



Lower Key Stage Two

Question	What if small actions could change the world?	
Bible Verse	<i>Treat the earth as if your life depends on it. Genesis 2:15.</i>	
Values	Community, politics, growth, change, preservation, conservation, tourism, responsibility, ethics	
Outcome	Podcast opposing a supermarket being built on school grounds. Aim to get this on Radio Nottingham	
Visits and Visitors	Visit from Beekeeper Field walk around Hexgreave Estate	
English (core texts and genres)	Newspaper reports – What if there were no bees? Description letter- Dear Earth (R2W) Narrative- Greta and the Giants ((R2W) PSHE/SPAG- For the Birds Podcast Scripts	
Maths	<u>Year 3</u> Mass and capacity Fractions Money Time Shape Statistics	<u>Year 4</u> Decimals Money Time Shape Statistics Position and Direction
Science	<u>Habitats and living things</u> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things <u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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.	
RE	<u>UC 2a.6 When Jesus left what was the impact of Pentecost?</u> Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. <u>Spirited Arts</u> Engage thoughtfully with big ideas. Listen to the thoughts and ideas of others. Articulate own thoughts and feelings with increasing clarity.	
History	None this term	
Geography	<u>Geographical skills and fieldwork</u> Know that there are symbols and keys on a map. Use these to plan routes, locate features (Orienteering course). Use 4-figure grid references to pinpoint location. Know the eight points of a compass. Use fieldwork to observe, measure, record and present the human and physical features in the local area	



Termly overview – Explore (Summer Cycle A)

	using a range of methods, including sketch maps, plans and graphs, and digital technologies. Identify human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers).
Music	<p style="text-align: center;"><u>Create a jingle</u></p> <p>Compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes. Use dynamics in their composition (loud and soft). Play to an audience a tuned or untuned instrument with good fluency and control.</p>
Art	<p style="text-align: center;"><u>Flower Sketching</u></p> <p>Know that shading creates tone and use it to show light and shadow effects. Know that detail can be added to create effect. Select different materials to create a specific outcome. Use sketchbooks to record observations and revisit ideas</p>
D&T	<p style="text-align: center;"><u>Food Tech</u></p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate. Plan, prepare and make a savoury food/meal using a range of techniques learnt.</p>
PE	<p style="text-align: center;"><u>Orienteering</u></p> <p>Communicate ideas and listen to others, know that there are best ways to work with a partner and a small group to plan and attempt to apply strategies to solve problems, accurately follow and give instructions, know that there are key symbols on a map and a key to help navigate around a grid, use a range of skills to map reading skills, make reflections upon solving challenges.</p> <p style="text-align: center;"><u>Cricket</u></p> <p>To understand and explore basic throwing and catching techniques with some level of accuracy, catch the ball consistently and accurately, demonstrate controlled throwing and catching within practice tasks, demonstrate basic level of co-ordination and control. To explore basic batting techniques with some level of accuracy. Demonstrate controlled batting within practice tasks. Explore footwork and movement.</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>To perform well the basic shapes and able to describe each shape. Move fluidity from one shape to another. Understand the importance of suppleness and strength. Develop and perform jumps more accurately with control and tensions from the height off apparatus. Together with a partner copy and mirror another pupil as they jump.</p> <p style="text-align: center;"><u>Swimming (Y4 only)</u></p> <p>Delivered by external provider.</p>
Computing	<p style="text-align: center;"><u>E-mail, branching databases, Simulations graphing</u></p> <p>Make a range of graphs to display information including pie charts, analysing the effectiveness of these. Know that commands can be repeated and that by using a repeat block it can make algorithms more efficient</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Access a website by typing in the URL and selecting from favourites.</p> <p>Know that any personal information they put online can be seen and used by others.</p>
PSHE/RSHE	<p style="text-align: center;"><u>RSHE- Keeping Healthy</u></p> <p>I am beginning to understand that my heart needs protecting.</p> <p>I can list some things that my heart needs protecting from.</p> <p>I can identify some benefits of a healthy lifestyle.</p> <p>I can identify some risks of an unhealthy lifestyle.</p> <p>I can suggest some ways that I can care for my heart.</p>



	<p style="text-align: center;"><u>PSHE – HeartSmart</u></p> <p><u>Don't Hold On To What's Wrong!</u> Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.</p> <p><u>Fake is a mistake</u> Explain why we don't need to lie about ourselves. List 3 great things about myself. Explain that I am not what I 'do'. Identify some important voices in my life. Recognise the difference between kind and unkind voices in my life. Growing in courage to always tell the truth. Give examples of when I have been afraid to tell the truth. Explain when dares are no longer fun. Explain the consequences of dares. List some of the risks associated with smoking. List what I have learned about why 'Fake is a Mistake'.</p>
MFL	<p style="text-align: center;"><u>French – Salut! (Year 3)</u></p> <p>Read the numbers 11-20 with some assistance. Learn the names for different family members Learn and say the names of the week and the months of the year Say the major colours Count to 31 Say some major countries Talk about what you like Say different parts of the boy</p>