



### Lower Key Stage Two

Question	What if water could talk?	
Bible Verse	But whoever drinks from the water that I will give will never be thirsty again. The water that I give will become in those who drink it a spring of water that bubbles up into eternal life. John 4:14	
Values	Healing, nurture, impression, interpretation, presentation, pride, creativity, peace, beauty	
Outcome	Art gallery sale to raise money for Water Aid (stickers for items sold, ch to 'sell' the artwork, ch to manage the money/donations, ch to have a stall with info about the charity, ch make nibbles)	
Visits and Visitors	Castleton residential Artist visit	
English (core texts and genres)	Narrative – Hilda and the Mountain King Explanations – The Shirt Machine (Literacy Shed), The Water Cycle Poetry – Stream School (Poetry Shed) Diaries – Taking Flight (Literacy Shed) Read to Write – Rhythm of the Rain (Narrative setting description)	
Maths	<u>Year 3</u> Multiplication and division Money Statistics Length and perimeter Fractions	<u>Year 4</u> Multiplication and division Area Fractions Decimals
Science	None this term	
RE	<u>The journey from life to death 2.5 (Hinduism):</u> Describe Hindu beliefs about the gods and goddesses; Show they understand what happens at Hindu worship in the home or the mandir; Say why it is important for many Hindu people to have a shrine in their home. <u>UC Salvation 2a.5 Why does Easter matter?:</u> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'; Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean; Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities; Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly; Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.	
History	None this term	
Geography	<u>Mountains, Rivers and The Water Cycle</u> Describe and understand key aspects of the water cycle; Describe the features of a mountain and how they are formed; Identify the features of a river. <u>Castleton Residential</u> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies; Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom; Know the distribution of natural resources and their impact on economic activity.	
Music	<u>Grieg's 'In the Hall of the Mountain King' and Handel's 'Water Music'</u>	



## Termly overview – Create (Spring Cycle A)

	<p>Recognise the basic elements of music, in addition to pitch, dynamics and tempo; Comment on similarities and differences in live and recorded pieces of music (including the BBC ten pieces); Compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes; Use dynamics in their composition (loud and soft)</p>
Art	<p><u>Hakusai (Mountains) and Collage/Stained Glass (Rivers)</u></p> <p>Know that shading creates tone and use it to show light and shadow effects; Know that detail can be added to create effect; Select different materials to create a specific outcome; Use sketchbooks to record observations and revisit ideas; Know that there are a wide range of paint types and techniques; Know that colours can be mixed and matched for a specific purpose; Use light and dark within painting and begin to explore complimentary colours; Know that brush techniques can create different effects and use them to create shapes, textures, patterns and lines; Create different textures and effects with paint; Work in the style of a selected artist (not copying.); Use inspiration from famous artists to replicate a piece of work; Express an opinion on the work of famous, notable artists and refer to techniques and effect; Create different effects and details by combining different materials; Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p>
D&T	<p><u>Designing and making pizzas (for Art Gallery)</u></p> <p>Know that food is grown in the UK, Europe and wider world; Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens) or caught (fish); Use a range of techniques such as peeling, chopping, slicing, grating, mixing, and spreading; Plan, prepare and make a savoury food/meal using a range of techniques learnt.</p>
PE	<p><u>Dance</u></p> <p>Create different movements to represent particular moods or trigger words such as 'heavy' or 'light'; Work with a group to set up mats on the floor; Create dance phrases to communicate ideas; Use counts to keep in time with a group and the music; Observe and provide feedback on their own and classmates' performance.</p> <p><u>Handball</u></p> <p>Find space on the pitch; Catch a medium/large ball using the 'W' technique; Pass a ball with control using both hands and feet; Work as part of a team and contribute ideas; Understand game rules and follow them; Begin to show a basic understanding of strategies.</p> <p><u>Tri Golf</u></p> <p>Strike a small ball with a club showing control and accuracy.</p> <p><u>Swimming (Y4 only)</u></p> <p>Delivered by external provider.</p>
Computing	<p><u>Online Safety</u></p> <p>To know what makes a safe password; To learn methods for keeping passwords safe; To understand how the Internet can be used in effective communication; To understand how a blog can be used to communicate with a wider audience; To consider the truth of the content of Websites; To learn about the meaning of age restrictions symbols on digital media and devices</p> <p><u>Spreadsheets</u></p> <p>To use the symbols more than, less than and equal to, to compare values; To use 2Calculate to collect data and produce a variety of graphs; To use the advanced mode of 2Calculate to learn about cell references</p> <p><u>Touch Typing</u></p> <p>To introduce typing terminology; To understand the correct way to sit at the keyboard; To learn how to use the home, top and bottom row keys; To practise typing with the left and right hand.</p>
PSHE/RSHE	<p><u>RSHE – Families and Marriage</u></p>



	<p>Know that through the love, care and nurturing of those we live with many people are given the security of the gift of family.</p> <p>Know that there are many different types of happy caring families where children have good childhoods.</p> <p>List the places that people can go to for help and get support whenever relationships in families, with friends online or with strangers make them feel lonely, unhappy, pressured or uncomfortable.</p> <p>Know that marriage is a formal and legal commitment which is intended to be lifelong.</p> <p>Know that relationships can bring us joy and they give us meaning. They are good for us; through our relationships we learn who we are, how to be less selfish and how to think of others.</p> <p>Know that for most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.</p> <p style="text-align: center;"><u>PSHE – HeartSmart</u></p> <p><u>Too Much Selfie Isn't Healthy!</u></p> <p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>Understand how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>PSHE</p> <p>Work collaboratively towards shared goals.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.</p> <p><u>Don't Hold On To What's Wrong!</u></p> <p>Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.</p>
MFL	<p style="text-align: center;"><u>French – Salut!</u></p> <p>Sing along and do the actions to a French song, with a visual aid.</p> <p>Recognise most of the French body parts when they're spoken.</p> <p>Read the numbers 11-20 with some assistance.</p> <p>Accurately say the name of the month of their birthday when given a visual prompt.</p> <p>Understand the difference between singular and plural.</p>