



# St Chad's Connected Curriculum – LKS2

## Rolling Programme B

Unit	1	2	3	4	5	6
<b>Big Picture Question</b>	<b>How do our bodies work? (science unit)</b>	<b>What was the environmental impact of WW1 and WW2?</b>	<b>How have oceans changed over time?</b>	<b>How has life in Britain changed?</b>	<b>What influence have settlers and invaders had on British society?</b>	<b>How is life in South America different than in the UK?</b>
<b>Rationale</b>	To identify how human bodies differ from those of other species.  To understand how the human body works.  Range of different opportunities for scientific enquiry.	Building on KS1 remembrance topics.  Links to human impact on the natural world	Opportunity to look at human impact on the natural world (pollution)- links to previous topic- oil spills during the WW1 and WW2	Understand human geography including types of settlement and land use -NC	Caerleon –Roman legionary fortress trip  Follows on from KS1 unit on Castles looking at settlements  Understand human geography including types of settlement and land use -NC	Opportunities for field work – local river in Patchway/Stoke Gifford  Local river study- comparing river Severn to Amazon river  Comparison between a local area and an area on another continent.  Chance to compare physical and human characteristics
<b>Key concepts</b>	<b>Biology</b>	<b>Chronology Our Physical World Thinking Geographically</b>	<b>Our Physical World Thinking Geographically</b>	<b>Chronology Community Invading and Settling Thinking Geographically</b>	<b>Invading and Settling Exploration and industry Our Physical World Thinking Geographically</b>	<b>Our Physical World Our Global Community Thinking Geographically</b>
<b>Objectives</b>  <b>Knowledge</b>  <b>Skills</b>	<b>I can identify that humans and some animals have skeletons and muscles.</b>  <b>I can understand that animals, including humans, need the right types and amounts of nutrition</b>  <b>I can describe the basic parts of the digestive systems in humans</b>  <b>I can describe the functions of different human teeth.</b>  <b>I can construct a variety of food chains, identifying producers, predators and prey.</b>  <b>I can construct a variety of food chains, identifying producers, predators and prey.</b>	<b>To know the key dates of the first and second world war.</b>  <b>To divide recent history into the present (21<sup>st</sup> century and past (19<sup>th</sup> and 20<sup>th</sup>)</b>  <b>Know how Britain has had a major influence on the world.</b>  <b><u>To ask historically valid questions and suggest sources which could be used to answer them.</u></b>  <b><u>Gives reasons why there may be different accounts of history.</u></b>  <b>Know the names of four countries from the southern and four from</b>	<b>Use maps to locate European countries and capital cities.</b>  <b>Know the names of four countries from the southern and four from the northern hemisphere</b>  <b>Know the name of and locate a number of the world's longest rivers</b>  <b>Know how to use graphs to record features</b>  <b>Explain the features of a water cycle</b>  <b>Understand how human influence can affect our natural world</b>  <b><u>Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc</u></b>	<b>To draw a timeline including different historical periods that have been previously studied using terms AD and BC.</b>  <b>Know how to place historical events and people from the past societies and periods in a chronological framework.</b>  <b>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</b>  <b>Know how the lives of wealthy people were different from the lives of poorer people during this time</b>  <b>Know how Britain changed between the beginning of the stone age and the iron age and up to the Roman invasion.</b>  <b><u>To offer reasonable explanations for events that occurred.</u></b>  <b><u>To understand the difference between primary and secondary sources.</u></b>	<b>Know how to place historical events and people from the past societies and periods in a chronological framework.</b>  <b>Know how Britain changed between the beginning of the stone age and the iron age and up to the Roman invasion.</b>  <b>Explain the impact of the Roman invasion on British society.</b>  <b>Know how Britain changed between the end of the Roman occupation and 1066.</b>  <b>Know about how the Anglo-Saxons attempted to bring about law and order into the country.</b>  <b>Know that the Vikings and Anglo-Saxons were often in conflict.</b>  <b>Know how the Roman occupation of Britain helped to advance British society.</b>	<b>Know the names of four countries from the southern and four from the northern hemisphere</b>  <b>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</b>  <b>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</b>  <b>Know the name of and locate a number of the world's longest rivers</b>  <b>Know why most cities are located by a river</b>  <b>Explain the features of a water cycle</b>  <b>Know how to use graphs to record features such as temperature or rainfall across the world</b>



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		<p>the northern hemisphere</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p><u>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</u></p> <p>Know and name the eight points of a compass</p> <p>Use maps to locate European countries and capitals.</p> <p><u>Use the eight points of a compass, four 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. Extend for more able to six figure grid references.</u></p>	<p><u>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</u></p>	<p><u>To begin to evaluate the usefulness of sources.</u></p> <p><u>Note connections in historical periods studied</u></p> <p>Know how to plan a journey within the UK, using a road map</p> <p>Know and name the eight points of a compass</p> <p>Know what most of the ordnance survey symbols stand for</p> <p><u>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</u></p>	<p><u>Use historic items and artefacts to help build up a picture of life in the past.</u></p> <p><u>To offer reasonable explanations for events that occurred.</u></p> <p><u>To understand the difference between primary and secondary sources.</u></p> <p><u>To ask historically valid questions and suggest sources which could be used to answer them.</u></p> <p><u>To conduct personal research and present their findings.</u></p> <p><u>To begin to evaluate the usefulness of sources.</u></p> <p>Know the names of and locate at least eight counties and at least six cities in England</p> <p>Know the names of and and locate at least eight European countries</p> <p><u>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</u></p>	<p><u>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</u></p> <p><u>Know and name the eight points of a compass</u></p> <p><u>Know how to use six-figure grid reference</u></p> <p><u>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</u></p> <p><u>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</u></p>
<b>Science</b>	Animals, including humans (Yr 3 and 4)	States of Matter (Yr 4)		Rocks (Yr 3)	Sound (Year 4) Focus on The Romans enjoyment of music	Living things and their habitats (Yr 4)
<b>D &amp; T</b>	<p><b>Cookery</b></p> <p>Analyse, practice, Design, Make Evaluate</p> <p>Project: Healthy cous cous salad or pizza</p>		<p><b>Textiles</b></p> <p>Analyse, practice, Design, Make evaluate</p> <p>Project: Eco-friendly bag</p> <p><b>DT Opportunities</b></p> <p>Hanging mobile of ocean layers</p>		<p><b>Mechanisms</b></p> <p>Analyse, practice, Design, Make evaluate</p> <p>Project: Moving history book</p>	<p><b>Structures</b></p> <p>Analyse, practice, Design, Make evaluate</p> <p>Project: Shell structure</p> <p><b>DT Opportunities</b></p> <p>Create a river basin from junk modelling</p>



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<b>Art</b>	<b>Drawing</b> Analyse, practice, Design, Make Evaluate  Charcoal drawing of human bodies  <b>Artist: Henry Moore</b>  <b>Art Opportunities</b> Sketching figures and faces	<b>Collage</b> Analyse, practice, Design, Make Evaluate  Distorted portraits photography  <b>Artist: David Hockney</b>	<b>Art Opportunities</b> Drawing and then Printing sea animals onto eco-friendly bags	<b>Printing</b> Analyse, practice, Design, Make Evaluate  Mono printing - cave animals  <b>Artist: Joan Miró (Tate website)</b>	<b>Art Opportunities</b> Roman Mosaics	<b>Sculpture</b> Analyse, practice, Design, Make Evaluate  Clay - Jungle animals  <b>Artist: Frida Kahlo</b>  <b>Art Opportunities</b> Painting river features on junk model
<b>R.E</b>	U2a2: What is it like to follow God?		UC2a.3: What is the Trinity?	UC2a1: What do Christians learn from the Creation story?	L2.9: What can we learn from religions about deciding what is right and wrong? (John Wesley Unit)	L2.5: Why are festivals important to religious communities?
<b>PSHE</b>	<b>JIGSAW</b>		<b>JIGSAW</b>		<b>JIGSAW</b>	
<b>P.E</b>	Gym- stretching, curling and arching  Games- Ball skills, passing and receiving  <b>Yr 4 - Swimming</b>	Dance  Games- net/court/wall games  <b>Yr 4 - Swimming</b>	Gym- Balance  Games- Problem solving and inventing games  <b>Yr 4 - Swimming</b>	Dance  Games  <b>Yr 4 - Swimming</b>	Athletics- Unit 1  Games  <b>Yr 4 - Swimming</b>	Athletics- Team competition  Games- Striking and fielding games  <b>Yr 4 - Swimming</b>
<b>Computing</b>	<b>Computer Networks</b>  Networks and the Internet (Year 3)  Collaborative Learning (Year 4)		<b>Computer Networks</b>  Journey inside a Computer (Year 3)  <b>Computer Programming</b>  Computational Thinking (Year 4)		<b>Computer Programming</b>  Scratch (Year 3)  Further Coding with Scratch (Year 4)	
<b>French</b>	French Greetings (Year 3)  Portraits (Year 4)	French adjectives of colour, size and shape (Year 3)  Clothes (Year 4)	French Playground Games (Year 3)  French Numbers, Calendars and Birthdays (Year 4)	In a French Classroom (Year 3)  French Weather and the Water Cycle (Year 4)	French Transport (Year 3)  French Food (Year 4)	A Circle of Life in French (Year 3)  French and the Eurovision Song Contest (Year 4)
<b>Music (Instrumental Day)</b>  <b>Year 3</b> South Africa Caribbean  <b>Year 4</b> South America Indonesia	Ballads (Year 3) <b>Artist(s): David Bowie, The Righteous Brothers, Whitney Houston</b>  Body and Tuned Percussion (Year 4) <b>Artist(s): David Paich and Jeff Porcaro</b>	Pentatonic Melodies and Composition (Year 3) <b>Artist(s): Unknown (Jasmine Flower)</b>  Changes in Pitch, Tempo and Dynamics (Year 4) <b>Artist(s): KT Tunstall, Ben E King, Smetana</b>	Developing Singing Technique (Year 3) <b>Artist(s): Mary Green and Julie Stanley</b>  Adapting and Transposing Motifs (Year 4) <b>Artist(s): Beethoven, John Barry</b>			



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