**Curriculum Plan for Years 2-4 2018-19**

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|  | | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Science** | **Magnets and Forces**  **KS1**   * *observe, describe and compare movements they make and movements of objects in terms of speed or direction* * *describe how to make a familiar object start moving by pushing or pulling* * *recognise dangers to themselves in moving objects* * *describe how to use pushes and pulls to make familiar objects speed up, slow down, or change direction or shape* * *recognise that pushes and pulls are forces* * *plan a comparison and decide whether it was fair* * *make measurements of length using standard units and present these in a chart*   **KS2**  Pupils should be taught to:   * compare how things move on different surfaces * notice that some forces need contact between two objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having two poles * predict whether two magnets will attract or repel each other, depending on which poles are facing. | | **Light and Sound**  ***KS1***   * *name a number of light sources, including the Sun* * *recognise that they cannot see in the dark* * *describe and compare some light sources and explain why it is dangerous to look at the Sun* * *recognise and describe many sounds* * *describe how sounds are generated by specific objects* * *state that they hear sounds through their ears* * *describe what they observe when they move further away from a source of sound* * *make observations or measurements relating to sounds and with help present these in charts*   **KS2**  Pupils should be taught to:   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by a solid object * find patterns in the way that the size of shadows change.   Pupils should be taught to:   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases. | **Materials**  **KS1**  **Everyday Materials**  Pupils should be taught to:   * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties.   **Uses of Everyday Materials**  Pupils should be taught to:   * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.   **KS2**  **States of Matter**  Pupils should be taught to:   * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | **Living Things**  **KS1**  Pupils should be taught to:   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores   Pupils should be taught to:   * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.   **KS2**  Pupils should be taught to:   * 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 * identify that humans and some other animals have skeletons and muscles for support, protection and movement.   Pupils should be taught to:   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions | |

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| **RE** | | **Understanding Christianity: GOD**  **KS1: 1.1 – What do Christians believe God is like?**   * Pupils know that Christians believe in God and that they find out about him in the Bible. * They know that a parable is ‘a story (in this case told by Jesus) to help people understand ideas’. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. * They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.   *Use Digging Deeper Unit to extend this for older/more-able children.* | **Understanding Christianity: GOSPEL**  **KS1: 1.4 – What is the good news that Jesus brings?**  • Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong.  • Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.  • Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.  • Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.  **Understanding Christianity: GOSPEL KS2a.4 – What kind of world did Jesus want?**   * Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. * Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. * Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. * Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man’s neighbour). * They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work. | **Discovery RE: HINDUISM Y3 Autumn 1 – Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?**   * I can tell you three important actions I could take to support a group I belong to. * I can discuss my understanding of my group’s symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how * I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus. | **Understanding Christianity: SALVATION**  **KS1: 1.5 – Why does Easter matter to Christians?**   * Pupils will know that Easter is very important in the ‘Big story’ of the Bible. * Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. * Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. * Pupils will know that Christians believe in life after death. * Pupils will know some of the ways its local church celebrates Easter.   **Understanding Christianity: SALVATION KS2a.5 – Why do Christians call the day Jesus dies ‘Good Friday’?**   * Pupils will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. * Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper: Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection. * Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday * They know that for some Christians today standing up for your faith can risk ridicule and even persecution. | ***Discovery RE: PEOPLE OF GOD***  ***KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?***   * *I can tell you when I have been kind to others even when it was difficult.* * *I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.* * *I can say if I think Christians should be kind and give a reason.*   **Understanding Christianity: PEOPLE OF GOD KS2a.2 – What is it like to follow God?**   * Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. * Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. * Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows * Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army. | **Discovery RE: HINDUISM Y3 Summer 1 – How can Brahman be everywhere and in everything?**   * I can explain some of the different roles I play whilst still being me. * I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. * I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. |
| **History** |  | | **Local Area Study of Keevil**  **KS2**   * a depth study linked to one of the British areas of study prior to 1066 * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | **Ancient Civilization Study**  **KS2**   * the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: The Shang Dynasty of Ancient China | |  | **Ancient Greece**  **KS2**   * Ancient Greece – a study of Greek life and achievements and their influence on the western world |

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| **Geography** | **Local Area Study of Keevil**  **KS1**   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.   **KS2**   * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |  |  |  | **Continents and Oceans, Maps and Atlases**  **KS1**   * name and locate the world’s seven continents and five oceans * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage   **KS2**   * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |  |

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| **Art** |  | **Artist Study - Lowry**  **KS1**   * to use a range of materials creatively to design and make products * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   **KS2**   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. |  | **Art inspired by Early Civilization study**  **KS1**   * to use a range of materials creatively to design and make products * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   **KS2**   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | **Printing**  **KS1**   * to use a range of materials creatively to design and make products * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   **KS2**   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. |  |

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| **DT** | **Playground Equipment**  Linked to Local Study – How would you improve Keevil’s playground?  **KS1** Design  * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make  * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, according to their characteristics  Evaluate  * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria  Technical knowledge  * build structures, exploring how they can be made stronger, stiffer and more stable * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.   **KS2** Design  * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  | **Pop-Up Books**  **KS1** Design  * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make  * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, according to their characteristics  Evaluate  * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria  Technical knowledge  * build structures, exploring how they can be made stronger, stiffer and more stable * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.   **KS2** Design  * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  * apply their understanding of how to strengthen, stiffen and reinforce more complex structures   understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  |  | **Vegetable Soup**  **KS1**   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from.   **KS2**   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Design  * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |

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| **Computing** | **Digital Literacy – Word Processing**  **KS1**  **NATIONAL EXPECTATIONS**  Systems and Data   * Recognise common uses for information technology beyond school.   Digital Tools   * Use technology purposefully to create, organise and store, manipulate and retrieve digital content.   **KEEVIL CURRICULUM**  Word Processing   * Email/ Letter etiquette * Formatting * Titles and Headings   Writing reports   * Titles and headings * Headers and footers   **KS2**  **NATIONAL EXPECTATIONS**  Digital Tools   * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in their evaluation of digital content.   **KEEVIL CURRICULUM**  Word Processing   * Email/ Letter etiquette * Formatting * Titles and Headings   Writing reports   * Cover page * Contents page * Page numbers * Titles and headings * Headers and footers | **Programming – Learn To Code**  **KS1**  **NATIONAL EXPECTATIONS**  Logic and Problem Solving   * Use logical reasoning to predict the behaviour of simple programs * To create and debug simple programs * Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise unambiguous instructions.   **KEEVIL CURRICULUM**  Learn To Code I ([www.code.org](http://www.code.org))  **KS2**  **NATIONAL EXPECTATIONS**  Logic and Problem Solving   * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * Use sequence, selection and repetition in programs; work with variables and various forms of input and output.   **KEEVIL CURRICULUM**  Learn To Code II ([www.code.org](http://www.code.org)) | **Digital Literacy – Presenting Information**  **KS1**  **NATIONAL EXPECTATIONS**  Systems and Data   * Recognise common uses for information technology beyond school.   Digital Tools   * Use technology purposefully to create, organise and store, manipulate and retrieve digital content.   **KEEVIL CURRICULUM**  Presenting information   * PowerPoint slides * Presentations on topics etc   Desktop publishing   * Making posters   **KS2**  **NATIONAL EXPECTATIONS**  Digital Tools   * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in their evaluation of digital content.   **KEEVIL CURRICULUM**  Presenting information   * PowerPoint slides * Master slides * Transitions and animations * Presentations on topics etc.   Desktop publishing   * Making posters |

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| **Music** | 30 min slots for each class starting to learn the recorder. | Music lessons will continue with an hour slot for each class, mainly focused on children learning to play the recorder. |

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| **PE** | Spring Class  Wed – PE Coaching (7 or 8 sessions)  Summer Class  Wed - Gym (7 or 8 sessions) | Spring Class  Wed – PE Coaching (4 sessions), Gym (3 sessions)  Summer Class  Wed – Gym (4 sessions), PE Coaching (3 sessions) | Spring Class  Wed – PE Coaching (6 sessions)  Summer Class  Tue – Swimming (6 sessions) | Spring Class  Wed – PE Coaching (3 sessions)  Tue – Swimming (3 sessions)  Summer Class  Tue – Swimming (3 sessions)  Wed – PE Coaching (3 sessions) | Spring Class  Tue – Swimming (5 sessions)  Summer Class  Wed – PE Coaching (5 Sessions) | Spring Class  Wed – Gym (8 sessions)  Summer Class  Wed – PE Coaching (8 sessions) |

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| **French** | Similar length of lessons covering the same curriculum for Spring and Summer Classes |

**Logistics**

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| **Playtime** | Spring Class  10:30-10:45 – Y3 playtime, Y2 snack  10:45-11:00 – Y3 snack, Y2 playtime  Summer Class  10:30-10:45 – Y3 and Y4 playtime  10:45-11:00 – Y3 and Y4 snack  Y2s to have afternoon play with Winter Class |
| **Nativity Play/Christmas Concert** | Nativity Play – to involve YR, Y1 and Y2, led by Miss Ashdown, Mrs Stainer and Ms Ritchens.  Christmas Concert – to involve Y3 and Y4, led by Miss Mortimer, Mrs O’Brien and Miss D. |
| **Outward Bound Activities** | Y4 – Residential at Danywenalt 3.10.18-5.10.18  Y3 – Outward Bound Day at Brokerswood (TBC) 1.10.18 |
| **Curriculum Trips** | These will be the same across the 2 classes for the year. |
| **Homework** | Currently:   * Y2-4 all have reading expectations, weekly spellings and 99 Club. * Y3-4 have an extra written piece of homework each week (mostly maths) and possibly something from guided reading over a 2 week cycle. * Termly Home-School Projects to include Y2. |
| **Dash** | Y4s to initially do the dash with Autumn Class.  Y3s to be introduced to this later in the year. |