none"> ▪ Running at different speeds ▪ Controlled take-offs and landings |
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| | | | Rotation taking weight) <ul style="list-style-type: none"> ▪ Different body parts ▪ Different directions | <ul style="list-style-type: none"> ▪ Understand and follow the rules | | |
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| PSHE | <p>Relationships – How can we treat others with respect?</p> <ul style="list-style-type: none"> ▪ How people’s behaviour affects themselves and others, including online ▪ How to model being polite in different situations and recognise the respectful behaviour they should receive in return ▪ How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns <p>Relationships – How to treat others with respect?</p> <ul style="list-style-type: none"> ▪ Relationship between rights and responsibilities ▪ Everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination ▪ The right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* ▪ The rights that children have and why it is important to protect these* | <p>Health and Wellbeing – How will we grow and change?</p> <ul style="list-style-type: none"> ▪ Puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams ▪ Puberty can affect emotions and feelings ▪ Personal hygiene routines change during puberty ▪ How to ask for advice and support about growing and changing and puberty <p>Health and wellbeing – How to manage risk in different situations, including online?</p> <ul style="list-style-type: none"> ▪ How to recognise, predict, assess and manage risk in different situations ▪ How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) ▪ How people can be influenced by their peers’ behaviour (including online) and by a desire for peer approval; how to manage this influence | <p>Health and wellbeing – Keeping safe</p> <ul style="list-style-type: none"> ▪ How people’s online actions can impact on other people ▪ How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online ▪ How to report concerns, including about inappropriate online ▪ content and contact <p>Health and wellbeing – What keeps us safe, laws?</p> <ul style="list-style-type: none"> ▪ Rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law ▪ What happens if we don’t follow rules | | | |

Citizenship/ Careers

Health and Wellbeing – What strengths, skills and interests do we have?

- How to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements
- How their personal attributes, strengths, skills and interests contribute to their self-esteem
- How to set goals for themselves
- How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

Living in the wider world – Caring for others?

- The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- How to show care and concern for others (people and animals)
- How to carry out personal responsibilities in a caring and compassionate way

Health and Wellbeing – How can we manage our feelings?

- How everyday things can affect feelings
- How feelings change over time and can be experienced at different levels of intensity
- The importance of expressing feelings and how they can be expressed in different ways
- How to respond proportionately to, and manage, feelings in different circumstances
- Ways of managing feelings at times of loss, grief and change
- How to access advice and support to help manage their own or others' feelings

Living in the wider world - How we use money?

- Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train)
- Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment)
- Explain some different ways of keeping money safe
- Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member)

Living in the wider world - How can our choices make a difference to others and the environment?

- How people have a shared responsibility to help protect the world around them
- How everyday choices can affect the environment
- How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)

Contributing to the community/working together

- Participate in a whole school enterprise project which benefits the community/charity
- **Careers**
- My achievements this year
- The skills I have learnt
- What other skills I want to learn