



St Chad's Connected Curriculum – LKS2

Rolling Programme B

Unit	1	2	3	4	5	6	7
Big Picture Question	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?
Rationale	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
Key concepts	Biology	Chronology Our Physical World Thinking Geographically	Our Physical World Thinking Geographically	Chronology Community Invading and Settling Thinking Geographically	Invading and Settling Exploration and industry Our Physical World Thinking Geographically	Our Physical World Our Global Community Thinking Geographically	Our Physical World Our Global Community Thinking Geographically
Science	See Specific Science Overview						
D & T	Cookery Analyse, practice, Design, Make Evaluate Project: Healthy cous cous salad or pizza		Textiles Analyse, practice, Design, Make evaluate Project: Eco-friendly bag DT Opportunities		Mechanisms Analyse, practice, Design, Make evaluate Project: Moving history book	Structures Analyse, practice, Design, Make evaluate Project: Shell structure DT Opportunities	



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			Hanging mobile of ocean layers			Create a river basin from junk modelling	
Art	<p>Drawing</p> <p>Analyse, practice, Design, Make Evaluate</p> <p>Charcoal drawing of human bodies</p> <p>Artist: Henry Moore</p> <p>Art Opportunities</p> <p>Sketching figures and faces</p>			<p>Painting</p> <p>Analyse, practice, Design, Make Evaluate</p> <p>cave animals</p> <p>Artist: Henri Rousseau</p>		<p>Sculpture</p> <p>Analyse, practice, Design, Make Evaluate</p> <p>Clay - Jungle animals</p> <p>Artist: Frida Kahlo</p> <p>Art Opportunities</p> <p>Painting river features on junk model</p>	
<p>Computing</p> <p>Information Technology</p> <p>Data Handling to be taught within maths.</p>	<p>Presentations</p> <p>Creating a guide to the human body and the digestive system.</p> <p>Year 3 – Interactive Comic</p> <p>Year 4 – Begin to understand how to create a web page.</p>		<p>Video Creation</p> <p>Children to develop understanding of green screen effects when producing videos based on demonstrating knowledge of how oceans have changed over time.</p>	<p>Animation</p> <p>Children to show an aspect of life from either the Paleolithic, Mesolithic or Neolithic age.</p>	<p>Photography</p> <p>Children develop understanding of enhancing images and creating a piece of art surrounding the curriculum unit.</p>	<p>Video Creation</p> <p>Children embed knowledge of using green screen effects through creating a video describing life in South America.</p>	



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R.E	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?
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 Enrichment - Archery, Boccia, New Age Kurling Ball Skills Year 4 Dance – Carnival of the Animals Swimming	Year 3 Gymnastics - Movements Creative Games Making Year 4 Enrichment - Archery, Boccia, New Age Kurling Swimming	Year 3 Gymnastics - Shapes Net / Court / Wall Games Year 4 Gymnastics – Shape and Balance Swimming	Year 3 Dance – Romans Striking and Fielding Games Year 4 Dance – Romans Swimming	Year 3 Athletics – Unit 1 Dance – Carnival of the Animals Year 4 Athletics – Unit 1 Gymnastics – Movements	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	
Music	Creating compositions in response to an animation (Year 3) Artist(s): Mozart, Mussorgsky Body and Tuned Percussion (Year 4)		Pentatonic Melodies and Composition (Year 3) Artist(s): Unknown (Jasmine Flower) Changes in Pitch, Tempo and Dynamics (Year 4)		Developing Singing Technique (Year 3) Artist(s): Mary Green and Julie Stanley Adapting and Transposing Motifs (Year 4)	



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Artist(s): David Paich and Jeff Porcaro

Artist(s): KT Tunstall, Ben E King, Smetana

Artist(s): Beethoven, John Barry