

| LOWER KEY STAGE 2                                 | Term1   | Term 2   | Term 3  | Term 4   | Term 5  | Term 6  |
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| <p style="text-align: center;"><b>Science</b></p> | <p><b>Light and Sound</b></p> <ul style="list-style-type: none"> <li>▪ recognise that they need light in order to see things and that dark is the absence of light</li> <li>▪ notice that light is reflected from surfaces</li> <li>▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>▪ recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>▪ find patterns in the way that the size of shadows change.</li> <li>▪ identify how sounds are made, associating some of them with something vibrating</li> <li>▪ recognise that vibrations from sounds travel through a medium to the ear</li> <li>▪ find patterns between the pitch of a sound and features of the object that produced it</li> <li>▪ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>▪ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> | <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>▪ identify common appliances that run on electricity</li> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>▪ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> | <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>▪ recognise that soils are made from rocks and organic matter.</li> </ul> | <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> </ul> | <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>▪ 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</li> <li>▪ investigate the way in which water is transported within plants</li> <li>▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> | <p><b>Plants and Classification</b></p> <ul style="list-style-type: none"> <li>▪ recognise that living things can be grouped in a variety of ways</li> <li>▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>▪ recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>▪ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> |
|   | <p><b>Keevil Characteristics</b></p>  | <p>Team work is important for carrying out group investigations.<br/>Problem-solving is an integral part of the scientific process.</p>  | <p>Team work is important for carrying out group investigations.<br/>Problem-solving is an integral part of the scientific process.</p>   | <p>Team work is important for carrying out group investigations.<br/>Problem-solving is an integral part of the scientific process.</p>  | <p>Team work is important for carrying out group investigations.<br/>Problem-solving is an integral part of the scientific process.</p>   | <p>Team work is important for carrying out group investigations.<br/>Problem-solving is an integral part of the scientific process.</p>   |

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| <p>RE</p>                     | <p><b>Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?</b></p> <ul style="list-style-type: none"> <li>• Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.</li> <li>• Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.</li> <li>• Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.</li> <li>• Pupils understand that many Christians believe they are asked to be stewards or caretakers of God’s creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</li> <li>• They know that some people don’t believe that God made the world.</li> </ul> | <p><b>Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?</b></p> <ul style="list-style-type: none"> <li>• Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus</li> <li>• Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief.</li> <li>• Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests.</li> <li>• Pupils can describe a Christian Baptism (child and adult) including the terminology of ‘in the name of the father, the son and the Holy spirit’</li> </ul> | <p><b>Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?</b></p> <ul style="list-style-type: none"> <li>• I can start to show an understanding of why people think it is difficult to be happy all the time.</li> <li>• I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn’t work for him.</li> <li>• I can begin to show an understanding of what being happy means to Buddhists.</li> </ul> | <p><b>Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?</b></p> <ul style="list-style-type: none"> <li>• I can talk about what sort of help I might need to show forgiveness.</li> <li>• I can describe what a Christian might learn about forgiveness from a Biblical text.</li> <li>• I can show an understanding of how Christians believe God can help them show forgiveness.</li> </ul> | <p><b>Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>• Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God.</li> <li>• Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here.</li> <li>• Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art.</li> <li>• Pupils know the that Christians consider the church to be the ‘Body of Christ’ and that one body has many parts. They can explain what this means</li> <li>• Pupils know the term ‘Fruits of the spirit’ and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.</li> </ul> | <p><b>Discovery RE: BUDDHISM Y4 Units – Can the Buddha’s teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?</b></p> <ul style="list-style-type: none"> <li>• I can suggest why there may be problems in the world and how people could help solve them.</li> <li>• I can recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it.</li> <li>• I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</li> <li>• I can describe one of my ‘good’ choices and the consequence of it. I can also explain the consequences of making a different choice.</li> <li>• I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</li> <li>• I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</li> </ul> |
| <p>Keevil Characteristics</p> | <p>Communication is key for expressing thoughts, beliefs and ideas.</p>   | <p>Communication is key for expressing thoughts, beliefs and ideas.</p>   | <p>Communication is key for expressing thoughts, beliefs and ideas.</p>   | <p>Communication is key for expressing thoughts, beliefs and ideas.</p>   | <p>Communication is key for expressing thoughts, beliefs and ideas.</p>   | <p>Communication is key for expressing thoughts, beliefs and ideas.</p>   |

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| <p><b>History</b></p>                | <p><b>Pre History + Romans</b></p> <ul style="list-style-type: none"> <li>❖ changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><i>Examples (non-statutory)</i></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>▪ Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>▪ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <ul style="list-style-type: none"> <li>❖ the Roman Empire and its impact on Britain</li> </ul> <p><i>Examples (non-statutory)</i></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▪ Julius Caesar's attempted invasion in 55-54 BC</li> <li>▪ the Roman Empire by AD 42 and the power of its army</li> <li>▪ successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>▪ British resistance, for example, Boudica</li> <li>▪ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> |  |   |  | <p><b>Anglo Saxons – Vikings</b></p> <ul style="list-style-type: none"> <li>❖ Britain's settlement by Anglo-Saxons and Scots</li> </ul> <p><i>Examples (non-statutory)</i></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>▪ Scots invasions from Ireland to north Britain (now Scotland)</li> <li>▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>▪ Anglo-Saxon art and culture</li> <li>▪ Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <ul style="list-style-type: none"> <li>❖ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p><i>Examples (non-statutory)</i></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▪ Viking raids and invasion</li> <li>▪ resistance by Alfred the Great and Athelstan, first king of England</li> <li>▪ further Viking invasions and Danegeld</li> <li>▪ Anglo-Saxon laws and justice</li> <li>▪ Edward the Confessor and his death in 1066</li> </ul> |  |
| <p><b>Keevil Characteristics</b></p> | <p>Communication is important for sharing and presenting learning.<br/>Teamwork is required for group activities.</p>  |  |   |  | <p>Communication is important for sharing and presenting learning.<br/>Teamwork is required for group activities.</p>   |  |
| <p><b>Geography</b></p>              |  |  | <p><b>European Comparison</b></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>▪ 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,</li> <li>▪ describe and understand key aspects of:             <ul style="list-style-type: none"> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>▪ human geography, including: types of settlement and land use, economic activity including trade links, and the</li> </ul> </li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> |  |   |  |
| <p><b>Keevil Characteristics</b></p> |  |  | <p>Communication is important for sharing and presenting information and work.<br/>Teamwork is required for group activities.</p>   |  |   |  |

Keevil CE Aided Primary School Curriculum Map – LOWER KEY STAGE 2 Year 1

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| <p><b>Art and Design</b></p>         | <p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul> | <p><b>Weaving</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>  | <p><b>Masks</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul> |  | <p><b>Clay Plaques</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul> |   |
| <p><b>Keevil Characteristics</b></p> | <p>Diligence to produce a polished finished piece to the best of their ability.<br/>Resilience to keep going even when it is tricky.</p>  | <p>Diligence to produce a polished finished piece to the best of their ability.<br/>Resilience to keep going even when it is tricky.</p>  | <p>Diligence to produce a polished finished piece to the best of their ability.<br/>Resilience to keep going even when it is tricky.</p>   |  | <p>Diligence to produce a polished finished piece to the best of their ability.<br/>Resilience to keep going even when it is tricky.</p>  |   |
| <p><b>Design Technology</b></p>      |   | <p><b>Torches</b></p> <p><i>Design</i></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> |  |  | <p><b>Horticulture</b></p> <ul style="list-style-type: none"> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>   | <p><b>Food Tech – Pizza</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p><i>Design</i></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> |
| <p><b>Keevil Characteristics</b></p> |   | <p>Problem-solving and Diligence to produce an item that is fit for purpose.</p>  |  |  | <p>Problem-solving and Diligence to produce an item that is fit for purpose.</p>  | <p>Problem-solving and Diligence to produce an item that is fit for purpose.</p>  |

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| <p><b>Computing</b></p>              |   |   | <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <p><b>Word Skills</b></p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) 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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> | <p><b>Powerpoint</b></p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) 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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> |
| <p><b>Keevil Characteristics</b></p> |   |   | <p>Problem-solving to produce and de-bug programming.</p>  | <p>Problem-solving to produce and de-bug programming.</p>  | <p>Communication to present and share information.</p>   | <p>Communication to present and share information.</p>  |
| <p><b>Music</b></p>                  |   |   |  |  |  |   |
| <p><b>Keevil Characteristics</b></p> | <p>Diligence to produce a quality performance.<br/>Resilience to keep going even when it is tricky.</p> | <p>Diligence to produce a quality performance.<br/>Resilience to keep going even when it is tricky.</p> | <p>Diligence to produce a quality performance.<br/>Resilience to keep going even when it is tricky.</p>  | <p>Diligence to produce a quality performance.<br/>Resilience to keep going even when it is tricky.</p>  | <p>Diligence to produce a quality performance.<br/>Resilience to keep going even when it is tricky.</p>  | <p>Diligence to produce a quality performance.<br/>Resilience to keep going even when it is tricky.</p>   |

|  | <b>Greetings and Instructions</b><br>Be able to exchange greetings, join in a song, understand instructions and simple questions, understand and use praise words, listen to and understand simple classroom instructions. <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> | <b>Numbers</b><br>Recognise and use numbers 1-12 (in age sentences etc); name months of the year and days of the week; sing a Christmas song and say a Christmas greeting. <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> | <b>Where I Live</b><br>Talk about where you live. Recognise and use the French words for where you live (town, country and your nationality). Gain an understanding of some places in France. <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> </ul> | <b>The Classroom</b><br>Recognise and say common classroom objects; be able to ask how to say the name of a classroom object; be able to thank people and respond to thank; understand that nouns have a gender. <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> </ul> | <b>Animals and Colours (Word Order)</b><br>Recognise and say animals and colours; understand the concept of adjectival agreement; be able to build sentences from a known pattern, using a word list; read a short story aloud; be able to re-tell a familiar story (Brown Bear). <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English</li> </ul> |
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| <b>Modern Foreign Language</b><br>Keevil Characteristics | Good communication underpins all speaking and listening, reading and writing activities.  | Good communication underpins all speaking and listening, reading and writing activities.  | Good communication underpins all speaking and listening, reading and writing activities.   | Good communication underpins all speaking and listening, reading and writing activities.  | Good communication underpins all speaking and listening, reading and writing activities.  |



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| <p><b>Additional Activities</b></p>      | <p>Gym</p> <p>Forest School</p> <p>Visit from Mark Routledge from Devizes Museum “Pre-history workshop”</p> <p>Trip to Avebury</p>   | <p>Gym</p> <p>1 minute silence for Remembrance Day</p> <p>Operation Christmas Child</p> <p>Children in Need cake sale</p> <p>Divali Day with Demi Ladwa</p> <p>Trip to Roman Baths</p> <p>Craft Club- Teacher-led after school with (Louisa)</p> <p>Visit from Trowbridge Museum team on Weaving</p> <p>Christmas concert</p> | <p>Swimming</p> <p>Quarry Trip</p> <p>Comic Relief Day</p> <p>Sharing Worship</p> <p>World Book Day</p> | <p>Swimming</p> <p>Possible trip to a Buddhist Temple</p> | <p>P.E.</p> <p>Visit from a Viking!</p> | <p>P.E.</p> <p>Langford lakes trip</p> <p>Sports Day</p> <p>Transition Days</p> |
| <p><b>All Keevil Characteristics</b></p> | <p>All topics and lessons will have a core of Learning. The characteristics mentioned for each term are the focus KC, of course there will be elements of the others and these will be mentioned during the lesson as appropriate.</p> |   |   |   |   |   |