



Subjects	Autumn	Spring	Summer
History	Extreme Survival Key figures from history - Scott	Roman Rule The study of the Roman Empire and its impact on Britain	World Kitchen Historical Enquiry. Similarities and Differences
Geography	Extreme Survival Use maps and atlases to locate continents and countries around the world. Identify key geographical features e.g. deserts, rainforests, polar regions etc. Study of people and place	Roman Rule Map Skills Human and Physical impact	World Kitchen Map skills Human and Physical impact
Science	Habitat helpers Recognise that environments can change and that this can sometimes pose dangers to living things The Circle of Life Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	This Planet Rocks Comparing and grouping different kinds of rocks and describe how fossils are made. Recognise how soils are made. Magnetic Fun & Games Compare contact forces and non- contact forces. Describe magnets and observe how they attract/repel each other and alternate materials.	A Feast of Flowers, Fruits & Seeds Explore and use classification keys to help group, identify and name a variety of living things What's the Matter? Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled
Physical Education <i>Skills based around Real PE</i>	Games (Hockey) Strike, throw and catch with control and clear sense of direction Follow the formal rules of the game and demonstrate they can play fairly Keep possession of a ball (with e.g. hockey stick, hands, feet) Show awareness and accuracy in passing. Gym Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling Show changes of direction, speed and level during a gymnastic sequence Create successful and stable balances and shapes	Dance Vary speed and levels within a dance sequence Link movements into dance sequences Games (Tennis) Strike, throw and catch with control and clear sense of direction Follow the formal rules of the game and demonstrate they can play fairly Keep possession of a ball (with e.g. hockey stick, hands, feet) Show awareness and accuracy in passing.	Athletics Sprint over a short distance Pace running over longer distances Develop technique to be able to throw further Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate Health and fitness Recognise changes in heart rate, temperature and breathing rate Outdoor Adventurous Education Decide on strategies, skills and equipment needed to complete a challenge based on previous experience
Computing I compute	Generic skills Use the search option in start menu to locate a programme	ICT Uses email to communicate with people outside of school	Computer Science Able to: draw/rotate/enlarge and flip their sprite/background

	<p>Use appropriate computing vocabulary (menu tabs, network) Use a mouse or pad with confidence (right click, scroll etc)</p> <p>Digital Literacy Insert, crop and edit images from a variety of sources Change the design of the page Insert and format a table</p>	<p>Is able to send different attachments to recipients Is aware of online safety and the fact that who they are communicating with is often unknown Know the effects of cyber bullying and know how to prevent it</p> <p>Data Respond to tasks / questions by designing and creating own data files Independently input, amend and delete data Carry out more complex searches using AND and OR</p>	<p>Can create basic/regular shapes Can 'debug' (recognise errors) and modify instructions within a script Can predict outcome of a sequence Can attach and control external devices such as lights, buzzers</p> <p>Multi Media Combine film and audio clips Import, edit and trim music and film clips Add basic titles and credits to a film Independently, add pictures, animations, existing film clips and sound to slides Include transitions between slides within a presentation</p>
<p>DT</p> <p><i>Projects on a Page</i></p>	<p>Textiles Know how to strengthen, stiffen and reinforce existing fabrics.</p> <ul style="list-style-type: none"> Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. 	<p>Mechanical Systems</p> <ul style="list-style-type: none"> Understand and use pneumatic mechanisms. Know and use technical vocabulary relevant to the project. 	<p>Food – Healthy & Varied Diet Know how to use appropriate equipment and utensils to prepare and combine food.</p> <ul style="list-style-type: none"> Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.
<p>Music</p> <p><i>Charanga</i></p>	<ul style="list-style-type: none"> Let your spirit fly Glockenspiel 1 	<ul style="list-style-type: none"> Three Little Birds The Dragon Song 	<ul style="list-style-type: none"> Bringing Us Together Reflect, Rewind and Replay
<p>Art</p>	<p>FOCUS: Sculpture SKILLS: Modroc/clay, investigating ways to join and add details. TOPIC: Extreme Survival (animals in shoebox scene) ARTIST:</p>	<p>FOCUS: Colour SKILLS: watercolour, shades and tones, light and dark TOPIC: Roman Rules ARTIST:</p>	<p>FOCUS: Drawing SKILLS: use a range of pencils, adding details TOPIC: World kitchen ARTIST: Arcimboldo</p>
<p>RE</p> <p><i>Northants SACRE</i></p> <p><i>UC</i></p> <p><i>P'Boro Diocese</i></p>	<ul style="list-style-type: none"> What is it like to follow God? <i>What is the Trinity?</i> (Christmas unit) <p>Additional coverage: What are the deeper meanings of festivals?</p>	<ul style="list-style-type: none"> What does it mean to be a Hindu in Britain today? Why do Christians call the day Jesus died 'Good Friday'? (Easter unit) 	<ul style="list-style-type: none"> Thematic Unit: How and why do people show their commitments during the journey of life?
<p>PSHE</p>	<p>Being Me in My World Explain how my behaviour can affect how others feel and</p>	<p>Dreams and Goals Explain the different ways that help me learn and what I need to do to</p>	<p>Relationships Explain how my life is influenced positively by people I know and also by</p>

<p>Jigsaw</p>	<p>behave. Explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p>Celebrating Difference Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.</p>	<p>improve. Confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p>Healthy Me Recognise when people are putting me under pressure and can explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>people from other countries. Explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>Changing Me Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
<p>MFL <i>Catherine Cheater</i></p>	<p>Niveau Bleu KO Autumn 1 KO Autumn 2</p>	<p>Niveau Bleu KO Spring 1 KO Spring 2</p>	<p>Niveau Bleu KO Summer 1 KO Summer 2</p>

Lower Key Stage 2 Foundation Curriculum Overview Year B

Subjects	Autumn	Spring	Summer
History	Crime & Punishment Explore different crimes and punishment through time – creating a timeline of events. Create a guide on the use of punishment in the following eras: Victorians, Medieval times, Saxons, Romans	Meet the Flintstones Sequence events from the Stone, Bronze and Iron Age on a timeline. Understand the importance of Stone Age inventions.	China Research the events and way of life of the Ancient Shang dynasty of China (1766BC – 1046BC). Evaluate the legacy of the Shang Dynasty.
Geography	Crime & Punishment Map skills Compare and contrast	Meet the Flintstones Place Knowledge Human & physical impact	China Use maps/atlas/online mapping to locate continents, countries and cities of the world. Identify key geographical features of China. Compare the UK and China.
Science	Fit for Success Nutrition and ways of getting this. Skeletons and muscles – who has them and why? Why we need light, how it is reflected and how we need to protect ourselves from dangerous light (sun). Shining the Light Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	Greatly Green Growers Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) A World of living things Functions of different parts of flowering plants and the requirements of plants for life and growth including how water is transported and the life cycle.	Electric Personalities -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Sounds Spectacular Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear
Physical Education <i>Skills based around Real PE</i>	Games (Hockey) Strike, throw and catch with control and clear sense of direction Follow the formal rules of the game and demonstrate they can play fairly Keep possession of a ball (with e.g. hockey stick, hands, feet) Show awareness and accuracy in passing. Gym	Dance Vary speed and levels within a dance sequence Link movements into dance sequences Games (Multi Skills) Strike, throw and catch with control and clear sense of direction Follow the formal rules of the game and demonstrate they can play fairly	Athletics Sprint over a short distance Pace running over longer distances Develop technique to be able to throw further Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate Health and fitness Recognise changes in heart rate, temperature and breathing rate

	<p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p>	<p>Keep possession of a ball (with e.g. hockey stick, hands, feet)</p> <p>Show awareness and accuracy in passing.</p>	<p>Outdoor Adventurous</p> <p>Education</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on previous experience</p>
<p>Computing</p> <p><i>icompute</i></p>	<p>Generic skills</p> <p>Use the search option in start menu to locate a programme</p> <p>Use appropriate computing vocabulary (menu tabs, network)</p> <p>Use a mouse or pad with confidence (right click, scroll etc)</p> <p>Digital Literacy</p> <p>Insert, crop and edit images from a variety of sources</p> <p>Change the design of the page</p> <p>Insert and format a table</p>	<p>ICT</p> <p>Uses email to communicate with people outside of school</p> <p>Is able to send different attachments to recipients</p> <p>Is aware of online safety and the fact that who they are communicating with is often unknown</p> <p>Know the effects of cyber bullying and know how to prevent it</p> <p>Data</p> <p>Respond to tasks / questions by designing and creating own data files</p> <p>Independently input, amend and delete data</p> <p>Carry out more complex searches using AND and OR</p>	<p>Computer Science</p> <p>Able to: draw/rotate/enlarge and flip their sprite/background</p> <p>Can create basic/regular shapes</p> <p>Can 'debug' (recognise errors) and modify instructions within a script</p> <p>Can predict outcome of a sequence</p> <p>Can attach and control external devices such as lights, buzzers</p> <p>Multi Media</p> <p>Combine film and audio clips</p> <p>Import, edit and trim music and film clips</p> <p>Add basic titles and credits to a film</p> <p>Independently, add pictures, animations, existing film clips and sound to slides</p> <p>Include transitions between slides within a presentation</p>
<p>DT</p> <p><i>Projects on a Page</i></p>	<p>Electrical Systems</p> <ul style="list-style-type: none"> Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. Know and use technical vocabulary relevant to the project. 	<p>Structures – Shell Structures</p> <p>Develop and use knowledge of how to construct strong, stiff shell structures.</p> <ul style="list-style-type: none"> Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. 	<p>Mechanical Systems – Levers & Linkage</p> <ul style="list-style-type: none"> Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.
<p>Music</p> <p><i>Charanga</i></p>	<ul style="list-style-type: none"> Mamma Mia! Glockenspiel stage 2 	<ul style="list-style-type: none"> Stop! Lean on me! 	<ul style="list-style-type: none"> Blackbird Reflect, Rewind and Replay
<p>Art</p>			
<p>RE</p> <p><i>Northants SACRE</i></p>	<ul style="list-style-type: none"> What do Christians learn from the Creation story? 	<ul style="list-style-type: none"> What does it mean to be a Sikh in Britain today? Why do Christians call the day Jesus 	<ul style="list-style-type: none"> When Jesus left, what next? Thematic Unit: What are the deeper meanings of festivals?

<p><i>UC</i></p> <p><i>P'Boro</i></p> <p><i>Diocese</i></p>	<ul style="list-style-type: none"> • What kind of world did Jesus want? • What is the Trinity? <p>(Christmas unit)</p> <p>Additional coverage: How and why do people show their commitments during the journey of life?</p>	<p>died 'Good Friday'?</p> <p>(Easter unit)</p>	
<p>PSHE</p> <p><i>Jigsaw</i></p>	<p>Being Me in My World Explain why being listened to and listening to others is important in my school community. Explain why being democratic is important and can help me and others feel valued.</p> <p>Celebrating Difference Tell you a time when my first impression of someone changed as I got to know them. Explain why bullying might be difficult to spot and what to do about it if I'm not sure. Explain why it is good to accept myself and others for who we are.</p>	<p>Dreams and Goals Plan and set new goals even after a disappointment. Explain what it means to be resilient and to have a positive attitude.</p> <p>Healthy Me Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. Express how being anxious/ scared and unwell feels.</p>	<p>Relationships Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person or animal.</p> <p>Changing Me Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
<p>MFL</p> <p><i>Catherine Cheater</i></p>	<p>Niveau Blanc</p> <p>KO Autumn 1</p> <p>KO Autumn 2</p>	<p>Niveau Blanc</p> <p>KO Spring 1</p> <p>KO Spring 2</p>	<p>Niveau Blanc</p> <p>KO Summer 1</p> <p>KO Summer 2</p>