



**Key Stage LKS2**

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| Question                        | What if nothing was left behind?  |   |
| Bible Verse                     | 'Peace I leave with you; my peace I give to you.'<br>John 14:27   |   |
| Values                          | Perseverance, strength, wisdom, legacy, design  |   |
| Outcome                         | Museum that children create own artefacts and exhibits for, invite parents in after school and children guide them round it. Debate about who left the most important things behind as part of the museum.  |   |
| Visits and Visitors             | Cresswell Crag, Egyptian visitor to school  |   |
| English (core texts and genres) | Stone Age Boy – Narrative<br>The Alchemist's Letter – Procedural<br>Egyptology – Narrative<br>Explanations<br>Artefacts for museum - Information  |   |
| Maths                           | <u>Year 3</u><br>Place Value<br>Addition and Subtraction<br>Multiplication and Division   | <u>Year 4</u><br>Place Value<br>Addition and Subtraction<br>Measurement – Length and Perimeter<br>Multiplication and Division |
| Science                         | <p><b>Working scientifically</b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.<br/>Identifying differences, similarities or changes related to simple scientific ideas and processes.<br/>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Animals, including humans (Y3&amp;4)</b></p> <p>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.<br/>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.<br/>Describe the simple functions of the basic parts of the digestive system in humans<br/>identify the different types of teeth in humans and their simple functions.<br/>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> |   |
| RE                              | What do Christians learn from the story of Creation, Incarnation and 'What is the Trinity?' – Following the agreed syllabus and the 'Understanding Christianity' materials.   |   |
| History                         | <p><b>Chronological Understanding:</b></p> <p>Use a timeline to place periods studied in order.<br/>Describe similarities and differences between time periods by comparing and contrasting.<br/>Place significant events and developments of a period on a timeline.<br/>Know that change can be shown by the similarities and differences between specific periods in time.<br/>Can observe trends and describe how things have changed over time.</p> <p><b>Knowledge and understanding:</b></p> <p>Understand the changes in Britain from the Stone Age to the Iron Age<br/>Know that the Ancient Egyptians were one of the earliest civilisations and what their achievements were.<br/>Compare different periods in time and understand why people acted the way they did.<br/>Can develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across these time periods.</p>        |   |

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|              | <p>Can undertake a contrasting case study of two groups of people.</p> <p><b>Historical Understanding:</b></p> <p>Evaluate which sources are more helpful than others when learning about the past.<br/>         Know that primary and secondary sources are available and vary in reliability.<br/>         Can ask and answer complex questions about the past.<br/>         Can select information from a wide range of different sources to find out about the past.</p> <p><b>Organise, evaluate and communicate information:</b></p> <p>With support, present findings about the past in a variety of ways (ICT) including dates and subject specific words.<br/>         Organise relevant historical information to construct informed responses.</p>  |
| Geography    | Use maps and globes to locate countries and cities and describe some of their features (human and physical).   |
| Music        | None this term   |
| Art          | <p>Cave paintings: Know that there are a wide range of paint types and techniques.<br/>         Know that colours can be mixed and matched for a specific purpose.<br/>         Use light and dark within painting and begin to explore complimentary colours.</p> <p>Stone Age jewellery: Use clay and other malleable materials and practise joining techniques.</p> <p>Egyptian hieroglyphics: Use sketchbooks to record observations and revisit and review ideas.<br/>         Artefacts: Create detail using different tools.<br/>         Know that specific tools can be used for a specific purpose.<br/>         Cut, make and combine shapes to create recognisable forms.</p>  |
| D&T          | <p>Historical menus and food technology:<br/>         Know that food is grown in the UK, Europe and wider world.<br/>         Use a range of techniques such as peeling, chopping, slicing, grating, mixing, and spreading.<br/>         Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate.<br/>         Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens)</p>  |
| PE           | <p>Know that it is important to warm up and cool down when exercising.<br/>         Know that keeping fit is good for health.</p> <p>Handball and netball: Catch a medium/large ball using the 'W' technique.<br/>         Pass a ball with control using both hands.<br/>         Work as part of a team and contribute ideas.<br/>         Understand game rules and follow them.<br/>         Begin to show a basic understanding of strategies.<br/>         Return a ball to a partner.</p> <p>Catch a ball with control using the 'cup', 'scoop' and 'sky catch' techniques.<br/>         Throw a ball with control and accuracy to another player using overarm and underarm techniques over short to medium distances.<br/>         Communicate with and provide support for the player in possession of the ball.<br/>         Demonstrate decision making skills such as when and when not to run, or who to throw to.</p>   |
| Computing    | <p><b>Coding:</b> using flowcharts; using timers; 'if' statements; coordinates; design, code, test and debug.</p> <p><b>Online safety</b></p> <p><b>Spreadsheets</b></p>   |
| PSHE and RSE | <p><b>PSHE – Heartsmart</b></p> <p>'Get Heartsmart' unit: show love to themselves and others; words have power; desired characteristics; taking care about who we trust; characteristics of healthy family life; what affects our mental wellbeing</p> <p><b>RSE</b></p> <p>Friendships: What the characteristics of good friendship are; that it is good to be kind in our friendships and not leave people out and feeling lonely; that friendships have ups and downs, and that we can learn from these, but it is never right to be violent; how to know who to trust in our relationships and to work out what to do when we are uncomfortable or unhappy - how to solve conflicts and how to seek help.</p> <p>Making good boundaries: the importance of permission-seeking and giving in friendships; how to create safe boundaries around our bodies: knowing what is private and public, and what is appropriate and inappropriate contact; know how to recognise and report the feeling of being</p> |

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|        | unsafe and to have the vocabulary and confidence to go to the right people to get support; that our school believes that through all the ups and downs of life God never stops loving you. |   |
| French | <b>Salut! Year 3</b><br>Greetings<br>How are you?<br>What is your name?<br>How old are you?  | <b>Salut! Year 4</b><br>Count up to 20<br>Countries<br>I like...<br>Parts of the body<br>Count up to 31 |