**Curriculum Overview 2022-23**

**Class 2 *Learning and living as children of God***

***(Ephesians5:1)(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** | **The Rockies Adventurers** | | **Invaders!** | | **Ancient Sumer Archaeologists** | |
| **GEOGRAPHY** | North America   |  | | --- | | * locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities * identify the position and significance of latitude, longitude, and time zones (including day and night) * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * 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 | | |  | | --- | |  |  |  |  | | --- | --- | | |  | | --- | |  | | | | | Local Study in Integrated tasks – Rivers   |  | | --- | | * describe and understand key aspects of physical geography, including: rivers and the water cycle * *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* * 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 * name and locate key topographical features of the UK (including rivers) and land-use patterns |  |  | | --- | |  | | |  | |
| **HISTORY** |  | | Anglo-Saxons and Scots   * Britain’s settlement by Anglo-Saxons and Scots * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Anglo-Saxon art and culture * Christian conversion – Canterbury, Iona and Lindisfarne | | Ancient Sumer  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Sumer. | |
| **ART & DESIGN** | Sketching and watercolours   * Create sketch book records * Improve mastery of art and design techniques, including drawing, painting and sculpture | | Sculpture   * Create sketch book records * Great artists, architects and designers in history. * Create pottery inspired by Anglo-Saxon and Scots | | Textiles - Weaving   * Paper weaving * Study on Gunta Stölzld * Use sketch books to record observations/review/revisit | |
| **DESIGN TECHNOLOGY** | Cooking and Nutrition  - 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.  *Research seasonal vegetables and create a recipe.* | | Jewellery Making  **Make**  - Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately  **Technical knowledge**  - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  **Evaluate**  - Investigate and analyse a range of existing products  - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  - Understand how key events and individuals in design and technology have helped shape the world | | **Make** select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately  *Woodwork* | |
| **MUSIC** | Y4 : Autumn 1  Mamma Mia | Y3: Autumn 2  Glockenspiel Stage 1 | Y3: Spring 1  Three Little Birds | Y4: Spring 2  Lean On Me | Y3: Summer 1  Bringing Us Together | Freestyle: Plastic OR  Boom whacker music writing |
| **SCIENCE** | States of  Matter: Year 4  Pupils should be  taught to:  - Compare and group materials together, according to whether they are solids, liquids or gases.  - Observe that some materials change state  when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Animals Including  Humans: Year 3  Pupils should be  taught to:  - Identify that animals,  including humans, need  the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from  what they eat.  - Identify that humans and some animals have skeletons and muscles for support, protection and movement.  - Identify that humans and some animals have skeletons and muscles for support, protection and movement. | Electricity: Year 4  Pupils should  be taught to:  - 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. | Sound: Year 4  Pupils should be  taught to:  - Identify how  sounds are made,  associating some of  them with something  vibrating  - 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 |  | Living things and  their habitats  - Identify and name a variety of living things  (plants and animals) in the local and wider  environment, using  classification keys to assign them to groups  - Recognise that environments can change and that this can sometimes pose dangers to living things. |
| **COMPUTING** | Project Evolve  Managing Information Online | Project Evolve  Health, Wellbeing and Lifestyle | Safer Internet Day | Project Evolve  Privacy and Security |  | Project Evolve  Copyright and Ownership |
| Computer Science  Programming using Scratch and Code.org | Information Technology  presenting Data in Spreadsheets (Enterprise) | Computer Science  Programming using Scratch and Code.org | Computer Science  Programming using Scratch and Code.org | Information Technology  presenting work in powerpoint | Computer Science  Programming using Scratch and Code.org |
| **PE** | Fitness  Invasion Games | Games  Team Building | Gymnastics  Dance | Fitness  Games | Athletics  Tennis | Athletics  Games |
| **RE** | 2a.1: CREATION/ FALL: What do Christians learn from the creation story? | How do festivals and family life show what matters to Jewish people? | 2a.2 PEOPLE OF GOD: What is it like to follow God? | How do festivals and worship show what matters to a Muslim? | 2a.4 GOSPEL: What kind of world did Jesus want? | How and why do religious and non-religious people try to make the world a better place? |
| **PSHE & CITIZENSHIP** | HEALTH AND WELL BEING:  Developing Risk Management: Keeping safe at home, keeping safe outside  Recognise that our feelings can affect the way we behave  Identify where we can go when we need to feel safe.  Identify who we can speak to about our feelings.  Sun smart  *Citizenship: (See Key Questions)*  *Why different rules are needed in different situations and how to take part in making them.* | HEALTH AND WELL BEING:  Understanding personal change and responsibility –Personal responsibility  What is special about me?  Resilience  Hygiene  Diet, exercise and sleep  Illness, wellness and balance  Self worth  Anxiety – triggers – positive strategies for coping.  Bereavement of pets.  **RSE: (Yr3) Personal Hygiene and Personal Hygiene - Infection** | RELATIONSHIPS  Understanding the dynamics of healthy relationships – friends and family  The responsibilities that parents have for babies and children.  Positive touch activities  The need to seek permission when we touch someone else  The need to be respectful of a person’s personal; boundaries  **RSE: (Yr 3) Types of love**  **(Yr 4) Responsibilities**  *Citizenship: (See Key Questions) Human rights’ and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.* | RELATIONSHIPS  Understanding the dynamics of healthy relationships – Kindness and anti bullying  The difference between isolated incidents of unkind behaviour and bullying  Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies)  Identifying acts of kindness  Exploring how kindness benefits all involved  *Citizenship: (See Key Questions)*  *Different kinds of responsibilities, rights and duties at home and at school.*  *The lives of people living in other places, and people with different values and customs.* | LIVING IN THE WIDER WORLD  How media, commerce and social issues shape our understanding of the world – Internet safety, Media influence, Financial capability, Social Issues.  Internet safety – online games, email/chat  Texting, instant messenger, Kick etc.  Appropriate gaming, websites, applications, TV streaming.  Passwords/Access codes, PINS.  Appropriate websites  Monetary value and the notion of saving up for a purchase  Different sources of income  Different forms of money and payment  *Citizenship: (See Key Questions)*  *Being part of a community and understand that they belong to different groups.* | HEALTH AND WELL BEING:  Understanding personal change and responsibility –Growing up  Some of the physical changes that will happen as they get older.  The physical changes that take place at puberty, why they happen and how to manage them.  **RSE: (Yr 3) Similarities and differences – reproductive organs**  **(Yr4 – Changes life cycle – link to science)**  *Citizenship: (See Key Questions)*  *What improves and harms their local and natural environments and about some of the ways people look after them.* |
| **MFL** | All Around Town   * Ask and answer questions to find out where people live * Places in a town * Tens numbers to 100 * Counting to 100 | On The Move   * Transport * Using the verb ‘to go’ * ‘en’ and ‘à’ * Directions – left, right, straight on, turn * Ask for and give directions * Subject-verb agreement | Going Shopping   * Express an opinion * Vegetable * Quantifiers * Changing ‘the’ to ‘some’ – masculine and feminine agreement * Clothes * Position of adjectives * Shops * À la and au * How much? | Where In The World   * Countries of the UK * Ask/answer ‘where I live’ * Countries * Masculine and feminine nouns (countries) * En, au à prepositions * Vrais/faux * Animals * Past tense * Pronouns – il and elle | What’s The Time   * O’clock and half past * Quarter past and quarter to * First person, present tense verbs to describe my day * Before and after – avant et après * School subjects | Holidays And Hobbies   * Seasons and months of the year * Third person plural of être (to be) – ils sont (they are) * Describing the weather using the phrase ‘il fait’ * Masculine and feminine nouns (countries) * Using the correct masculine or feminine form of a preposition – en for feminine; au for masculine * Using the possessive pronouns ‘ma’, ‘mon’ and ‘mes’ * Sport * To express preferences – I like/I love/I don’t like/I hate |