

LOWER KEY STAGE 2 (Mixed Year 3 and 4 Class)

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YEAR A							YEAR B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Working scientifically												
	<p>The Circle of Life <u>Animals including humans</u> Digestive system Teeth Food chains</p>	<p>Magnetic Fun and Games <u>Forces and magnets</u> Compare how things move on different surfaces some forces need contact Magnetics attract and repel</p>	<p>Greatly Green Growers <u>Living things and habitats/Working scientifically</u> The functions of different parts of flowering plants The requirements of plants for life and growth The way in which water is transported within plants</p>	<p>This Planet Rocks <u>Rocks</u> Appearance and physical properties of rocks Fossils Soils</p>	<p>Shining the Light <u>Light</u> Light and dark Light reflection Sunlight Shadows Patterns</p>	<p>Habitat Helpers <u>Living things and habitats/Working scientifically</u> Changing environments</p>		<p>Fit for Success <u>Animals including humans</u> Nutrition Skeletons and muscles</p>	<p>Electric Personalities <u>Electricity</u> Appliances that run on electricity Simple circuits Conductors and insulators</p>	<p>A Feast of Flowers, Fruits and Seeds <u>Living things and habitats/Working scientifically</u> The life cycle of flowering plants</p>	<p>What's the Matter? <u>States of matter</u> Compare and group materials Observe that some materials change state The Water Cycle WORLD WATER DAY – 22nd MARCH</p>	<p>A World of Living Things <u>Living things and habitats</u> Living things can be grouped Explore and use classification keys</p>	<p>Sounds Spectacular <u>Sound</u> Identifying how sounds are made Patterns Pitch Distance</p>
Topic	How Can I be Healthy?	Stone Age to Iron Age	Rainforests	Romans	Modern Europe	Sports		All About Me	Anglo Saxons	Crime and Punishment	Vikings	Mountains, Rivers and Coasts	Atlas of Adventures: Wonders of the World

<p>G eo gr ap hy</p>	<p>Use maps, atlases, globes and digital/computer mapping</p> <p>Use the eight points of a compass and four digit grid references (Year 4)</p> <p>Name and locate counties and cities of the United Kingdom</p>	<p>Name and locate counties and capital cities of the British Isles – reference Stone Age and Iron Age settlements</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>To locate vegetation belts around the world</p> <p>To identify the position and significance of latitude, longitude, Equator</p> <p>To use maps, atlases, globes and digital/computer mapping.</p> <p>Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food</p> <p>Understand geographical similarities and differences through the study of human geography of a region of the UK and a region of South America.</p>	<p>Locate countries, using maps to focus on Europe</p> <p>Understand key aspects of human geography (including types of settlement and land use).</p>	<p>Locate the world's continents, using maps to focus on the main countries of Europe (including the location of Russia).</p> <p>Describe and understand key aspects of physical and human geography</p> <p>Use maps, atlases, globes and digital mapping</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p>Use maps, atlases, globes and digital computer mapping</p>		<p>Use fieldwork to observe, measure and record the human and physical features in the local area</p> <p>Locate and name the main counties and cities in/around the local area.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Name and locate counties and capital cities of the British Isles – reference Anglo Saxon settlements</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Name and locate counties and capital cities of the British Isles</p> <p>Map of London to identify main areas linked to topic</p>	<p>Locate some of the world's countries using maps to focus on Europe</p>	<p>Understand and describe the key aspects of physical geography including Rivers and the water cycle,</p> <p>Use maps, atlases, globes and digital computer mapping</p> <p>Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics</p>	<p>Locate some of the world's continents</p> <p>Understand and describe the key aspects of physical and human geography</p> <p>Use maps, atlases, globes and digital computer mapping</p> <p>Identify the position and significance of latitude, longitude etc</p>
<p>Hi st or y</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history</p>	<p>Develop a chronologically secure knowledge and understanding of British history</p> <p>Know about changes in Britain from the Stone Age to the Iron Age</p>	<p>A non-European society that provides contrasts with British history</p> <p>Mayan civilisation</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Learn about the Roman Empire and its impact/Romanisation of Britain</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</p>	<p>Develop chronologically secure knowledge</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>

Art & Design	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Learn about the life and work of a great artist ;</p>	<p>Improve mastery of art and design techniques</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Use sketchbooks to record their observations and use them to review and revisit ideas</p>	<p>Understand the historical and cultural development of art forms</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Understand the historical and cultural development of art forms</p> <p>Evaluate and analyse their work and the work of others.</p> <p>Explore their ideas to improve their mastery of art and design techniques</p>	<p>Use sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about the life and work of a great artist ;</p>	<p>Use sketchbooks to record their observations and use them to review and revisit ideas</p>		<p>Use sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about the life and work of a great artist</p>	<p>Understand the historical and cultural development of art forms</p> <p>Explore their ideas to improve their mastery of art and design techniques</p> <p>Learn about the life and work of a great artist</p>	<p>Use sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Evaluate and analyse creative works using the language of art</p>	<p>Use sketch books to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques (painting)</p> <p>Learn about the life and work of a great artist</p>	<p>Produce creative work, exploring their ideas and recording their experiences</p>
Design and Technology	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, and cross-sectional diagrams</p> <p>Select from and use a range of tools and equipment to perform tasks.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p>	<p>Research and develop design criteria</p> <p>Generate, develop, model and communicate their ideas</p> <p>Understand and use mechanisms (e.g. wheels and axles) in their product</p> <p>Select from and use a wider range of materials and components</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Prepare and cook using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces</p>		<p>Understand and use mechanical systems in their products</p>	<p>Understand and use electrical systems in their products</p>	<p>Select from and use a range of tools and equipment to perform tasks</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, and cross-sectional diagrams</p> <p>Select from and use a range of tools and equipment to perform tasks.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Select from and use a range of tools and equipment to perform tasks</p> <p>Select from and use a wider range of materials and components</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Understand how key events and individuals in design and technology have helped shape the world</p>
Computing	<p>Online safety</p> <p>Coding</p> <p>Spreadsheets</p>		<p>Touch typing</p> <p>Email (including email safety)</p>		<p>Databases</p> <p>Graphing</p> <p>Simulations</p>			<p>Online safety</p> <p>Coding</p>		<p>Spreadsheets</p> <p>Writing for different audiences</p>		<p>Coding</p> <p>Animation</p> <p>Effective searching</p> <p>Hardware investigations</p>	

<p>D u n t o n</p> <p>M u s i c</p>	<p>Year 3 Play and perform in solo and ensemble contexts</p> <p>Year 4 Singing with increasing confidence and control</p> <p>Developing an understanding of the history of music</p>	<p>Year 3 Understanding staff and musical notations</p> <p>Playing and performing in solo and ensemble contexts</p> <p>Year 4 Singing with increasing confidence and control</p> <p>Developing an understanding of the history of music</p> <p>Using and understanding staff notation</p> <p>Appreciating a wide range of recorded music</p>	<p>Year 3 Play and perform in solo and ensemble contexts</p> <p>Developing an understanding of the history of music</p> <p>Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song</p> <p>Year 4 Singing with increasing confidence and control</p> <p>Improvising and composing music , increasing aural memory , listening critically</p>	<p>Year 3 Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Year 4 Improvising and composing music, increasing aural memory , listening critically</p>	<p>Year 3 Play and perform in solo and ensemble contexts</p> <p>Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Year 4 Play and perform in solo and ensemble contexts</p> <p>Singing with increasing confidence and control</p> <p>Using and understanding staff notation</p>	<p>Year 3 Playing tuned and untuned percussion instruments effectively</p> <p>Year 4 Singing with increasing confidence and control</p> <p>Developing an understanding of the history of music</p> <p>Improvising and composing music , increasing aural memory, listening critically</p> <p>Some children may be entered for recorder , piano or vocal exams , through the Trinity Guildhall exam board.</p>		<p>Year 3 Play and perform in solo and ensemble contexts</p> <p>Year 4 Singing with increasing confidence and control</p> <p>Developing an understanding of the history of music</p>	<p>Year 3 Understanding staff and musical notations</p> <p>Playing and performing in solo and ensemble contexts</p> <p>Year 4 Singing with increasing confidence and control</p> <p>Developing an understanding of the history of music</p> <p>Using and understanding staff notation</p> <p>Appreciating a wide range of recorded music</p>	<p>Year 3 Play and perform in solo and ensemble contexts</p> <p>Developing an understanding of the history of music</p> <p>Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song</p> <p>Year 4 Singing with increasing confidence and control</p> <p>Improvising and composing music , increasing aural memory , listening critically</p>	<p>Year 3 Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Year 4 Improvising and composing music, increasing aural memory , listening critically</p>	<p>Year 3 Play and perform in solo and ensemble contexts</p> <p>Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Year 4 Play and perform in solo and ensemble contexts</p> <p>Singing with increasing confidence and control</p> <p>Using and understanding staff notation</p>	<p>Year 3 Playing tuned and untuned percussion instruments effectively</p> <p>Year 4 Singing with increasing confidence and control</p> <p>Developing an understanding of the history of music</p> <p>Improvising and composing music , increasing aural memory, listening critically</p> <p>Some children may be entered for recorder , piano or vocal exams , through the Trinity Guildhall exam board.</p>
<p>W r e s t i n g w o r t h</p> <p>M u s i c</p>	<p>Year 3/4 Singing with increasing confidence and control</p> <p>Play and perform in solo and ensemble contexts</p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	<p>Year 3/4 Improvising and composing music, increasing aural memory , listening critically</p> <p>Use and understand staff and other musical notations</p>	<p>Year 3/4 Singing with increasing confidence and control</p> <p>Play and perform in solo and ensemble contexts</p> <p>Improvising and composing music, increasing aural memory , listening critically</p> <p>Use and understand staff and other musical notations</p>	<p>Year 3/4 Singing with increasing confidence and control</p> <p>Play and perform in solo and ensemble contexts</p> <p><i>Developing an understanding of the history of music</i></p>	<p>Year 3/4 Singing with increasing confidence and control</p> <p>Play and perform in solo and ensemble contexts</p> <p>Improvising and composing music, increasing aural memory , listening critically</p> <p>Use and understand staff and other musical notations</p>	<p>Year 3/4 Singing with increasing confidence and control</p> <p>Play and perform in solo and ensemble contexts</p> <p>Improvising and composing music, increasing aural memory , listening critically</p> <p>Use and understand staff and other musical notations</p>		<p>Year 3/4 Play and perform in solo and ensemble contexts</p> <p>Singing with increasing confidence and control</p>	<p>Year 3/4 Play and perform in solo and ensemble contexts</p> <p>Singing with increasing confidence and control</p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	<p>Year 3/4 Singing with increasing confidence and control</p> <p>Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song</p>	<p>Year 3/4 Singing with increasing confidence and control</p> <p>Improvising and composing music, increasing aural memory , listening critically</p>	<p>Year 3/4 Play and perform in solo and ensemble contexts</p> <p>Singing with increasing confidence and control</p> <p><i>Developing an understanding of the history of music</i></p>	<p>Year 3/4 Singing with increasing confidence and control</p> <p>Play and perform in solo and ensemble contexts</p> <p>Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song</p>
<p>R E</p>	<p>What kind of world did Jesus want?</p> <p>GOSPEL</p>	<p>How and why do people try to make the world a better place?</p>	<p>How do festivals and family life show what matters to Jewish people?</p>	<p>What are the deeper meanings of the festivals?</p>	<p>What is the 'Trinity' and why is it important for Christians?</p> <p>TRINITY</p>	<p>How is faith expressed in Hindu communities and traditions?</p> <p>RE day CREATION/FALL</p>		<p>Where, how and why do people worship?</p>	<p>How is faith expressed in Sikh communities and traditions?</p>	<p>How do festivals and worship show what matters to Muslims?</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>SALVATION</p> <p>RE trip</p>	<p>For Christians, what was the impact of Pentecost?</p> <p>KINGDOM OF GOD</p>	<p>Why do some people think life is like a journey? How and why do people mark the significant events of life?</p> <p>RE day</p>

											Bedford Faith Tour		PEOPLE OF GOD
P E	Football Athletics (sports hall)	ActEi Gymnastics	Tag-rugby ActEi	Dance Gymnastics	Swimming Cricket	OAA Circuits		Hockey Athletics (sports hall)	ActEi Gymnastics	Tag-rugby ActEi	Dance Gymnastics	Swimming Rounders	OAA Circuits
M FL	Y3 Food	Yr4 Time	Yr 3 Getting to know you	Yr 3 Family and friends	Y4 Holidays and Hobbies	Yr 4 Going shopping		Yr 3 Classroom instructions My body Actions Colours Clothes	Yr 3 Time (birthdays) Counting 1-31 Days of the week Months of the year	Yr3 Our School	Yr 4 All around town	Yr 4 On the move	Yr 4 Where in the World
P S H E	Health and Wellbeing Healthy lifestyles Keeping safe Growing and changing		Relationships Healthy relationships Feelings and emotions Valuing difference		Living in the Wider World Rights and responsibilities Taking care of the environment Money			Health and Wellbeing Healthy lifestyles Keeping safe Growing and changing		Relationships Healthy relationships Feelings and emotions Valuing difference		Living in the Wider World Rights and responsibilities Taking care of the environment Money	