**Curriculum Overview 2024-25**

**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** | **The Rockies Adventurer** | | **Invaders!** | | **Viking Voyages** | |
| **GEOGRAPHY** | [**NORTH AMERICA**](https://www.oddizzi.com/teachers/help/topic-planning/north-america/)  Location Knowledge   * Locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics, countries and major cities. * Identify the position and significance of latitude and longitude.   Human and Physical Geography   * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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. * Geographical Skills and Fieldwork * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | [**RIVERS**](https://www.oddizzi.com/teachers/help/topic-planning/rivers/)  Human and Physical Geography   * Describe and understand key aspects of physical geography, including: rivers and the water cycle. * 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.   Geographical Skills and Fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | [**RIO AND SOUTH-EAST BRAZIL**](https://www.oddizzi.com/teachers/help/topic-planning/brazil/)  Location Knowledge   * 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, the Prime/Greenwich Meridian and time zones (including day and night).   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 human geography, including economic activity and trade links.   Geographical Skills and Fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | |
| **HISTORY** | [**What did the ancient Egyptians believe?**](https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/)  Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings**.** | | [**How hard was it to invade and settle in Britain?**](https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/how-hard-was-it-to-invade-and-settle-in-britain/)  Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain. | | [**Were the Vikings raiders, traders or settlers?**](https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/were-the-vikings-raiders-traders-or-settlers/)  Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author’s viewpoint and explaining how this impacts the accuracy of the source. | |
| **ART & DESIGN** | **Drawing**  Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.  Artists to choose from:   * Paul Cezanne * Giorgio Morandi * Roy Barley * Ian Murphy * Louise Young | | **Sculpture**  Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.  Artists to choose from:   * Kendra Haste—chicken wire * Benedetta Mori Ubaldini—chicken wire * Beate Kuhn— ceramic * Henry Moore—ceramic * Gordon Baldwin—potter * Charles Clary—layered paper | | **Textile**  Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.  Artists to choose from:   * Michelle Robinson * Rachna Garodia * Anni Albers * Elizabeth Ashdown * Emily Nicolaides * Jennifer Plott | |
| **DESIGN TECHNOLOGY** | **Structures**  Shell Structures | | **Food**  Pizza or Pasta | | **Electrical Systems**  Simple Systems | |
| **MUSIC** | [**Singing and Performing - Bringing Us Together**](https://www.makemusicgloucestershirecharanga.org.uk/freestyle/1312394-ks2-units-of-work/1360259-bringing-us-together)  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:   * Good Times by Nile Rodgers * Ain’t Nobody by Chaka Khan * We Are Family by Sister Sledge * Ain’t No Stopping Us Now by McFadden and Whitehead * Car Wash by Rose Royce | | **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** | States of matter(yr4)  -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 (yr3)  -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 |  | Sound (Y4)  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 | Electricity (Y4)  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. | Living things and their habitats (Y4)  -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 Online Information](https://projectevolve.co.uk/toolkit/resources/years/year-three/managing-online-information/)  and  [Managing Online Information](https://projectevolve.co.uk/toolkit/resources/years/4/managing-online-information/) | Project Evolve  [Health, Wellbeing and Lifestyle](https://projectevolve.co.uk/toolkit/resources/years/year-three/health-well-being-and-lifestyle/)  and  [Health, Wellbeing and Lifestyle](https://projectevolve.co.uk/toolkit/resources/years/4/health-well-being-and-lifestyle/) | Safer Internet Day 2025  Tuesday 11th February | Project Evolve  [Privacy and Security](https://projectevolve.co.uk/toolkit/resources/years/year-three/privacy-and-security/)  and  [Privacy and Security](https://projectevolve.co.uk/toolkit/resources/years/4/privacy-and-security/) | Project Evolve  [Copyright and Ownership](https://projectevolve.co.uk/toolkit/resources/years/year-three/copyright-and-ownership/)  and  [Copyright and Ownership](https://projectevolve.co.uk/toolkit/resources/years/4/copyright-and-ownership/) |  |
| [Stop-frame animation (3.2)](https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation)  Capturing and editing digital still images to produce a stop-frame animation that tells a story. | [Audio production (4.2)](https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing)  Capturing and editing audio to produce a podcast, ensuring that copyright is considered. | [Branching databases (3.4)](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases)  Building and using branching databases to group objects using yes/no questions. | [Data logging (4.4)](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging)  Recognising how and why data is collected over time, before using data loggers to carry out an investigation | [Events and actions in programs (3.6)](https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions)  Writing algorithms and programs that use a range of events to trigger sequences of actions. | [Repetition in games (4.6)](https://teachcomputing.org/curriculum/key-stage-2/programming-b-repetition-in-games)  Using a block-based programming language to explore count-controlled and infinite loops when creating a game |
| **PE** | **Invasion Games, Team Building and Fitness**  Apply basic principles suitable for attacking and defending  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 | | **Games, Dance and Gymnastics**  Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns | | **Athletics, Cricket and Games**  Develop flexibility, strength, technique, control and balance  Compare their performances with previous ones and demonstrate improvement to achieve their personal best  Use running, jumping, throwing and catching in isolation and in combination and 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  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** | * Ask and answer questions to find out where people live * Places in a town * Tens numbers to 100 * Counting to 100 | * Transport * Using the verb ‘to go’ * ‘en’ and ‘à’ * Directions – left, right, straight on, turn * Ask for and give directions * Subject-verb agreement | * Fruit * Vegetables * Express an opinion * Quantifiers * Changing ‘the’ to ‘some’ – masculine and feminine agreement * Clothes * Position of adjectives * Shops * À la and au * How much? | * 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 | * 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 | * 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 |