



Lower Key Stage Two

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| Question | What if we never moved? | |
| Bible Verse | <i>Faith can move mountains. Matthew 17:20.</i> | |
| Values | Journeys, home, invasion, legacy | |
| Outcome | Museum for parents/carers to showcase work from the term | |
| Visits and Visitors | York residential – History focus (Romans, Vikings) | |
| English (core texts and genres) | <p>You Wouldn't Want to be a Roman Soldier – procedural texts</p> <p>Queen Boudica's Secret Diary – diaries</p> <p>Battle cries</p> <p>King Arthur – persuasion</p> <p>Arthur and the Golden Rope – narrative (myths)</p> | |
| Maths | <u>Year 3</u> Place value Addition and subtraction Multiplication and division | <u>Year 4</u> Place value Addition and subtraction Multiplication and division Area |
| Science | <p><u>Working Scientifically</u></p> <p>Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p> <p><u>Electricity</u></p> <p>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.</p> | |
| RE | <p><u>Understanding Christianity – What kind of world did Jesus want? Incarnation – what is the trinity?</u></p> <p>Engage thoughtfully with big ideas. Listen to the thoughts and ideas of others. Articulate own thoughts and feelings with increasing clarity. Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus,</p> | |



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| | <p>and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Describe how Christians show their beliefs about God the Trinity in the way they live</p> |
| History | <p><u>Romans, Anglo-Saxons and Vikings – Invasion and settlement in Britain</u></p> <p>Know that the Anglo Saxons and Scots settled in Britain.</p> <p>Know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.</p> <p>Know that the Roman empire had a significant impact on Britain and discuss the impact that we still see today.</p> <p>Use a timeline to place periods studied in order.</p> <p>Place significant events and developments of a period on a timeline.</p> <p>Describe similarities and differences between time periods by comparing and contrasting.</p> <p>Know that change can be shown by the similarities and differences between specific periods in time.</p> <p>Observe trends and describe how things have changed over time.</p> <p>Evaluate which sources are more helpful than others when learning about the past.</p> <p>Know that there is a difference between fact and opinion.</p> <p>Know that primary and secondary sources are available and vary in reliability.</p> <p>Ask and answer complex questions about the past.</p> <p>Select information from a wide range of different sources to find out about the past.</p> |
| Geography | <p>Know that there are several countries in Europe. (Mainland Europe)</p> <p>Know that there are principal cities in Europe.</p> |
| Music | None this term |
| Art | <p><u>Clay busts, war paint, making broaches</u></p> <p>Know that there are a wide range of paint types and techniques.</p> <p>Know that colours can be mixed and matched for a specific purpose.</p> <p>Create detail using different tools.</p> <p>Know that specific tools can be used for a specific purpose.</p> <p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use clay and other malleable materials and practise joining techniques.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Use recycled, natural and man- made materials to create sculptures.</p> <p>Create different effects and details by combining different materials.</p> <p>Select colours and materials to create effect, giving reasons for their choices.</p> |
| D&T | <p><u>Making Viking bread, Viking longships (both York residential activities)</u></p> <p>Select tools and equipment suitable for the task and explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task, explain their choice of materials and components according to functional properties and aesthetic qualities and formulate step-by-step plans as a guide to making.</p> <p>Measure, mark out, cut and shape materials and components and assemble, join and combine materials and components with some accuracy.</p> <p>Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, and spreading.</p> <p>Plan, prepare and make a savoury food/meal using a range of techniques learnt.</p> |



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| PE | <p><u>Hockey, Tag Rugby, Tennis, Basketball</u></p> <p>Catch a medium/large ball using the 'W' technique. Work as part of a team and contribute ideas. Understand game rules and follow them. Begin to show a basic understanding of strategies. Control a hockey stick and manipulate the ball in different directions whilst maintaining control. Find a space on the pitch. Maintain control of both body and racket when changing direction and moving around the court. Perform both the forehand and backhand techniques returning the ball over the net. Identify the different markings on a tennis court. Return a ball to a partner.</p> |
| Computing | <p><u>Coding, Writing for different audiences, Effective search</u></p> <p>When turning a real-life situation into an algorithm, their design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Start to make more intuitive attempts to debug their own programs. Can use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. Can trace code and use step-through methods to identify errors in code and make logical attempts to correct this Know the main component parts of hardware which allow computers to join and form a network. Understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving. Understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. Able to make improvements to digital solutions based on feedback. Can make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+.</p> |
| PSHE/RSHE | <p><u>PSHE – Get HeartSmart, Don't forget to let love in</u></p> <p>Suggest several ways that I can show love to myself. Suggest several ways that I can show love to others. Begin to think about the consequences of the words we use. Describe some consequences of using kind and unkind words. Suggest some characteristics that I would like to see in my classroom. Suggest some ways I can cultivate some of those characteristics. Name someone that I trust and I can give one reason for why I trust them. List some characteristics of a healthy family life. Explain what "mental wellbeing" means. List something that positively and negatively affects my mental wellbeing. Suggest some ways that I can care for my heart and for other people's hearts. Recall different ways someone has shown me love through kind words or actions. Describe myself in a positive way. Identify some ways that I most feel love. Give an example of a time when I have been loved. Identify some of my strengths and achievements. Record and list some unique facts and figures about me. Highlight five things about my body that I am grateful for.</p> |



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| | <p>Explain I am grateful. Understand that love sometimes looks like stopping the spread of bacteria. Suggest some ways that bacteria spreads. Recall examples of kind words or actions from the week. Share several amazing things about myself.</p> <p style="text-align: center;"><u>RSE – Boundaries and Friendships</u></p> <p>Describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. Explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. Talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. Give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. Describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable. Explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. Explain what a bad secret is like and how to get help.</p> |
| MFL | <p style="text-align: center;"><u>French</u></p> <p>Use actions to respond to some key nouns. Know that simple words or phrases can be used to communicate. Know that a few phrases can be used to communicate. Accurately pronounce new words. Join in with stories, songs, poems and rhymes in French. Know that words must be accurately copied. Know that simple phrases can be accurately copied and adapted. Know that there are some basic adjectives.</p> |