

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

<p><b>G</b> <b>eo</b> <b>gr</b> <b>ap</b> <b>hy</b></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><b>Hi</b> <b>st</b> <b>or</b> <b>y</b></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>

<b>Art &amp; Design</b>	<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>
<b>Design and Technology</b>	<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>
<b>Computing</b>	<p><b>Online safety</b></p> <p><b>Coding</b></p> <p><b>Spreadsheets</b></p>		<p><b>Touch typing</b></p> <p><b>Email (including email safety)</b></p>		<p><b>Databases</b></p> <p><b>Graphing</b></p> <p><b>Simulations</b></p>			<p><b>Online safety</b></p> <p><b>Coding</b></p>		<p><b>Spreadsheets</b></p> <p><b>Writing for different audiences</b></p>		<p><b>Coding</b></p> <p><b>Animation</b></p> <p><b>Effective searching</b></p> <p><b>Hardware investigations</b></p>	

<p><b>D</b> <b>u</b> <b>n</b> <b>t</b> <b>o</b> <b>n</b></p> <p><b>M</b> <b>u</b> <b>s</b> <b>i</b> <b>c</b></p>	<p><b>Year 3</b> Play and perform in solo and ensemble contexts</p> <p><b>Year 4</b> Singing with increasing confidence and control</p> <p>Developing an understanding of the history of music</p>	<p><b>Year 3</b> Understanding staff and musical notations</p> <p>Playing and performing in solo and ensemble contexts</p> <p><b>Year 4</b> 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><b>Year 3</b> 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><b>Year 4</b> Singing with increasing confidence and control</p> <p>Improvising and composing music , increasing aural memory , listening critically</p>	<p><b>Year 3</b> 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><b>Year 4</b> Improvising and composing music, increasing aural memory , listening critically</p>	<p><b>Year 3</b> 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><b>Year 4</b> 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><b>Year 3</b> Playing tuned and untuned percussion instruments effectively</p> <p><b>Year 4</b> 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><b>Year 3</b> Play and perform in solo and ensemble contexts</p> <p><b>Year 4</b> Singing with increasing confidence and control</p> <p>Developing an understanding of the history of music</p>	<p><b>Year 3</b> Understanding staff and musical notations</p> <p>Playing and performing in solo and ensemble contexts</p> <p><b>Year 4</b> 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><b>Year 3</b> 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><b>Year 4</b> Singing with increasing confidence and control</p> <p>Improvising and composing music , increasing aural memory , listening critically</p>	<p><b>Year 3</b> 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><b>Year 4</b> Improvising and composing music, increasing aural memory , listening critically</p>	<p><b>Year 3</b> 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><b>Year 4</b> 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><b>Year 3</b> Playing tuned and untuned percussion instruments effectively</p> <p><b>Year 4</b> 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><b>W</b> <b>r</b> <b>e</b> <b>s</b> <b>t</b> <b>i</b> <b>n</b> <b>g</b> <b>w</b> <b>o</b> <b>r</b> <b>t</b> <b>h</b></p> <p><b>M</b> <b>u</b> <b>s</b> <b>i</b> <b>c</b></p>	<p><b>Year 3/4</b> 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><b>Year 3/4</b> Improvising and composing music, increasing aural memory , listening critically</p> <p>Use and understand staff and other musical notations</p>	<p><b>Year 3/4</b> 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><b>Year 3/4</b> 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><b>Year 3/4</b> Singing with increasing confidence and control</p> <p>Play and perform in solo and ensemble contexts</p>	<p><b>Year 3/4</b> 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><b>Year 3/4</b> Play and perform in solo and ensemble contexts</p> <p>Singing with increasing confidence and control</p>	<p><b>Year 3/4</b> 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><b>Year 3/4</b> 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><b>Year 3/4</b> Singing with increasing confidence and control</p> <p>Improvising and composing music, increasing aural memory , listening critically</p>	<p><b>Year 3/4</b> 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><b>Year 3/4</b> 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><b>R</b> <b>E</b></p>	<p>What kind of world did Jesus want?</p> <p><b>GOSPEL</b></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><b>TRINITY</b></p>	<p>How is faith expressed in Hindu communities and traditions?</p> <p><b>RE day</b> <b>CREATION/FALL</b></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><b>SALVATION</b></p> <p><b>RE trip</b></p>	<p>For Christians, what was the impact of Pentecost?</p> <p><b>KINGDOM OF GOD</b></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><b>RE day</b></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	<b>Health and Wellbeing</b>  Healthy lifestyles Keeping safe Growing and changing	<b>Relationships</b>  Healthy relationships Feelings and emotions Valuing difference		<b>Living in the Wider World</b>  Rights and responsibilities Taking care of the environment Money			<b>Health and Wellbeing</b>  Healthy lifestyles Keeping safe Growing and changing	<b>Relationships</b>  Healthy relationships Feelings and emotions Valuing difference		<b>Living in the Wider World</b>  Rights and responsibilities Taking care of the environment Money			