

LOWER Key Stage 2 Curriculum Overview ODD/EVEN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Environment (Living Things and their Habitats)	Animals including humans Health (Health/Nutrition)	Animals including humans Animals (Skeletons and Movement)	Material Properties (Rocks, Soils and Fossils)	Electricity	Sound
History	<u>Anglo-Saxons and Scots</u> Britain's settlement by Anglo-Saxons and Scots. <u>Substantive (First Order) Concept:</u> Migration <u>Disciplinary (Second Order) Concept:</u> Sources and evidence <u>Enquiry Question:</u> What did the Sutton Hoo discoveries tell us about the Anglo-Saxons?		<u>Stone age to the Iron Age</u> Changes in Britain from the Stone Age to the Iron Age. <u>Substantive (First Order) Concept:</u> Childhood <u>Disciplinary (Second Order) Concept:</u> Sources and evidence <u>Enquiry Question:</u> What were children's lives like in prehistory?		<u>Ancient Egypt – Civilisations</u> A study of 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 <u>Substantive (First Order) Concept:</u> Agriculture <u>Disciplinary (Second Order) Concept:</u> Similarity and difference Sources and evidence <u>Enquiry Questions:</u> How much did Ancient Sumer, The Shang Dynasty and the Indus Valley have in common? (e.g. common development along the fertile banks of great rivers?) How did the River Nile support the development of agriculture in Ancient Egypt?	
Geography	<u>Food and Farming</u> Human and Environmental issues involved in food production, trade and distribution <u>Substantive</u> -Where some common foodstuffs come from -Some of the processes involved in food production, trade and distribution -Some of the human and environmental issues involved in food production, trade and distribution. <u>Disciplinary</u> -Ask and respond to geographical questions using evidence to support answers -Observe and collect information from maps -Communicate geographical information using appropriate vocabulary -Express their own views about people and places, giving reasons <u>Enquiry question</u> Where does our food come from?		<u>Rainforests</u> To learn about the world's rainforests and their key features <u>Substantive</u> -To understand what a rainforest is and where they can be found -To know the four different layers of a rainforest -To know features of a rainforest -To understand the characteristics of the Congo -To understand the impact of deforestation -Identify the position and significance of the Equator and the Tropics of Cancer and Capricorn <u>Disciplinary</u> -Use atlases to locate the world's rainforests -To use geography in the news – online reports and websites -To recognise patterns on maps and begin to explain what they show -To make comparisons with their own lives and their own situation <u>Enquiry question</u> What is the significance of the world's rainforests?		<u>Rivers</u> Link to Egypt Nile <u>Substantive</u> -Describe the water cycle, explain what a river is and locate the river Nile on a map. -Describe how the Nile plays a critical role in Africa. -Identify the stages and features of a river, and the way that land use changes from the source to the mouth (tributary and source). -Recognise how human activity affects rivers and how humans utilise the Nile for farming, tourism, transport and trade. -Recognise and explain how flooding affects communities. <u>Disciplinary</u> -Use maps, atlases, globes and digital/computer mapping to locate rivers. -Ask more searching questions including, 'how?' and 'why?' as well as, 'where?' and 'what?' when investigating rivers. -Show increasing empathy and describe how the Nile impacts communities who rely on it. -Use geographical language relating to the physical and human processes detailed in the PoS e.g., tributary and source when learning about rivers. <u>Enquiry Question</u> What is the river Nile and how does it impact local people and communities?	
Computing	Y3 Branching Databases		Y3 Sequencing Sounds		Y3 Events and Actions within programs	
	Y4 Data Logging		Y4 Photo Editing		Y4 Repetition within Games	
RE	<u>Christianity (God)</u> How and why have some people served God? Prophets/Inspirational people	<u>Islam</u> Why is the Prophet Muhammad an example for Muslims? Zakat	<u>Christianity (Jesus)</u> What does it mean to be a disciple of Jesus? Following the example of Jesus	<u>Christianity (Church)</u> What do Christians mean by the "Holy Spirit?" The Holy Spirit Pentecost	<u>Sikhism</u> Why are the Gurus important to Sikhs? Guru Nanak The 10 Gurus Baisakhi	<u>Hindu Dharma</u> Why is family an important part of Hindu life? Religious duty The Ramayana Raksha Bandham
Art	Main Focus: Painting Artist: Paddy Campbell Project Outcome: To create a painting of a landscape inspired by local artist, Paddy Campbell.		Main Focus: 3D and Painting Artist: Chie Hitotsuvama Project Outcome: To use papier mache to create a rainforest animal mask.		Main Focus: 3D: Clay Artefacts: Ancient Egyptian canopic jars from the British Museum Project Outcome: To create an Ancient Egyptian canopic jar.	
PE	Fundamentals Y3/4 Handball Dance Fitness		Ball Skills Y3/4 Gymnastics Hockey Dodgeball		Cricket Netball Athletics OAA	
DT	<u>Mechanical Systems</u> Pneumatic toys Making a slingshot car		<u>Structures</u> Constructing a castle Pavilions		<u>Electrical systems</u> Torches	
PSHE	Me and My Relationships (incl 'Online Relationships from NOS).	Valuing Difference (incl 'Online Bullying' from NOS)	Keeping Safe (incl 'Online Reputation' from NOS)	Rights and Respect	Being My Best	Growing and Changing
Music	Composing and Improvising	Use of Voice and Performing	Ukulele	Ukulele	Use of Voice and Performing	Composing and Improvising

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	<u>Genre</u> Class 6 - Rock Class 7 – Pop Class 8 - Jazz	<u>Genre</u> Class 6 - Christmas Class 7 - Christmas Class 8 - Christmas			<u>Genre</u> Class 6 – Jazz Class 7 - Disco Class 8 – Pop – Musical theatre	<u>Genre</u> Class 6 - Classical Class 7 - Musical Class 8 – Soul
MFL	Getting to know me	All around town	Portraits	The Three Little Pigs	Visit a French town	French verbs