**Lower Key Stage 2**

| Question | **What if there were no music?** | |
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| Bible Verse | When you meet together, sing psalms, hymns, and spiritual songs, as you praise the Lord with all your heart. **Ephesians 5:19** | |
| Values | Individuality, emotions, mood, confidence, professionalism, attitude, performance | |
| Outcome | Create and perform a musical performance | |
| Visits and Visitors | Visit to theatre | |
| English (core texts and genres) | Matilda – Narrative<br>The Sound Collector – Poetry<br>Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion – Diaries<br>Playscripts – Matilda | |
| Maths | **Year 3**<br>Multiplication and Division<br>Length and Perimeter<br>Fractions | **Year 4**<br>Multiplication and Division<br>Length and Perimeter<br>Fractions |
| Science | **Light and Sound**<br>Recognise that they need light in order to see things and that dark is the absence of light.<br>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.<br>Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Recognise that light appears to travel in straight lines.<br>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.<br>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.<br>Find patterns in the way that the size of shadows change.<br>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.<br>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.<br>Recognise that sounds get fainter as the distance from the sound source increases. | |
| RE | **NAS 4.1 The journey of life and death (Focus – Hinduism)**<br>Why do some people think life is like a journey? Where do we go? What do different people think about life after death?<br>Learn key ways in which Christians, Hindus and Muslims see life as a journey.<br>Learn to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.<br>Learn about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha.<br>Use and develop skills of expressing understanding and handling varied perspectives.<br>Recognize different reasonable ideas.<br>**SALVATION 2A.5: Why do Christians call the day Jesus died 'Good Friday'?** | |

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| | Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.<br>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.<br>Give examples of what the texts studied mean to some Christians.<br>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.<br>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.<br>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. |
| History | None this term |
| Geography | None this term |
| Music | **Listening & Appraising**<br>Recognise the basic elements of music, in addition to pitch, dynamics and tempo.<br>Recognise the structure of a piece of music (e.g. verse, chorus, verse, chorus).<br>Comment on similarities and differences in live and recorded pieces of music (including the BBC ten pieces).<br>Know five songs from memory and who sang them or wrote them.<br>Know that a riff is a repeated phrase/chorus.<br><br>**Composition**<br>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).<br>Know that tuned and untuned instruments can be used for their compositions and that these will produce different effects.<br><br>**Performance and Singing**<br>Sing to an audience with confidence, control and expression.<br>Play to an audience a tuned or untuned instrument with good fluency and control. Sing in tune throughout a song.<br>Sing in two parts (building on a round into a simple harmony).<br><br>**Notation**<br>Use, write and recognise up to 5 notes on the stave notation (the 'C' pentatonic scale). |
| Art | **Sculpture**<br>Create detail using different tools.<br><br>**Artists**<br>Compare different artists of the same style.<br>Know that art from other periods of history can be compared, discussed and described.<br>Work in the style of a selected artist (not copying.)<br>Use inspiration from famous artists to replicate a piece of work.<br>Express an opinion on the work of famous, notable artists and refer to techniques and effect.<br><br>**Other Techniques**<br>Create different effects and details by combining different materials.<br>Know that different tools can be selected for each technique.<br>Select colours and materials to create effect, giving reasons for their choices. |

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| | Learn and practise a variety of techniques eg. Printing<br>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.<br>Develop skills in stitching, cutting and joining.<br>Use more than one colour to layer in a print.<br>Make repeated patterns with precision. |
| D&T | **Design**<br>Know that a design must meet a range of requirements.<br>Know that a design can be based upon research.<br>Describe the purpose of their products.<br>Indicate the design features of their products that will appeal to intended users.<br>Use computer-aided design, diagrams and annotated sketches to develop and communicate their ideas.<br>Make design decisions that take account of the availability of resources.<br><br>**Making**<br>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.<br>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.<br>Measure, mark out, cut and shape materials and components and assemble, join and combine materials and components with some accuracy.<br>Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.<br><br>**Evaluate**<br>Know that a design can be changed to improve it if the product were to be created again.<br>Evaluate existing products.<br>Identify the strengths and areas for development in their ideas and products and consider the views of others, including intended users, to improve their work.<br>Use their design criteria to evaluate their completed products.<br>Understand how key events and individuals in design and technology have helped shape the world.<br>**Technical knowledge**<br>Make cuts and holes accurately.<br>Use simple linkages to create movement.<br>Know that textiles can be joined in different ways.<br>Know that mistakes can be avoided by measuring carefully.<br>Know that pneumatics can be used to create movement.<br>Know that there are ways to join textiles in order to make the product strong.<br>Know that materials have both functional properties and aesthetic qualities<br>Use the correct technical vocabulary for the projects they are undertaking. |
| PE | |
| Computing | **Writing for different Audiences, Logo, Animation**<br><br>**Computer Science**<br>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. |

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| | Use sequence, selection and repetition in programs; work with variables and various forms of input and output.<br>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.<br><br>**Information Technology**<br>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.<br><br>**Digital Literacy**<br>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. |
| PSHE/RSHE | **Too Much Selfie Isn't Healthy**<br>Year 3<br>I can suggest ways to show love for others.<br>I can suggest ways to demonstrate loving others.<br>I can suggest something that I can do for another person.<br>I can describe how the person I helped felt.<br>I can describe how helping someone else made me feel.<br>I can explain how to respond in an emergency.<br>I can recognise and celebrate the impact kindness has on another person.<br>I can work together with others to complete a task.<br>I am learning how to listen well to one another and respect each other's views.<br>I can list some information that identifies me eg name, address.<br>I know why it is important to keep personal information private.<br>I can suggest ways I have shown love for others.<br>I can describe how caring for others makes me feel.<br>I can suggest ways I have shown love for others.<br>I can describe how caring for others makes me feel<br>Year 4<br>I can suggest ways to show love for others.<br>I can demonstrate ways to love others.<br>I am becoming more aware of my surroundings and the people around me by noticing differences.<br>I can make the link about being observant and being aware of those around us.<br>I can suggest how a person is feeling from their expression and body language.<br>I can suggest who the unseen heroes of my community are.<br>I can honour those heroes by writing a thank you note.<br>I can suggest times when I need help from others.<br>I can demonstrate good teamwork skills (clear communication, listening and negotiating).<br>I can suggest ways to use my technology devices responsibly.<br>I can suggest ways that I have shown love for others.<br>I can describe how caring for others makes people feel.<br><br>**Don't Hold On to What's Wrong**<br>Year 3<br>I am beginning to understand what 'forgiveness' means.<br>I can describe how saying sorry can help a situation. |

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| | I can describe the effects of choosing to forgive or not. | |
| | I can describe a way that holding on to hurt can make us sad. | |
| | I can list a ways to build trust between friends. | |
| | I can think of someone that I trust. | |
| | I can give an example of a stereotype. | |
| | I can suggest a couple of things I can do if I feel sad or mad. | |
| | **Year 4** | |
| | I can suggest a way to fix a broken friendship. | |
| | I can describe some benefits of forgiveness. | |
| | I can sort scenarios into positive and negative stress. | |
| | I can suggest ways to manage negative stress. | |
| | I can suggest some healthy boundaries I can use both in life and online. | |
| | I can recognise online abuse and know who to report it to. | |
| | I can suggest positive uses of the internet. | |
| | I can list several things I can do if I feel sad, or mad. | |
| MFL | **French** | |
| | 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. | |