



St Chad's Connected Curriculum – LKS2

Rolling Programme A

Unit	1	2	3	4	5	6	7	8
Big Picture Question	What are rainforests and where can we find them?	What was Evacuation?	What human and physical comparisons can we make between Patchway and an area of Uganda?	Why did the Ancient Egyptian civilisation prosper and what is the legacy of this?	What is the impact of Asia's physical geography on people's way of life?	How do volcanoes and earthquakes affect the world that we live in?	How are animal and human bodies different?	Where is Greece and what is it like?
Rationale	<p>Chance to develop knowledge of the world and use key vocabulary to describe the location of countries and continents in the world.</p> <p>Learn about the layers in a rainforest.</p>	<p>Local link to children who were evacuated from Bristol.</p> <p>Link to UKS2 topic on The Blitz.</p> <p>Building on KS1 remembrance topics.</p>	<p>Comparison between a local area and an area on another continent.</p> <p>Chance to compare physical and human characteristics.</p> <p>Opportunity for fieldwork creating maps of the local area and using grid references.</p>	<p>World History</p> <p>Describe and understand key aspects of the water cycle and rivers– NC</p> <p>Understand human geography including types of settlement and land use -NC</p> <p>Exploration of the achievements of the earliest civilisations – NC</p> <p>Opportunities to make comparisons in UKS2 with Ancient Greece and the Mayan civilisations.</p> <p>Learn about the importance of rivers.</p> <p>Chance to map local rivers.</p>	<p>Describe and understand key aspects of mountains– NC</p> <p>Chance to compare physical and human characteristics.</p> <p>Link to the culture of many of our pupils.</p>	<p>Describe and understand key aspects of volcanoes and earthquakes – NC</p> <p>Understand the physical processes of natural disasters.</p> <p>Understand the physical and human impact of natural disasters.</p>	<p>To identify how human bodies differ from those of other species.</p> <p>To understand how the human body works.</p> <p>Range of different opportunities for scientific enquiry.</p>	<p>Study of a region in a European country - NC</p> <p>Develop understanding of Europe's countries and capitals.</p> <p>Use of ordnance survey maps and grid references.</p>
Key concepts	Our Physical World	Chronology Community	Our Physical World Our Global Community Thinking Geographically	Chronology Community Our Physical World	Our Physical World Our Global Community	Our Physical World	Biology	Our Physical World Our Global Community
Science	See specific science overview							



St Chad's Connected Curriculum – LKS2

Rolling Programme A

D & T	Textiles Analyse, Practice, Design , Make , Evaluate Project: poisonous dart frog			Structures Analyse, Practice, Design , Make , Evaluate Project : Create own version of a Shaduf			YEAR 4 Electrical System (linked to Electricity) Project Earthquake warning alarm			Cookery: Analyse, Practice, Design , Make , Evaluate
Art			Drawing Analyse, practice, Design, Make Evaluate Line, shape, colour - Propaganda poster Artist: Andy Warhol	Sculpture Analyse, Practice, Design , Make, Evaluate Focus: Clay pottery Join and carve (linked to African vases)			Painting Analyse, practice, Design, Make Evaluate Painting using colour, shade, tone (water colours) Artist: Katsushika Hokusai			
Computing Information Technology <i>Data Handling to be taught within maths.</i>	Video Creation Creating rainforest weather reports.			Photography Using different techniques to compare a community in Uganda with their own community in the UK.	Presentation Presenting information about the importance of the River Nile.	Video Creation Creating a video detailing the physical geography of Asia.	Animation Creating an animation displaying their understanding of the layers of the Earth.	Presentation Creating a guide to the human body and the digestive system.		



St Chad's Connected Curriculum – LKS2

Rolling Programme A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R.E	L2.6: Why do some people think that life is a journey? What significant experiences mark this?	UC2a4: What kind of world did Jesus want?	L2.8: What does it mean to be a Hindu in Britain today?	UC2a5: Why do Christians call the day Jesus died 'Good Friday'?	L2.4: Why do people pray?	UC2a6: When Jesus left, what was the impact of Pentecost?
PSHE <i>See Safeguarding Curriculum for further details.</i>	JIGSAW Being Me in My World	JIGSAW Celebrating Difference	JIGSAW Dreams and Goals	JIGSAW Healthy Me	JIGSAW Relationships	JIGSAW Changing Me
P.E Indoor Outdoor	Year 3 Dance - Rainforest Ball Skills Year 4 Dance – Rainforest Swimming	Year 3 Gymnastics - Movements Creative Games Making Year 4 Gymnastics – Movements Swimming	Year 3 Gymnastics - Shapes Net / Court / Wall Games Year 4 Gymnastics – Shape and Balance Swimming	Year 3 Dance – Extreme Earth Striking and Fielding Games Year 4 Dance – Extreme Earth Swimming	Year 3 Athletics – Unit 1 Year 4 Athletics – Unit 1	Year 3 Athletics – Unit 2 Year 4 Athletics – Unit 2
Computing		Computer Networks Networks and the Internet (Year 3) Journey Inside a Computer (Year 4)		Computer Programming Scratch (Year 3) Further coding with Scratch (Year 4)		Computer Programming Events and Actions (Year 3) Repetition (Year 4)
French	Year 3 Greetings Adjectives of colour, size and shape Year 4 Describing portraits Clothes		Year 3 French Playground Games with a focus on number and age Year 4 Clothes French numbers, calendars and birthdays		Year 3 In a French Classroom Year 4 French numbers, calendars and birthdays French Food	



St Chad's Connected Curriculum – LKS2

Rolling Programme A

Music	Creating compositions in response to an animation (Year 3) Artist(s): Mozart, Mussorgsky Body and Tuned Percussion (Year 4) Artist(s): David Paich and Jeff Porcaro		Pentatonic Melodies and Composition (Year 3) Artist(s): Unknown (Jasmine Flower) Changes in Pitch, Tempo and Dynamics (Year 4) Artist(s): KT Tunstall, Ben E King, Smetana		Developing Singing Technique (Year 3) Artist(s): Mary Green and Julie Stanley Adapting and Transposing Motifs (Year 4) Artist(s): Beethoven, John Barry
--------------	--	--	---	--	--