



Curriculum Overview 2021-22
Class 2 Learning and living as children of God
(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEME	Through The Ages		Amazon Adventure		The Roman Empire	
GEOGRAPHY	<p><u>Learning Journals – Integrated Task Week - RAINFORESTS</u> <u>Locational Knowledge</u> - identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <u>Human and Physical Knowledge</u> -describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical Skills and Fieldwork</u> -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p><u>Locational Knowledge</u> - locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities - identify the position and significance of the Equator - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) <u>Place Knowledge</u> - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America <u>Geographical skills and fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>ADD INTO UNIT: - Describe and understand key aspects of physical geography, including: rivers</p>			
HISTORY	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 				<p>Romans</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, 	

	Possible visit to Stonehenge.		<p>Boudica</p> <ul style="list-style-type: none"> • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Possible visit to Gloucester Roman Site.</p>
<p>ART & DESIGN</p>	<p>Print</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Print</p> <p>Replicate patterns observed in natural or built environments.</p> <ul style="list-style-type: none"> • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>Line and form Colour Great artists, architects and designers in history.</p>	<p>Paint using mixed media</p> <p>Pablo Picasso</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.</p>	<p>Mosaic Art</p> <p>To use a range of materials creatively to design and make products</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Use sketch books to record observations/review/revisit Roman architecture and mosaic</p> <p>Great artists, architects and designers in history.</p> <p>Mosaic artist - Emma Biggs http://www.emmabiggsmosaic.net/</p>

<p style="text-align: center;">DESIGN TECHNOLOGY</p>	<p>Mechanics and technical knowledge To understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages Design Make Evaluate</p> <p>Moving Monsters https://planbee.com/collections/mechanisms-mechanical-systems/products/moving-monsters</p>		<p>Cooking and Nutrition - linked to land use and making pizzas • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>Textiles Understand the need for a seam allowance. Making a bookmark using sewing skills and cross stitch. Design Make Evaluate</p>	
<p style="text-align: center;">MUSIC</p>	<p>Y3: Let your Spirit Fly</p>	<p>Y4: Glockenspiel 2</p>	<p>Y4: Stop!</p>	<p>Y3: The Dragon Song</p>	<p>Y4: Blackbird</p>	<p>Boomwhackers</p>
<p style="text-align: center;">SCIENCE</p>	<p>Plants (Y3) Pupils should be taught to: -identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed</p>	<p>Light (Y3) Pupils should be taught to: -notice that light is reflected from surfaces -find patterns that determine the size of shadows.</p>	<p>Rocks (Y3) Pupils should be taught to: - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter.</p>	<p>Animals Including Humans (Y4) Pupils should be taught to: - Describe the simple functions of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions - Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>Forces and Magnets (Y3) Pupils should be taught to: -notice that some forces need contact between two objects, but magnetic forces can act at a distance ☑️observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other,</p>

COMPUTING

	formation and seed dispersal.					depending on which poles are facing.
	<u>Project Evolve Online Relationships</u>	<u>Project Evolve Self-Image and Identity</u>	<u>Safer Internet Day</u>	<u>Project Evolve Online Reputation</u>		<u>Project Evolve Online Bullying</u>
	<u>Physical Programming Spheros</u> Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 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	<u>Desktop Publishing Word</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	<u>Onscreen Programming Scratch</u> Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 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,	<u>Desktop Publishing Publisher</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	<u>Onscreen Programming Scratch</u> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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	<u>Creating Media Stop Motion Animation</u> 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	presenting data and information		including collecting, analysing, evaluating and presenting data and information		and presenting data and information	
PE	Invasion Games: Hockey/ Netball		Gymnastics/ Dance		Athletics/ Rounders	
RE	What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? Christmas	What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost ?	Why do some people think that life is like a journey and what significant events mark this?
PSHE & CITIZENSHIP	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Developing Risk Management: Keeping safe at home, keeping safe outside</u></p> <p>Alcohol and tobacco</p> <p>Drugs and their uses including medical drugs</p> <p>Effects and risks of drugs</p> <p>Children learn that drug use is a minority activity</p> <p>RSE: Personal Hygiene antibiotics</p>	<p><u>LIVING IN THE WIDER WORLD</u></p> <p><u>How media, commerce and social issues shape our understanding of the world - Internet safety, Media influence, Financial capability, Social Issues.</u></p> <p>Reacting to events on TV, terrorism, racism, inappropriate behaviour of role models</p> <p>Advertising. Influence, bias, distortion</p> <p>Issues of interest/relevance to their locality</p> <p>RSE: Challenging stereotypes</p>	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Understanding personal change and responsibility -Personal responsibility</u></p> <p>My thoughts, feelings.</p> <p>What affects our energy levels and the way we feel?</p> <p>Recognising how these feelings can impact our behaviour.</p> <p>Manage feelings</p>	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Understanding personal change and responsibility -Growing up</u></p> <p>Some of the physical changes that will happen as they get older.</p> <p>The physical changes that take place at puberty, why they happen and how to manage them.</p> <p>RSE: (Yr 3) Similarities and differences - reproductive organs</p> <p>RSE: (Yr 4) Changes life cycle - link to Science</p>	<p><u>RELATIONSHIPS</u></p> <p><u>Understanding the dynamics of healthy relationships - friends and family</u></p> <p>Changes in relationships with parents and friends</p> <p>Different types of love</p> <p>The need for trust and love in marriage and established relationships.</p>	<p><u>RELATIONSHIPS</u></p> <p><u>Understanding the dynamics of healthy relationships - Kindness and anti bullying</u></p> <p>The difference between isolated incidents of unkind behaviour and bullying</p> <p>Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies)</p> <p>Identifying acts of kindness</p> <p>Exploring how kindness benefits all involved</p>

<p style="text-align: center; color: green; font-weight: bold;">MFL</p>	<p>GETTING TO KNOW YOU</p> <ul style="list-style-type: none"> • Greetings • Exchange names • Describe how you are feeling • Goodbye • Numbers 0-10 <p>Ask and respond to simple questions</p>	<p>ALL ABOUT ME</p> <ul style="list-style-type: none"> • Instructions • Naming body parts • Colours • Clothes • Masculine and feminine nouns • Simple conjunctions – ‘and’ 	<p>FOOD, GLORIOUS FOOD</p> <ul style="list-style-type: none"> • Food • Using determiners for identifying quantities • To ask for something • Express preferences – like, don’t like, love, hate • Definite article – the • Colour modifier adjectives • Size adjectives • Position of adjectives in a sentence <p>Adjective/noun agreement</p>	<p>FAMILY AND FRIENDS</p> <ul style="list-style-type: none"> • Family members • Possessive pronouns • Pets • I have/do you have • He/she <p>My home vocabulary</p>	<p>OUR SCHOOL</p> <ul style="list-style-type: none"> • I have . . . • Indefinite article – a/an • School subjects • Expressing opinions – I like/don’t like • Commands • Ask/answer ‘where is . . . ?’ questions <p>Infinitive verbs</p>	<p>TIME</p> <ul style="list-style-type: none"> • Numbers 11-31 • Days of the week • Months of the year • French festivals <p>Conjugation of the verb ‘to be’ for past and future tense</p>
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