**Curriculum Overview 2023-24**

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

***(Ephesians5:1)(You are God’s children whom he loves. Try to be like God)***

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|  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** | **TERM 5** | **TERM 6** |
| **THEME** | **Scavengers and Settlers** | | **Amazing Amazon Adventures** | | **Rotten Romans** | |
| **GEOGRAPHY** | [**RAINFORESTS**](https://www.oddizzi.com/teachers/help/topic-planning/rainforests/)  Location Knowledge   * Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.   Human and Physical Geography   * 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. | | [**THE AMAZON**](https://www.oddizzi.com/teachers/help/topic-planning/the-amazon-basin/)  Location Knowledge   * Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions. * Identify the position and significance of latitude, longitude and the Equator.   Place Knowledge   * 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.   Human and Physical Geography   * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle * Describe and understand key aspects of human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.   Geographical Skills and Fieldwork  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | [**CLIMATE ZONES**](https://www.oddizzi.com/teachers/help/topic-planning/climate/)  Location Knowledge   * Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.   Human and Physical Geography   * Describe and understand key aspects of physical geography, including: climate zones. | |
| **HISTORY** | [**Would you prefer to live in the Stone Age, Iron Age or Bronze Age?**](https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/would-you-prefer-to-live-in-the-stone-age-or-the-iron-age/)  Looking at the chronology of mankind, children are introduced to Britain’s story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age. | | [**How have children’s lives changed?**](https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/how-have-childrens-lives-changed/)  Investigating the changes in children’s lives through time, children learn how children’s spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact. | | [**Why did the Romans settle in Britain?**](https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/)  Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain. | |
| **ART & DESIGN** | **Painting**  Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing. Children begin to experiment with colour for effect and mood.  Artists to choose from:   * Pablo Picasso * Sam Francis * Miquel Barcelo * Frank Auerbach * Sigmar Polke | | **Collage**  Children continue to explore creating collage with a variety of media. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques.  Artists to choose from:   * Jesse Treece * Jason Macier * Hannah Höch * Mark Wagner | | **Printing**  Children use a variety of printing blocks and create stencils. Explore what effect making their own blocks/stencils has on shape and texture.  Artists to choose from:   * Andy Warhol * Herbert Bayer * Sonnenzimmer * Drew Steinbrecher | |
| **DESIGN TECHNOLOGY** | **Mechanical Posters**  To understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. To generate, develop, model and communicate ideas through sketches and prototypes. | | **Cooking and Nutrition**  To apply their knowledge of preparation and cooking to create a savoury dish. To understand seasonality and how ingredients are grown, reared, caught and processed. | | **Textiles**  Understand the need for a seam allowance when making a piece. Measure using a tape measurer. Demonstrate joining techniques.  Making an Apron and Dying | |
| **MUSIC** | [**Singing and Performing - Blackbird**](https://www.makemusicgloucestershirecharanga.org.uk/freestyle/1312394-ks2-units-of-work/1360271-blackbird)  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Songs:   * Blackbird by The Beatles * Yellow Submarine by The Beatles * Hey Jude by The Beatles * Can’t Buy Me Love by The Beatles * Yesterday by The Beatles * Let It Be by The Beatles | | **Playing Instrument**  Use and understand staff and other musical notations.  Listen with attention to detail and recall sounds with increasing aural memory.  **Instrumental progression linked and building on KS1**  G,A,B, D,C ,E | | **Improvisation and Composing**  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Develop an understanding of the history of music. | |
| **SCIENCE** | **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 formation and seed dispersal. | **Light (Y3)**  Pupils should be taught to:  -notice that light is reflected from surfaces  -find patterns that determine the size of shadows. | **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. | **Animals Including Humans (Y4)**  Pupils should be  taught to:  - Describe the simple functions of the basic parts 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. |  | **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, depending on which poles are facing. |
| **COMPUTING** | Project Evolve  [Self-Image and Identity](https://projectevolve.co.uk/toolkit/resources/years/year-three/self-image-and-identity/)  and  [Self-Image and Identity](https://projectevolve.co.uk/toolkit/resources/years/4/self-image-and-identity/) | Project Evolve  [Online Relationships](https://projectevolve.co.uk/toolkit/resources/years/year-three/online-relationships/)  and  [Online Relationships](https://projectevolve.co.uk/toolkit/resources/years/4/online-relationships/) | Safer Internet Day 2024  Tuesday 6th February | Project Evolve  [Online Reputation](https://projectevolve.co.uk/toolkit/resources/years/year-three/online-reputation/)  and  [Online Reputation](https://projectevolve.co.uk/toolkit/resources/years/4/online-reputation/) | Project Evolve  [Online Bullying](https://projectevolve.co.uk/toolkit/resources/years/year-three/online-bullying/)  and  [Online Bullying](https://projectevolve.co.uk/toolkit/resources/years/4/online-bullying/) |  |
| [Connecting computers (3.1)](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers)  Identifying that digital  devices have inputs,  processes, and outputs,  and how devices can be connected  to make networks | [The internet (4.1)](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet)  Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. | [Sequencing sounds (3.3)](https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music)  Creating sequences in a block-based programming language to make music. | [Repetition in shapes (4.3)](https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes)  Using a text-based programming language to explore count-controlled loops when drawing shapes | [Desktop publishing (3.5)](https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing)  Creating documents by modifying text, images, and page layouts for a specified purpose. | [Photo editing (4.5)](https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing)  Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. |
| **PE** | **Games and Fitness**  Play competitive games, modified where appropriate  Apply basic principles suitable for attacking and defending  Perform dances using simple movements (external coach provision    Compare their performances with previous ones and demonstrate improvement to achieve their personal best | | **Gymnastics and Dance**  Develop flexibility, strength, technique, control and balance | | **Athletics, Team Building, Games (N&W)**  Develop flexibility, strength, technique, control and balance  Compare their performances with previous ones and demonstrate improvement to achieve their personal best  Take part in outdoor and adventurous activity challenges both individually and within a team  Play competitive games, modified where appropriate | |
| **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  .  Alcohol and tobacco  Drugs and their uses including medical drugs  Effects and risks of drugs  Children learn that drug use is a minority activity  ***RSE: Personal Hygiene antibiotics*** | 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.  Reacting to events on TV, terrorism, racism, inappropriate behaviour of role models  Advertising. Influence, bias, distortion  Issues of interest/relevance to their locality  **RSE: Challenging stereotypes** | HEALTH AND WELL BEING:  Understanding personal change and responsibility –Personal responsibility  My thoughts, feelings.  What affects our energy levels and the way we feel?  Recognising how these feelings can impact our behaviour.  Manage feelings | 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***  ***RSE: (Yr 4) Changes life cycle – link to Science*** | RELATIONSHIPS  Understanding the dynamics of healthy relationships – friends and family  Changes in relationships with parents and friends  Different types of love  The need for trust and love in marriage and established relationships. | 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 |
| **MFL** | Getting to Know You   * Greetings * Exchange names * Describe how you are feeling * Goodbye * Numbers 0-10 * Ask and respond to simple questions | All About Me   * Instructions * Naming body parts * Colours * Clothes * Masculine and feminine nouns * Simple conjunctions – ‘and’ | Food Glorious Food   * 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 * Adjective/noun agreement | Family and Friends   * Family members * Possessive pronouns * Pets * I have/do you have * He/she * My Home vocabulary | Our School   * I have . . . * Indefinite article – a/an * School subjects * Expressing opinions – I like/don’t like * Commands * Ask/answer ‘where is . . ?’ questions * Infinitive verbs | Time   * Numbers 11-31 * Days of the week * Months of the year * French festivals * Conjugation of the verbs ‘to be’ for past and future tense |