

Curriculum coverage LKS2 - 1st year of rolling programme.

Autumn - Romans		Spring - Titanic	Summer - Invaders & Settlers	
Suggested Class trip: Chester – Dewa Museum		Suggested Class trip: Liverpool Docks & Museum	Suggested Class trip: York Residential	
History A study of the Roman Empire and its impact on Britain Can I understand the methods of historical enquiry? Can I gain historical perspective? Can I understand significant aspects of history of the wider world? Can I understand and use abstract terms e.g. empire, civilisation?		History A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Can I understand the methods of historical enquiry? Can I understand historical concepts?	History Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Can I understand the methods of historical enquiry? Can I gain historical perspective? Can I understand significant aspects of history of the wider world? Can I understand and use abstract terms e.g. empire, civilisation?	
Geography Can I locate continents and some countries of the world? Can I identify the position of the equator and hemispheres? Can I identify physical and topographical characteristics? Can I use maps, atlases, globes		Geography Can I locate counties and cities in UK? Can I use globes and atlases? Can I locate continents and some countries of the world? Can I identify the position of the equator and hemispheres? Can I use the eight points of a compass, four and six-figure grid references?	Geography Can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Can I use maps, atlases, globes?	
Art & Design Can I use sketch books to record observations? Can I review and revisit my ideas? Can I improve my mastery of drawing materials including pencil, pastels and watercolours? Can I research and recreate the work of architects and designers in history including Roman mosaics and Celtic art?		Art & Design Can I improve my mastery of drawing materials including pencil? Can I learn about historical designers and their influences? (Art Noveau)	Art & Design Can I use sketch books to record observational drawings of my locality? Can I improve my mastery of clay work? Can I design and create a clay broach? Can I study the techniques of historical designers and architects? E.g. Viking patterns and runes	
Design & Technology Can I design and build a Roman catapult? Can I research & design, make and evaluate? Can I understand levers and pivot points? Can I understand and apply the principles of a healthy and varied diet? Can I prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques? Can I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed?		Design & Technology Can I evaluate and understand mechanical systems on the Titanic? Can I use research, model and communicate my ideas through different methods? Can I select an use a range of tools and materials effectively?	Design & Technology Can I design, make and evaluate a Viking longship? Can I use research, generate, develop, model and communicate my ideas through different methods? Can I select and use a range of tools and materials effectively? Can I understand how to strengthen structures?	
Computing – Online Safety Using Google's Internet Legends scheme for Y3/4 children Can I use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact?	Computing – Searches Can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? Can I type with increasing efficiency? (touch typing)	Computing – Coding Year 3 - Using Scratch and moving onto Scratch using tutorials Year 4 – Using Scratch to create their own program Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts? Can I use sequence, selection, and repetition in programs; work with variables and various forms of input and output? Can I use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs?	Computing – Networks Y3/4 - Blogs / Vlogs CAS barefoot computing – networks Can I understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration?	Computing – Databases To be linked with maths objectives Can I select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information?
Computing – Digital Literacy ICT skills will be taught, refined, improved and applied through every area of the curriculum, especially through topic work. Children will be taught to use word processing, desktop publishing and presentation software as well as a range of other programs to help share and communicate their understanding.				
Music (as part of KS2 weekly carousel) Can I listen with attention to detail and recall sounds with increasing aural memory? Can I improvise and compose music for a range of purposes using the interrelated dimensions of music?		Music (as part of KS2 weekly carousel) Can I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians? Can I develop an understanding of the history of music?	Music (as part of KS2 weekly carousel with a focus on KS2 production) Can I perform in an ensemble? Can I use my voice with increasing accuracy, fluency, control and expression?	
Music as part of Y4 trumpet and trombone lessons Can I use and understand staff and other musical notations? Can I listen with attention to detail and recall sounds with increasing aural memory?				

Can I play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression?					
French (as part of KS2 Carousel) Can I listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words?	French (as part of KS2 Carousel) Can I develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases? Can I appreciate stories, songs, poems and rhymes in the language?	French (as part of KS2 Carousel) Can I develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases? Can I appreciate stories, songs, poems and rhymes in the language?	French (as part of KS2 Carousel) Can I broaden my vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Can I write phrases from memory, and adapt these to create new sentences?	French (as part of KS2 Carousel) Can I present ideas and information orally to a range of audiences? Can I read carefully and show understanding of words, phrases and simple writing?	French (as part of KS2 Carousel) Can I engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help? Can I speak in sentences, using familiar vocabulary, phrases and basic language structures?
Wellbeing (as part of KS2 Weekly Carousel) Using The Resilient Classroom: Primary resilience scheme using <i>Have you filled your bucket?</i> Citizenship Can I develop confidence and responsibility and make the most of my abilities? Can I develop resilience? Links to PSHE		Wellbeing (as part of KS2 Weekly Carousel) Growth Mindset & the power of 'Yet' & Philosophy for Children Citizenship Can I develop good relationships and respect differences between people? Can I develop a healthy, safer lifestyle? Links to PSHE		Wellbeing (as part of KS2 Carousel) Circle time & Friendships (KiVA) Citizenship Can I prepare to play an active role as citizens? Can I develop good relationships and respect differences between people? Links to PSHE	
PE – Covered by KickStart					
Y3 Science – Forces & Magnets	Y3 Science – Light and Shadow	Y3 Science - Rocks	Y3 Science - Plants	Y3 Science – Animals including humans	
Y4 Science - Sound	Y4 Science - Electricity	Y4 Science – Living things and their habitats	Y4 Science – States of matter	Y4 Science – Animals including humans	
Y3 RE – Shabbat Where does it come from? Why is it important? How is it revered?	Y3 RE – Has Christmas lost it's meaning? (Christianity)	Y3 RE – What do Jesus' parables tell Christians the Kingdom of God is like? (Christianity)	Y3 RE – What can people learn about Easter from the creative arts? (Christianity)	Y3 RE – What do different sacred texts teach about life? (Christianity & Judaism)	Y3 RE – Does worship make you happy? (Multifaith)
RE – Can I mutual respect and tolerance of people of different faiths and those of no faith?					
Y4 RE What is the special relationship between God and the Jews?	Y4 RE How do Christians show that they are disciples of Jesus?	Y4 RE - Passover Why do the Jews do as God asks?	Y4 RE Is forgiveness always possible?	Y4 RE Do Christians need to go to church?	Y4 RE - Prayer How, why, where and when do people pray?
SMSC <u>Spiritual</u> Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Gain a sense of enjoyment and fascination in learning about themselves, others and the world around them Use imagination and creativity in learning with a willingness to reflect on experiences.					
<u>Moral</u> Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Display the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England Understand of the consequences of their behaviour and actions. Display interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.					
<u>Social</u> Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Show a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. Have acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.					

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.

Understand and appreciate of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

Have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

Display interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.