



# St Chad's Connected Curriculum – LKS2

## Rolling Programme B

Unit	1	2	3	4	5	6	7
<b>Big Picture Question</b>	How do our bodies work? (science unit)	What was the environmental impact of WW1 and WW2?	How have oceans changed over time?	How has life in Britain changed?	What influence have settlers and invaders had on British society?	How is life in South America different than in the UK?	Where are the longest rivers in the world and how do they compare with river sin the UK?
<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	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</b> <b>Our Physical World</b> <b>Thinking Geographically</b>	<b>Our Physical World</b> <b>Thinking Geographically</b>	<b>Chronology</b> <b>Community</b> <b>Invading and Settling</b> <b>Thinking Geographically</b>	<b>Invading and Settling</b> <b>Exploration and industry</b> <b>Our Physical World</b> <b>Thinking Geographically</b>	<b>Our Physical World</b> <b>Our Global</b> <b>Community</b> <b>Thinking Geographically</b>	<b>Our Physical World</b> <b>Our Global</b> <b>Community</b> <b>Thinking Geographically</b>
<b>Science</b>	See Specific Science Overview						
<b>D &amp; T</b>	<b>Cookery</b>  Analyse, practice, Design, Make Evaluate  Project: Healthy cous cous salad or pizza		<b>Textiles</b>  Analyse, practice, Design, Make evaluate  Project: Eco-friendly bag  <b>DT Opportunities</b>		<b>Mechanisms</b>  Analyse, practice, Design, Make evaluate  Project: Moving history book	<b>Structures</b>  Analyse, practice, Design, Make evaluate  Project: Shell structure  <b>DT Opportunities</b>	



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		Hanging mobile of ocean layers			Create a river basin from junk modelling	
<b>Art</b>	<p><b>Drawing</b></p> <p>Analyse, practice, Design, Make Evaluate</p> <p>Charcoal drawing of human bodies</p> <p><b>Artist: Henry Moore</b></p> <p><b>Art Opportunities</b></p> <p>Sketching figures and faces</p>		<p><b>Painting</b></p> <p>Analyse, practice, Design, Make Evaluate</p> <p>cave animals</p> <p><b>Artist: Henri Rousseau</b></p>		<p><b>Sculpture</b></p> <p>Analyse, practice, Design, Make Evaluate</p> <p>Clay - Jungle animals</p> <p><b>Artist: Frida Kahlo</b></p> <p><b>Art Opportunities</b></p> <p>Painting river features on junk model</p>	



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<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> <i>See Safeguarding Curriculum for further details.</i>	<b>JIGSAW</b> Being Me in My World	<b>JIGSAW</b> Celebrating Difference	<b>JIGSAW</b> Dreams and Goals	<b>JIGSAW</b> Healthy Me	<b>JIGSAW</b> Relationships	<b>JIGSAW</b> Changing Me
<b>P.E</b> <b>Indoor</b> <b>Outdoor</b>	<b>Year 3</b> Dance – Carnival of the Animals Ball Skills <b>Year 4</b> Dance – Carnival of the Animals Swimming	<b>Year 3</b> Gymnastics - Movements Creative Games Making <b>Year 4</b> Gymnastics – Movements Swimming	<b>Year 3</b> Gymnastics - Shapes Net / Court / Wall Games <b>Year 4</b> Gymnastics – Shape and Balance Swimming	<b>Year 3</b> Dance – Romans Striking and Fielding Games <b>Year 4</b> Dance – Romans Swimming	<b>Year 3</b> Athletics – Unit 1 <b>Year 4</b> Athletics – Unit 1	<b>Year 3</b> Athletics – Unit 2 <b>Year 4</b> Athletics – Unit 2
<b>Computing</b>		<b>Computer Networks</b> Networks and the Internet (Year 3) Journey Inside a Computer (Year 4)		<b>Computer Programming</b> Scratch (Year 3) Further coding with Scratch (Year 4)		<b>Computer Programming</b> Events and Actions (Year 3) Repetition (Year 4)
<b>French</b>	<b>Year 3</b> Greetings Adjectives of colour, size and shape <b>Year 4</b> Describing portraits Clothes		<b>Year 3</b> French Playground Games with a focus on number and age <b>Year 4</b> Clothes French numbers, calendars and birthdays		<b>Year 3</b> In a French Classroom <b>Year 4</b> French numbers, calendars and birthdays French Food	
<b>Music</b>	Creating compositions in response to an animation (Year 3) <b>Artist(s): Mozart, Mussorgsky</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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