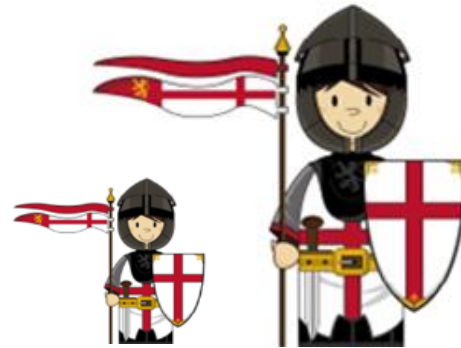


Knights Templar Community Church School



Work at it with all your heart

KS2 Curriculum Overview Year A

Completed: 17/9/2023

Updated: 02/03/2024

Contents:

Overview

Computing

DT

Geography

History

MFL

Music

PE

PSHE

RE

Science

Learning Themes:	Why are the Egyptians famous for their wrappings?			What was life like in the Stone Age?	How does the earth shake, rattle and roll?	What impact did invaders have on the Anglo-Saxons?			
	A1		A2	Sp1	Sp2	Sm1	Sm2		
English	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Non-fiction
<i>*suggested texts</i>	<i>The Secrets of Ancient Egypt The Time Travelling Cat</i>	<i>Instructional Text Keeping fit and healthy</i>	<i>Humorous poems The truth about teachers by Paul Cookson Performance Poetry Joseph Coelho</i>	<i>Comic Fiction Ug: Boy Genius of the Stone Age by Raymond Briggs Ten Word Tiny Tales Joseph Coelho</i>	<i>Recount Extreme earth events - recounts e.g. tsunamis, earthquakes & volcanoes.</i>	<i>Shape Poems Liz Brownlee's wonderful anthology Shaping the World.</i>	<i>Historical Legends King Arthur and the Knights of the Round Table</i>	<i>Non-chronological report Harry Potter by JK Rowling</i>	<i>Letter to new teacher</i>
Maths	<i>Number: Place Value Number: Addition and Subtraction</i>		<i>Number: Multiplication and Division Measurement: Length and Perimeter (4)</i>	<i>Number: Multiplication and Division Measurement: Money (3) Area (4)</i>	<i>Number: Fractions Measurement: Length and Perimeter (3) Number: Decimals (4)</i>	<i>Number: Fractions (3) Decimals (4) Measurement: Time Money (4)</i>	<i>Geometry: Properties of shape Measurement: Mass and Capacity (3)</i>		

			Statistics (3)		Statistics (4)	Geometry: Position and Direction (4)
History	<p>Ancient Egyptians</p> <p><i>Why are the Egyptians famous for their wrappings?</i></p>		<p>Stone Age and Stonehenge</p> <p><i>What was life like in the Stone Age?</i></p>		<p>Anglo Saxons</p> <p><i>What impact did invaders have on the Anglo-Saxons?</i></p>	
Geography		<p>Rivers: The Nile</p> <p><i>What is a river? How are rivers formed? Where is the River Nile? Why is the Nile important? What is significant about the Nile Delta? What is the human impact on the Nile?</i></p>		<p>Volcanoes: Sicily</p> <p><i>Where is Sicily? What is a volcano? How is it formed? What is the impact of Sicily's volcanoes? What are the tectonic plates? How do earthquakes occur?</i></p>		<p>Locational Knowledge</p> <p><i>Where in the World are we?</i></p> <p>Focusing on: Counties and cities of the UK, land use patterns of Anglo-Saxon times to now, map work of hills/mountains/coasts/ rivers</p>

<p><i>Art and Design</i></p>	<p><i>Pharaoh's Portraits</i></p>		<p><i>Cave Art and Stone Stackers</i></p> <p><i>Manu Topic and Michael Grabit</i></p>	<p><i>Weather and Art</i></p> <p><i>Explore how artists respond to the changing environment through art work</i></p> <p><i>EG Hokusai: the Great Wave that swept the world</i></p>	<p><i>Anglo Saxon Brooches and Tapestry</i></p> <p><i>What story would my tapestry tell?</i></p> <p><i>Design our own version of the The Bayeux Tapestry</i></p>	
<p><i>Design Technology</i></p>		<p><i>Sewing: Christmas decoration</i></p>				<p><i>Famous Designers</i></p> <p><i>Can I design and make clothes using various mediums?</i></p> <p><i>Tie dye using Anglo Saxons natural materials and sewing techniques</i></p>
<p><i>Science</i></p>	<p><i>Light</i></p> <p><i>Shining the Light</i></p>	<p><i>Animals including Humans</i></p> <p><i>Fit for Success</i></p>	<p><i>Rocks</i></p> <p><i>This Planet Rocks</i></p>	<p><i>Magnets and Forces</i></p> <p><i>Magnetic Fun and Games</i></p>	<p><i>Plants</i></p> <p><i>Feast of flowers</i></p> <p><i>Fruit and Seeds</i></p>	<p><i>Plants</i></p> <p><i>Greatly Green Growers</i></p>

<p>Computing</p>	<p><i>On Line Safety: Can I be kind and responsible?</i></p> <p><i>Multimedia: Can I create an e-book using Book Creator?</i></p> <p><i>TIOL: Can I search the world wide web safely?</i></p> <p><i>Programming: Can I create an algorithm in Scratch?</i></p>		<p><i>On Line Safety: Can I be safe?</i></p> <p><i>Handling Data: Can I collect data and present it using 2Graph?</i></p> <p><i>TIOL: Can I create a hyperlink?</i></p> <p><i>Multimedia: Can I create a presentation on Powerpoint?</i></p>		<p><i>On Line Safety: Can I be healthy?</i></p> <p><i>Programming: Can I programme a Micro:bit?</i></p> <p><i>Handling Data: Can I use a datalogger?</i></p>	
<p>Music</p> <p><i>*suggested songs</i></p>	<p><i>Can I compose and perform music from a different culture?</i></p> <p><i>*I've been to Harlem</i></p>	<p><i>How is a jazz style composed and performed?</i></p> <p><i>*Chilled-out clap rap</i></p>	<p><i>What makes gospel singing spiritual?</i></p> <p><i>*Latin Dance</i></p>	<p><i>Can we explore musical song?</i></p> <p><i>*March from The Nutcracker</i></p> <p><i>*From a railway carriage</i></p>	<p><i>Can I use my voice and hands to convey an uplifting mood?</i></p> <p><i>*Just three notes</i></p> <p><i>* Samba with Sergio</i></p>	<p><i>Can I work with others to create a challenging pattern?</i></p> <p><i>*Fly with the stars?</i></p>
<p>PE</p>	<p>Unit 1: Personal Persevere with a task to improve performance.</p>	<p>Unit 2: Social Cooperate with others and give feedback. Be patient and support others.</p>	<p>Unit 3: Cognitive Spatial awareness. Attacking and defending. Similarities and differences.</p>	<p>Unit 4: Creative</p>	<p>Unit 5: Physical</p>	<p>Unit 6: Health and Fitness</p>

RE	AMV Unit 3: What do Hindu people believe about Dharma, Deity and Atman?	KT Unit: How do people from different religions and worldviews mark special festivals during winter?	Methodist Unit: Warm Hearts What experiences make us feel our hearts are warm? Spiritual- what's that?	AMV Unit 4: What do Christians believe about Salvation?	AMV Unit 6: What do Christians believe about Agape?	AMV KS2 Unit: What does it mean to be a humanist? Methodist Unit: Warm Hearts Why is John Wesley famous?
PSHE/SRE	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
MFL- French	Greetings and Goodbyes Salut! Au Revoir!	How are you? Ca va? Happy Christmas! Joyeux Noel!	What's your name? Comment t'appelles - tu?	Alphabet L'alphabet	My family Ma famille	Numbers 0-12 Les Nombres de 0 a 12
British Values	Tolerance of those with difference faiths and beliefs	Rule of law	Mutual respect	VE celebrations	Democracy	Individual Liberty
Trips/Visits	Somerset Museum visit	Science visit	Stone Age Wookey Hole Batts Castle and Bury Castle		Watchet Museum Daws Castle	Fashion show Tracing the source of the river to the sea.

						Mineral line Battlegore
<i>Special Events</i>	<i>Harvest</i>	<i>Remembrance Day Christmas</i>		<i>Easter</i>		

KS2 <i>Year A</i>	Autumn	Spring	Summer
<p>Knowledge statements = National Curriculum</p> <p>Skills statements = ELiM plans</p>	<p>Online Safety – Can I be kind and responsible?</p> <p><u>Knowledge</u> To use technology safely, respectfully and responsibly; To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.</p> <p><u>Skills</u> To contribute to shared online safety rules and use them to make good choices; To use the safety features of apps, games and websites as well as reporting concerns to an adult.</p>	<p>Online Safety – Can I be safe?</p> <p><u>Knowledge</u> To use technology safely, respectfully and responsibly; To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.</p> <p><u>Skills</u> To use a secure password and explain why they are important; To protect my personal information when I do different things online.</p> <p>Handling Data- Can I collect data and present it?</p>	<p>Online Safety – Can I be healthy?</p> <p><u>Knowledge</u> To use technology safely, respectfully and responsibly; To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.</p> <p><u>Skills</u> To identify images which have been digitally altered; To identify adverts online, including those within Google searches.</p>
	<p>Multimedia – Can I create an ebook using Book Creator?</p> <p><u>Knowledge</u></p>	<p><u>Knowledge</u> To know the best digital software to present data.</p> <p><u>Skills</u></p>	<p>Programming – Can I programme a Micro:bit?</p> <p><u>Knowledge</u> To know how to design, write and debug programs that accomplish specific goals.</p>

	<p>To know the best digital resource for designing, creating and presenting information.</p> <p><u>Skills</u> To combine a mixture of text, graphics and sound to share my ideas and learning; To use appropriate keyboard commands to amend text on my device; To evaluate my work and improve its effectiveness.</p> <p>Programming – Can I create an algorithm in Scratch?</p> <p><u>Knowledge</u> To know how to design, write and debug programs that accomplish specific goals.</p> <p><u>Skills</u> To break an open-ended problem up into smaller parts;</p>	<p>To collect data to help me answer a question; To explain the different ways data can be organised; To search a ready-made database to answer questions; To add to a database; To use a data logger to monitor changes and can talk about the information collected.</p> <p>Multimedia – Can I create a presentation on Powerpoint?</p> <p><u>Knowledge</u> To know how to use software to present information effectively.</p> <p><u>Skills</u> To change the appearance of text to increase its effectiveness; To create, modify and present documents for a particular purpose; To use an appropriate tool to share my work; To give constructive feedback to</p>	<p><u>Skills</u> To break an open-ended problem up into smaller parts; To put programming commands into a sequence to achieve a specific outcome; To detect a problem in an algorithm which could result in unsuccessful programming; To keep testing my program and can recognise when I need to debug it; To use repeat commands; To describe the algorithm I will need for a simple task.</p> <p>Handling Data: Can I use a datalogger?</p> <p><u>Knowledge</u> To know how a data logger can be used to monitor changes.</p> <p><u>Skills</u></p>
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	<p>To put programming commands into a sequence to achieve a specific outcome;</p> <p>To detect a problem in an algorithm which could result in unsuccessful programming;</p> <p>To keep testing my program and can recognise when I need to debug it;</p> <p>To use repeat commands;</p> <p>To describe the algorithm I will need for a simple task.</p> <p>Tech in our lives – Can I search the world wide web safely?</p> <p><u>Knowledge</u></p> <p>To know and understand search technologies and appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><u>Skills</u></p>	<p>my friends to help them improve their work and consider my own work in the same way;</p> <p>To explore new media to extend what I can achieve.</p> <p>TIOL: Can I create a hyperlink?</p> <p><u>Knowledge</u></p> <p>Know whether a resource being use is on the school network, on the internet or on a personal device.</p> <p><u>Skills</u></p> <p>To identify key words to use when searching safely on the World Wide Web</p> <p>To create a hyperlink to a resource on the World Wide Web</p>	<p>To collect data to help answer a question;</p> <p>To talk about the different ways data can be organised;</p> <p>To search a ready-made database to answer questions;</p> <p>To add to a database;</p> <p>To talk about information collected.</p>
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	<p><i>To describe the World Wide Web as the part of the Internet that contains websites;</i></p> <p><i>To use search tools to find and use an appropriate website;</i></p> <p><i>To think about whether I can use images that I find online in my own work.</i></p>		
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KS2 Year A DT	End of KS1 expectations	KS2	End of lower KS2 expectations
Design	<p><i>*Knows how to design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>* Knows how to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>	<p>Year A</p> <p><i>*knows how to begin to research others' needs</i></p> <p><i>* knows how a design meets a range of requirements</i></p> <p><i>*knows the purpose of product</i></p> <p><i>* knows how to follow a given design criteria</i></p> <p><i>*knows at least one idea about how to create product</i></p> <p><i>*knows how to create a plan which shows order, equipment and tools</i></p> <p><i>*knows how to describe a design using an accurately labelled sketch and words</i></p> <p><i>*knows how to make design decisions</i></p> <p><i>*knows how a product will work</i></p> <p><i>*knows how to make a prototype</i></p> <p><i>*knows how to begin to use computers to show design</i></p>	<p><i>*Knows how to 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</i></p> <p><i>*Knows how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</i></p>
Make	<p><i>*Knows how to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p>	<p>Year A</p> <p><i>*knows how to select suitable tools/equipment, explain choices; begin to use them accurately</i></p>	<p><i>*Knows how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>*Knows how to select from</i></p>

	<p><i>*Knows how to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	<p><i>* Knows how to select appropriate materials, fit for purpose.</i></p> <p><i>* Knows how to work through plan in order</i></p> <p><i>* Knows how good a product will be</i></p> <p><i>* Knows how to begin to measure, mark out, cut and shape materials/components with some accuracy</i></p> <p><i>* Knows how to begin to assemble, join and combine materials and components with some accuracy</i></p> <p><i>* Knows how to begin to apply a range of finishing techniques with some accuracy</i></p>	<p><i>and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>
Evaluate	<p><i>*Knows and evaluates a range of existing products</i></p> <p><i>*Knows how to evaluate their ideas and products against design criteria</i></p>	<p>Year A</p> <p><i>* knows to look at design criteria while designing and making</i></p> <p><i>*Knows how to use design criteria to evaluate finished product * Knows what they would change to make design better</i></p> <p><i>*Knows how to begin to evaluate existing products, considering: how well they have been made, materials, whether they</i></p>	<p><i>*Knows how to investigate and analyse a range of existing products.</i></p> <p><i>* Knows how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>*Knows how key events and individuals in design and technology have helped shape the world</i></p>

		<p><i>work, how they have been made, fit for purpose</i></p> <p><i>* Knows by whom, when and where products were designed</i></p> <p><i>* Knows some inventors/designers/engineers/chefs/ manufacturers of ground-breaking products</i></p>	
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<p>Geography Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern 		<p>The River Nile – from source to sea</p> <p><i>Reca/learn: Locate River Nile in reference to UK using compass directions</i></p> <p>Lesson 1 – How are rivers formed? KN- Know that rivers are natural pathways on Earth which transport water off the land to the sea</p> <p>KN- Know they flow from higher places to lower places.</p> <p>KN – Know that rivers have banks and tributaries that shape the land.</p> <p>Lesson 2 – Fieldwork opportunity to follow the flow of a river from upstream to downstream. Walk</p>		<p>Sicily – volcanoes and earthquakes</p> <p><i>Recap/learn: Latitude and longitude</i></p> <p>Lesson 1 – Where is Sicily? KN – Find it on one map. KN – Know where it is in the world. KN – Know and comment on significant biome or physical features – rivers, mountains, volcanoes.</p> <p>Lesson 2 – What is a volcano? KN – Know what a volcano is. KN – Know how a volcano is formed. KN – Know about different forms of volcanoes – active, dormant and extinct.</p>		<p>Hinkley – Where does our energy come from?</p> <p><i>Recap/learn: 4 UK countries and capitals</i></p> <p>Lesson 1 – Where is Hinkley? KN – Know where Hinkley is in the UK KN – Know the different types of natural energy sources, e.g. biofuels, coal, natural gas, oil, wind turbines, solar, hydroelectric, geothermal and nuclear.</p> <p>Lesson 2 – What is Hinkley? KN – Know that Hinkley is a power station <i>KN – Know that Hinkley produces nuclear energy</i></p>
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<p><i>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i></p> <p>Place knowledge</p> <ul style="list-style-type: none"> <i>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, and a region within North or South America</i> <p>Human and physical geography</p> <ul style="list-style-type: none"> <i>describe and understand key aspects of:</i> <i>physical geography, including: climate zones, biomes and</i> 		<p>along the Washford River a while to observe how it spreads out as it encounters the beach into many streams just like the Nile does in the Nile Delta region.</p> <p>Lesson 3 - Where is the River Nile?</p> <p><i>KN - Know that the River Nile is one of the longest rivers globally at 4132 miles long.</i></p> <p><i>KN - Know that it flows northward through northeastern Africa, passing through countries like Burundi, Rwanda, Tanzania, Uganda, South Sudan, Sudan, and Egypt.</i></p>		<p><i>KN - Know where other volcanoes are on a map.</i></p> <p>Lesson 3 - Do volcanoes have names?</p> <p><i>KN - Know the names of Sicily's volcanoes - Etna, Stromboli and Vulcano.</i></p> <p><i>KN - Know the devastation and impact of an eruption - some form new islands.</i></p> <p>Lesson 4 - What is an earthquake?</p> <p><i>KN - Know the earth is made of tectonic plates and that they move.</i></p> <p><i>KN - Know that they can move slowly and then suddenly due to</i></p>		<p><i>KN - Know that nuclear energy provides electricity.</i></p> <p>Lesson 3 - Is it safe?</p> <p><i>KN - that some energy sources are natural</i></p> <p><i>KN - Know which natural energy sources are sustainable and do not harm our environment.</i></p> <p>Lesson 4 - Do we need to worry?</p> <p><i>KN - Know which natural energy sources can have a negative effect on the environment and why.</i></p> <p>Lesson 5 - Where are they?</p> <p><i>KN - Know and locate the</i></p>
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<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-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 		<p>KN – Know that The Nile is formed by the merging of the White Nile, starting at Lake Victoria, and the Blue Nile, originating from Lake Tana in Ethiopia.</p> <p>KN – Know that It ends at the Nile Delta, where it meets the Mediterranean Sea, creating a significant impact on the surrounding countries.</p> <p>Lesson 4 – Why is the Nile so important in Sudan and Egypt?</p> <p>KN – Know that It plays a crucial role in Sudan and Egypt for agriculture and daily life.</p> <p>KN – Know that people in these</p>		<p>build-up of energy and friction.</p> <p>KN – Know where the main tectonic plates are on a map and consider the places most likely to be affected by them.</p> <p>Lesson 5 – Why does Sicily have earthquakes and volcanoes?</p> <p>KN – Know why fault lines play such an important factor in earthquakes and volcanoes.</p> <p>KN – Know that Sicily's last earthquake was in 2018</p> <p>KN – Know what Sicily's landscape is like</p> <p>KN – Know whether they would want to</p>		<p>distribution of natural energy sources in the UK.</p> <p>Lesson 6 – What have I learned?</p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic.</p> <p><u>Skills</u></p> <p>SK Geog skills&FW use maps, atlases, globes and digital/computer mapping to locate energy sources in the UK.</p> <p>SK Geog skills&FW Use key vocabulary: fossil, fuel, non-renewable, coal, gas, oil, renewable, nuclear,</p>
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		<p>regions depend on the Nile's water.</p> <p>KN – Know that The Nile Delta is a triangle-shaped area in northern Egypt.</p> <p>KN – Know that It is formed by the Nile River slowing down and spreading out as it meets the Mediterranean Sea.</p> <p><i>KN – Know that the delta has fertile soil, making it suitable for agriculture.</i></p> <p>Lesson 5 – How have humans affected the Nile?</p> <p>KN – Know that the Grand Ethiopian Renaissance Dam (GERD) is located on the Blue Nile.</p>		<p><i>live in Sicily after careful consideration</i></p> <p>Lesson 6 – Home or abroad?</p> <p><i>KN – Know where Catania is in Sicily</i></p> <p>KN – Know that Catania is where Mount Etna is.</p> <p>KN – Know that Catania is a city</p> <p>KN – Know where Bristol is in the UK</p> <p><i>KN – Know key similarities and differences between Catania and Bristol</i></p> <p>Skills</p> <p>SK – Locational: Locate countries on a map</p> <p>SK Place: Understand geographical</p>		<p>wind, solar, hydroelectric, geo-thermal, global warming, environment, sustainable.</p> <p>Consider the advantages and disadvantages of nuclear power.</p> <p>Compare and identify the advantages and disadvantages of each energy source.</p> <p>Describe and understand key aspects of the distribution of natural resources of energy.</p>
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		<p>KN – Know that it has created tensions between Ethiopia, Sudan, and Egypt.</p> <p>KN – Know that the dam's impact on water availability downstream is a concern.</p> <p>Lesson 6 – What have I learned?</p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><u>Skills</u></p> <p>SK Locational: Locate countries using maps</p> <p>SK Place: Understand geographical similarities and</p>		<p>differences of physical geography in a European country</p> <p>Sk Human and physical: Understand physical geography including, climate, zones, biomes, volcanoes, tornadoes, tsunamis, earthquake</p> <p>SK Human and physical: Understand human geography including types of settlements and land use</p> <p>SK Geog skills and fieldwork: Use maps, atlases and aerial photos to describe physical features</p>		
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		<p>differences between Egypt and UK</p> <p>SK Human and Physical: Understand and describe land use, economic activity including trade links</p> <p>SK – Geog skill and fieldwork: Use 8 points of a compass</p> <p>SK – Geog skill and fieldwork: Observe the natural flow of a local river</p>				
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By the end of Year A, learners will know the position of the lines of longitude and latitude, the Tropics of Cancer and Capricorn, the equator and the Northern and Southern hemispheres and understand their significance. They will know and understand what a natural disaster is and the impact this may have on a country. They will make comparisons between the UK and a contrasting locality in terms of both physical and human geography using a variety of sources of information. They will develop a broader geographical vocabulary.

KS2 Year A History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history 	<p>Ancient Egyptians</p> <p><i>Why are the Egyptians famous for their wrappings?</i></p> <p><u>Knowledge</u></p> <p>3/4 KN: Know where to place the Ancient Egyptian civilisation on an historical timeline</p>		<p>Stone Age and Stonehenge</p> <p><i>What was life like in the Stone Age?</i></p> <p><u>Knowledge</u></p> <p>3/4 KN: Know where to place on an historical timeline when Stonehenge was discovered/built</p>		<p>Anglo Saxons</p> <p><i>What impact did invaders have on the Anglo-Saxons?</i></p> <p><u>Knowledge</u></p> <p>3/4 KN: Know where to plot on an historical timeline when the Anglo-Saxons first invaded Britain/ruled</p>	

<p>that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>3/4 KN: Know how to locate Egypt on a map</p> <p>3/4 KN: Know how to identify key facts about early civilisations around the world.</p> <p>Know what marked them out from tribal settlements that had gone before (eg. Indus Valley, Shang Dynasty, Ancient Sumer, Egyptians).</p> <p>3/4 KN: Know where to plot these on maps & consider why civilisations first developed in these places (typically fertile soils & flood plains), linking to Geography topics.</p>		<p>3/4 KN: Know how to locate Stonehenge on a map</p> <p>3/4 KN: Begin to piece together all the historical periods children have been exposed to, and thinking about what came at start of this timeline – what was earliest life in Britain like?</p> <p>3/4 KN: Know what life was like during the Stone Age period</p> <p>Know how simple hunter / gatherer communities existed (eg. flint examples found in Letchworth & Baldock).</p>		<p>3/4 KN: Know how to locate on a map where the Anglo Saxons originated from and where they first settled.</p> <p>3/4 KN: Know why the Roman Empire declined.</p> <p>Know what impact their withdrawal had on Britain from 410 AD</p> <p>3/4 KN: Know who invaded Britain following the Roman withdrawal.</p> <p>Know where the invaders came from.</p> <p>The Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons</p>	
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	<p>3/4 KN: Focusing on Ancient Egypt – Know what artefacts as a source of evidence, can tell us about the Ancient Egyptians?</p> <p>Know how the AE impacted on the landscape through everyday life, and in particular the role of the River Nile.</p> <p>3/4 KN: Know the names of Egyptian Gods and the beliefs around life after death – tombs, pyramids & burial sites. Why were these built on such massive scale?</p> <p>3/4 KN: Know what life was like for the</p>		<p>3/4 KN: Know the key developments that took place during the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. Know how these might these have affected everyday life?</p> <p>•3/4 KN: Know what the changes were during the Iron Age – particularly the shift to tribal kingdoms & life based around local hill forts. Know what the impact of this was on farming, art & culture, and</p>		<p>arrived from Germany and Denmark.</p> <p>3/4 KN: Know what life was like in Anglo-Saxon settlements. Know the differences between Roman and Anglo Saxon life styles (eg. return to tribal communities, decline of Roman cities, pagan religions).</p> <p>3/4 KN: Know about the battles between the Anglo-Saxons and Britons and their long-term impact on everyday life. Know the story of King Arthur and the birth of 'England'.</p>	
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	<p>Pharaohs – how did they rule? Know who were the most significant Pharaohs Know what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.</p> <p><u>Skills</u></p> <p>3/4 SK His Inter: Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p> <p>3/4 SK His Inv: Use a range of sources to</p>		<p>link to the local area.</p> <p><u>Skills</u></p> <p>3/4 SK His Inv: Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</p> <p>3/4 SK His Inv: Use a range of sources to find out about the past</p> <p>3/4 SK Chron Und: Understand that a timeline can be divided into BC and AD</p>		<p>3/4 KN: Know what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to know about the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne).</p> <p><u>Skills</u></p> <p>3/4 SK His Inter: Look at more than two versions of the same event or story in history and identify differences</p> <p>3/4 SK His Inv: Begin to undertake their own research</p>	
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	<p>find out about the past</p> <p>3/4 SK His Inv: Regularly address and sometimes devise own questions to find answers about the past</p> <p>3/4 SK His Inv: Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>3/4 SK Chron Und: Understand that a timeline can be divided into BC and AD</p> <p>3/4 SK Pres, org+comm: Start to present ideas based on their own</p>		<p>3/4 SK Pres, org+comm: Present and organise ideas about the past using role play and different genres of writing</p>		<p>3/4 SK His Inv: Gather more detail from sources such as maps to build a clearer picture of the past</p> <p>3/4 SK His Inv: Construct informed responses about one aspect of life in the past through careful selection and organisation of relevant historical information</p> <p>3/4 SK Pres, org+comm: Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</p>	
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	research about the period					
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By the end of Year A:

Learners will develop a chronologically secure knowledge and understanding of British, local and world history through studies of Ancient Egypt, the Stone Age and the Anglo-Saxons. They will establish clear narratives within and across the periods they study. They will develop the appropriate use of historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will understand how our knowledge of the past is constructed from a range of sources.

MFL KS2 Year A

Speaking and Listening	<ul style="list-style-type: none"> • Know how to ask simple questions with support from a spoken model or visual clue • Know how to respond to spoken instructions • Know numbers 1–12 • Know how to discriminate sounds and identify meaning when items are repeated several times • Know greetings that can be used with others with confidence and reply to the questions • Know a well-known children’s song in language studied • Know common nouns
Reading	<ul style="list-style-type: none"> • Know how to sequence written instructions • Know some familiar words in written form • Know and read known sounds within words • Know and read some key vocabulary

Writing	<ul style="list-style-type: none"> • Know how to write some of the numbers to 12 from memory • Know how to write simple words • Know how to copy accurately in writing some key words • Know how to copy or label using single words or short phrases
Knowledge about languages	<ul style="list-style-type: none"> • Know and start to use some basic core structures
Knowledge about the culture of France	<ul style="list-style-type: none"> • Know and understand some cultural similarities and differences and how festivals are celebrated • Know and understand the differences in social conventions when people greet each other

KS2 Year A Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Knows and can sing songs from memory with increasing expression, accuracy and fluency • Knows how to maintain a simple part within an ensemble • Knows and modulates their voice when singing and pronounce the words clearly 	<ul style="list-style-type: none"> • Knows how to create repeated patterns using a range of instruments • Knows different sounds can be combined to create a specific mood or feeling • Knows how the use of tempo can provide contrast within a piece of music • Knows how to read and write musical notation 	<ul style="list-style-type: none"> • Knows musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music • Knows how to evaluate and improve tier work, explaining how it has improved using success criteria • Knows that music can be played or listened to for a variety of purposes (including different cultures and periods in history)

<ul style="list-style-type: none"> • Knows how to play notes on tuned and untuned instruments with increasing clarity and accuracy • Knows how to improvise (including call and response) within a group using the voice? • Knows how to collaborate to create a piece of music <p style="text-align: center;"><i>Listening</i></p> <ul style="list-style-type: none"> • Knows appropriate vocabulary to describe music • Knows how to compare different kinds of music • Knows differences between music of different times and cultures 	<ul style="list-style-type: none"> • Knows how to effectively choose, order, combine and control sounds to create different textures • Can they use silent beats for effect (rests)? • Knows how to combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition 	<ul style="list-style-type: none"> • Knows and recognises a range of instruments by ear • Knows how to internalise the pulse in a piece of music • Knows the features within a piece of music
KS2 Year A – Greater Depth		
<ul style="list-style-type: none"> • Knows how to sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse 	<ul style="list-style-type: none"> • Knows how to create accompaniments for melodies • Knows how to compose a simple piece of music that they can recall to use again • Knows and understands metre in 4 beats; then 3 beats 	<ul style="list-style-type: none"> • Knows changes in sounds that move incrementally and more dramatically • Knows how to compare repetition, contrast and variation within a piece of music

KS2 Year A PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>♣ Use running, jumping, throwing and catching in isolation and in combination</p> <p>♣ play competitive games, modified where appropriate applying basic principles suitable for attacking and defending.</p> <p>♣ Develop flexibility, strength, technique, control and balance</p> <p>♣ Perform dances using a range of movement patterns.</p>	<p>Unit 1 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to develop coordination through footwork.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Combine 3-step zigzag patterns with cross-over (swerve) when</p>	<p>Unit 2 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to perform a dynamic balance by jumping and landing.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Jump 2 feet to 2 feet forwards, backwards and</p>	<p>Unit 3 Multi ability cog focus: Cognitive</p> <p><u>Knowledge</u> I know how to perform a dynamic balance on a line.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel</p>	<p>Unit 4 Multi ability cog focus Creative</p> <p><u>Knowledge</u> I know how to develop coordination by sending and receiving.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Alternately throw and catch 2 tennis balls against a wall.</p>	<p>Unit 5 Multi ability cog focus: Physical</p> <p><u>Knowledge</u> I know how to develop agility through reaction and response.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) From 1, 2 and 3 metres: 3/4SK: React and step across body, bring hand across body and catch tennis ball</p>	<p>Unit 6 Multi ability cog focus: Health and Fitness</p> <p><u>Knowledge</u> I know how to develop agility through sending and retrieval.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Alternately throw and catch 2 tennis balls against a wall.</p>

<p>♣ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>♣ Take part in outdoor and adventurous activity challenges both individually and within a team. (Link to Geography)</p>	<p>changing lead leg. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.</p> <p>4SK: Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</p> <p><u>Knowledge</u> I know how to perform a static balance on one leg.</p>	<p>side-to-side with control. 3SK: Hop forward and backwards, freezing on landing.</p> <p>4SK: Jump 1 foot to other forwards and backwards, freezing on landing.</p> <p>4SK: Hop sideways, raising knee and freezing on landing.</p> <p>4SK: Jump 1 foot to other sideways, raising knee and freeze on landing.</p>	<p>to toe landing. 3SK: Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).</p> <p>4SK: Lunge walk forwards, bringing opposite elbow up to a 90° angle.</p> <p>4SK: Complete all red challenges with eyes closed with...</p> <p><u>Knowledge</u> I know how to develop coordination</p>	<p>3SK: Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p> <p>4SK: Throw 2 tennis balls against a wall in a circuit, in both directions.</p> <p><u>Knowledge</u> I know how to perform a counter balance with a partner.</p> <p><u>Skills</u> 3SK: Stand on 1 leg holding with 1 hand, lean back,</p>	<p>after 1 bounce with quick reaction and good acceleration.</p> <p><u>Knowledge</u> I know how to perform a static balance during floor work.</p> <p><u>Skills</u> 3SK: Transfer tennis ball on and off back in a front support. 3SK: Transfer cone on and off tummy in back support. 4SK: Transfer tennis ball on and</p>	<p>3SK: Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p> <p>4SK: Throw 2 tennis balls against a wall in a circuit, in both directions.</p> <p><u>Knowledge</u> I know how to perform a static balance in a stance.</p> <p><u>Skills</u> 3SK: Raise alternate knees to</p>
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	<p><u>Skills</u> 3SK: Stand still on uneven surface for 30 seconds. 3SK: Complete 10 squats into ankle extensions with control. 4SK: Stand still on uneven surface for 30 seconds with eyes closed. 4SK: Complete 5 squats with eyes closed with stability.</p>	<p><u>Knowledge</u> I know how to perform a static balance while seated.</p> <p><u>Skills</u> 3SK: Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 3SK: Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).</p>	<p>through ball skills.</p> <p><u>Skills</u> In 20 seconds or less: 3SK: Stand with legs apart and move ball in figure of 8 around both legs 12 times. 3SK: Move ball around waist into figure of 8 around both legs 10 times. 4SK: Move ball around waist and then around alternate legs 12 times.</p>	<p>hold balance and then move back together with controlled movements.</p> <p>4SK: Stand on 1 leg while holding on to partner's opposite foot with co-ordinated movements.</p>	<p>off tummy in back support with good balance.</p>	<p>opposite elbow 5 times. 3SK: Catch large ball thrown at knee height and above head. 4SK: Catch large ball thrown away from body. 4SK: Catch small ball thrown close to and away from body.</p>
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		<i>4SK: Hold a V-shape with straight arms and legs for 10 seconds.</i>	<i>4SK: Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</i>			
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KS2 Year A PSHE			
Half term / Key question:	Topic	II In this unit of work, pupils will know...	Quality Assured resources to support planning
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship' FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (E)
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	NSPCC – The underwear rule resources (PANTS) Red Cross – Life. Live it 'Stay safe' Islington Healthy Schools Team – DrugWise E *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

<p>Spring 1</p> <p>What are families like?</p>	<p>Relationships</p> <p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>Coram Life Education – Adoptables Schools Toolkit</p> <p>FPA – Growing up with Yasmine and Tom (7-9), Families (£)</p>
<p>Spring 2</p> <p>What makes a community?</p>	<p>Living in the wider world</p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 -Y3/4), 'Belonging to a community'</p> <p>Premier League Primary Stars – Diversity</p> <p>Worcester University - Moving and moving home (KS2)</p>
<p>Summer 1</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing</p> <p>Being healthy: eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<p>PSHE Association - Dental Health</p>

<p>Summer 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
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RE KS2	Autumn	Spring	Summer
Year A	<p><u>What do Hindu people believe about Dharma, Deity and Atman?</u></p> <ul style="list-style-type: none"> • Recall stories of the Rama from the Hindu book: The Ramayana and understand how they teach Hindus about right-living. • Understand when and why Hindus light lamps to celebrate Divali 	<p><u>Methodist Unit Warm Hearts</u></p> <ul style="list-style-type: none"> • Know the meaning for the idea of 'warm hearts' • Know emotions that link to own experiences of feeling 'warm hearted' • Know simple ways people use the word 'spirit' 	<p><u>What do Christians believe about Agape?</u></p> <ul style="list-style-type: none"> • Know Christians try to be like Jesus and obey his teachings • Know and recall the story of the Good Samaritan • Know what guides Christians in their moral choices

<ul style="list-style-type: none"> • Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma' • Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. • Know what is on a puja tray and why. • Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars • Know how to use the following terms: Mandir, shrine, puja, murti, prasad and arti. • Know the purpose of the puja and where it can take place. <p><i>How do people from different religions and worldviews mark special festivals during winter?</i></p>	<ul style="list-style-type: none"> • Know that different people find that different things are spiritual at different times • Say what 'the human spirit' means • Know links between the word spiritual and some images • Know that people use the word 'spiritual' in different ways <p><u><i>What do Christians believe about Salvation?</i></u></p> <ul style="list-style-type: none"> • Recognise Christians call Jesus 'Saviour' • Explain four claims of Christian Salvation story • Recall key features of story of Zacchaeus & its message • Recall story of Jesus death on the cross 	<ul style="list-style-type: none"> • Know how the word agape relates to the story of the Good Samaritan <p><u><i>Humanism Unit</i></u></p> <ul style="list-style-type: none"> • Be familiar with the concepts 'material world' and 'secular'. • Be able to tell another person what is meant by 'Humanist' and 'atheist'. • Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world. • Know how humanists make their decisions on right and wrong. <p><u><i>Methodist Unit Warm Hearts</i></u></p> <ul style="list-style-type: none"> • Know four key moments in the life of John Wesley
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<ul style="list-style-type: none"> • Know how Christians celebrate Christmas and why it is important • Know how and why Jewish people celebrate Hanukkah. • Explain how Hindu people may celebrate Diwali and connect it to light and joy • Know that some people are not religious and may celebrate winter in non-religious ways • Reflect on the common themes of light, generosity, family, and community <p>Respectfully compare different celebrations.</p>	<p>Understand Christians believe because Jesus died they can be forgiven by God</p>	<ul style="list-style-type: none"> • Know the significance of these events on John Wesley's life
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KS2 Year A Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 	<p>Light Shining the Light</p> <p>Knowledge Know that light is needed to see things and that dark is the absence of light</p> <p>Know that light is reflected from surfaces</p> <p>Know that light from the sun can be dangerous and that there are ways to protect the eyes</p> <p>Know that shadow is formed when the light source is blocked by an opaque object.</p> <p>Know and can explain some of the</p>	<p>Animals including Humans Fit for Success</p> <p>Knowledge Know animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</p> <p>Know food contains a range of different nutrients that are needed by the body to stay healthy – carbohydrates including sugars, protein, vitamins, minerals, fibre, fat, sugars, water.</p> <p>Know a piece of food will often provide a range of nutrients.</p>	<p>Rocks This Planet Rocks</p> <p>Knowledge Know rock is a naturally occurring material.</p> <p>Know there are different types of rock e.g. sandstone, limestone, slate etc. which have different properties.</p> <p>Know rocks can be hard or soft. They have different sizes of grain or crystal.</p> <p>Know rocks can be different shapes and sizes (stones, pebbles, boulders) and some absorb water.</p>	<p>Magnets and Forces Magnetic Fun and Games</p> <p>Knowledge Know that friction affects the way that things move on different surfaces</p> <p>Know that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Know that magnets attract or repel each other and attract some materials and not others.</p> <p>Know and can describe magnets as having two poles</p>	<p>Plants Feast of flowers Fruit and Seeds</p> <p>Knowledge Know and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Know 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</p> <p>Skills Observe what happens to plants over time when the</p>	<p>Plants Greatly Green Growers</p> <p>Knowledge Know through investigation, the ways in which water is transported within plants</p> <p>Know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Skills Observe seeds being blown from the trees e.g. sycamore seeds.</p>

<ul style="list-style-type: none"> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes 	<p>reasons why the size of shadows changes.</p> <p>Know how the shadows of transparent, opaque and translucent materials vary.</p> <p>Skills Observe and identify changes to the size and orientation of shadows, relative to their proximity to the light source.</p> <p>Observe and identify the difference in shadows of opaque, translucent and transparent objects/materials.</p> <p>Observe how shadows are formed and affected by different circumstances.</p>	<p>Know humans and some other animals have skeletons and muscles which help them move and provide protection and support.</p> <p>Skills Classify food in a range of ways</p> <p>Use food labels to explore the nutritional content of a range of food items</p> <p>Use secondary sources to find out the types of food that contain different nutrients.</p> <p>Use food labels to answer enquiry questions e.g. How much fat do different</p>	<p>Know, in simple terms, how fossils are formed when things that have lived are trapped within rock.</p> <p>Know that soils are made from rocks and organic matter.</p> <p>Skills Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Can devise tests to explore the properties of rocks and use data to rank the rocks.</p> <p>Can link rocks changing over time with their properties</p>	<p>Know whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>Skills Record and report on findings from investigations, involving how things move on different surfaces</p> <p>Compare and group materials following magnetic testing, recording findings and use the outcome to answer questions about which materials are magnetic.</p> <p>Make and investigate predictions on whether two magnets will attract</p>	<p>leaves or roots are removed.</p> <p>Observe the effect of putting cut white carnations or celery in coloured water.</p> <p>u: Investigate what happens to plants when they are put in different conditions e.g. in darkness, in the cold, deprived of air, different types of soil, different fertilisers, varying amount of space.</p> <p>Spot flowers, seeds, berries and fruits outside throughout the year.</p> <p>Observe flowers carefully to identify the pollen</p>	<p>Research different types of seed dispersal.</p> <p>Classify seeds in a range of ways including by how they are dispersed.</p> <p>bb: Create a new species of flowering plant</p> <p>Can explain observations made during investigations?</p> <p>Can look at the features of seeds to decide on their method of dispersal.</p> <p>Can draw and label a diagram of their created flowering plant to show its parts, their role and the method of</p>
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<ul style="list-style-type: none"> using straightforward scientific evidence to answer questions or to support their findings. 	<p>Notice that light can be reflected off surfaces and Replace with 'investigate the visibility of different materials (eg shiny; foil, mirrors and matt; sugar paper) in a darker environment according to which reflect most light.'</p> <p>Investigate the size of shadows according to times of day and year, by tracing shadows outside and comparing differences.</p> <p>Classify materials according to opaque, transparent and translucent.</p>	<p>types of pizza contain? How much sugar is in soft drinks?</p> <p>Plan a daily diet contain a good balance of nutrients and record and present findings</p> <p>Explore the nutrients contained in fast food</p> <p>Use secondary sources to research the parts and functions of the skeleton</p> <p>Investigate pattern seeking questions such as; Can people with longer legs run faster? Can people with bigger hands catch a ball better?</p>	<p>e.g. soft rocks get worn away more easily.</p> <p>Can present in different ways their understanding of how fossils are formed e.g. in role play, comic strip, chronological report, stop-go animation etc.</p> <p>Can identify plant/animal matter and rocks in samples of soil</p> <p>Can devise a test to explore the water retention of soils</p>	<p>or repel, depending on which poles are facing.</p>	<p>Observe flowers being visited by pollinators e.g. bees and butterflies in the summer.</p>	<p>pollination and seed dispersal.</p>
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	<p>Use oral and written explanations to report on why shadows are formed and how the length and size of a shadow can be changed. Investigates questions related to an object and the shadow it will cause.</p>	<p>Compare, contrast and classify skeletons of different animals</p>				
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By the end of Year A:

Learners are able to know sources of light and understand how shadows are formed. They know the different nutrients that food provide and that plants make their own food. They are able to name features and types of different rocks. They know that some materials are magnetic and understand forces such as friction. They know different functions of the parts of a plant and know how water is transported within a plant. They are able to scientific vocabulary to share their knowledge.