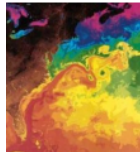




Radcliffe Primary School Curriculum Overview – LKS2 cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Y3: The Iron Man (Ted Hughes)	Y3: Fox (Margaret Wild)	Y3: The Rhythm of the Rain (Grahame Baker-Smith)	Y3: Wisp (Zana Fraillon) Y3: It Fell from the Sky (Eric & Terry Fan)	Y3: Marcy and the Riddle of the Sphinx (Joe Todd-Stanton)	Y3: Into the Forest (Anthony Browne) Y3: The Secret Elephant (Ellan Rankin)
	Y4: The Whale (Ethan & Vita Murrow)	Y4: Leaf (Sandra Dieckmann)	Y4: Arthur and the Golden Rope (Joe Todd-Stanton)	Y4: The Lost Happy Endings (Carol Ann Duffy)	Y4: The Journey (Francesca Sanna)	Y4: Manfish (Jennifer Berne)
British Values	- Tolerance of others-Den building group working		democracy	The rule of lawmutual respect	Individual Liberty Human rights	
Science	Rocks Year 3 - Compare and group rocks based on their appearance and physical properties, giving reasons - Know how soil is made and how fossils are formed - Know about and explain the difference between sedimentary, metamorphic and igneous rock	Animals including Humans Year 3 - Know about the importance of a nutritious, balanced diet - Know how nutrients, water and oxygen are transported within animals and humans - Know about the skeletal and muscular system of a human	Sound - Know how sound is made associating some of them with vibrating - Know how sound travels from a source to our ears - Know the correlation between pitch and the object producing a sound - Know the correlation between the volume of a sound and the strength of the vibrations that produced it - Know what happens to a sound as it travels away from its source	Electricity - Identify and name appliances that require electricity to function - Construct a series circuit - Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) - Predict and test whether a lamp will light within a circuit - Know the function of a switch in a circuit - Know the difference between a conductor and an insulator; giving examples of each	Forces and Magnets -Know about and describe how objects move on different surfaces -Know how a simple pulley works and use to on to lift an object -Know how some forces require contact and some do not, giving examples -Know about and explain how magnets attract and repel -Predict whether magnets will attract or repel and give a reason	Plants - Know how water is transported within plants - Know the plant life cycle, especially the importance of flowers - Know the function of different parts of flowing plants and trees
History	- Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers'		- Know how Britain changed from the iron age to the end of the Roman occupation - Know how the Roman occupation of Britain helped to advance British society - Know how there was resistance to the Roman occupation and know about Boudicca - Know about at least one famous Roman emperor			
Geography		Why do people live near volcanoes? Locational knowledge		Why are rainforests important to us? Locational knowledge		Where does our food come from? Locational knowledge

		- 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. Place knowledge - 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 Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: 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		- 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 - the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: 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 fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		- 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 Place knowledge - 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 Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: 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 fieldwork to observe, measure, record and
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		digital/computer mapping to locate countries and describe features studied - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art	Sketching and Pastels Observational sketches of fossils  https://www.dkfindout.com/uk/history/stone-age/cave-painting/ - Know how to use different grades of pencil to shade and to show different tones and textures - Know how to use sketches to produce a final piece of art - Children will be taught sketching and shading techniques for basic animal shapes which will be brought together to create cave pictures in stone age style		Printing - Know how to print onto different materials using at least four colours. Roman Print Borders https://www.shutterstock.com/search/Roman+pattern 		Paint wash and Mixed media -Volcano artwork -Know how to create a background using a wash -Know how to use digital images and combine with other media -Know how to use IT to create art which includes their own work and that of others 	Know how to use a range of brushes to create different effects in painting know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods 
DT	DME Sculpture – clay Stone Age necklaces - follow a step-by-step plan, choosing the right equipment and materials - select the most appropriate tools and techniques for a given task - work accurately to measure, make cuts and make holes explain how to improve a finished model - know why a model has or has not been successful	Food Technology - know how to be both hygienic and safe when using food - bring a creative element to the food product being designed		Construction What sort of light will work for you? Torches – Electrical Systems - Design and make an electrical toy - links scientific knowledge by using lights, switches or buzzers - use electrical systems to enhance the quality of the product - use IT, where appropriate, to add to the quality of the product • Know how to construct a simple series circuit, understanding conductors insulators, open	Technical Knowledge -Know how to strengthen a product by stiffening a given part or reinforce a part of the structure -Use a simple IT program within the design Design – Make - Evaluate	

				and closed switches to control a light bulb. • Know and use technical vocabulary related to the topic: Knowledge Vocabulary: series circuit, fault, connection, toggle switch, push to make switch, push to break switch, battery, battery holder, bulb, bulb holder,		
RE	Bury agreed syllabus for RE					
	Christianity What do Christians learn from the Creation story? Making sense of beliefs -I can place the concepts of God and Creation on a timeline of the Bible's 'big story' -I can make clear links between Genesis 1 and what Christians believe about God and Creation -I can recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understanding the impact I can describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) I can describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	Christianity What is the Trinity and why is it important to Christians. Make sense of belief: I can recognise what a 'Gospel' is and give an example of the kinds of stories it contains. I can offer suggestions about what texts about baptism and trinity mean. I can give examples of what these texts mean to some Christians today. Understand the impact: I can describe how Christians show their beliefs about God and the Trinity in worship in different ways (baptism, prayer) and in the way we live. Make connections:	Christianity Why do Christians call the day Jesus died 'Good Friday'. Make sense of belief: I can recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. I can offer informed suggestions about what the events of Holy Week mean to Christians. I can give examples of what Christians say about the importance of the events of Holy Week. Understand the impact: I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. I can describe how Christians show their beliefs about Jesus in worship in different ways. Make connections: I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Christianity For Christians what is the impact of Pentecost. Make sense of belief: I can make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean. I can give examples of what Pentecost means to some Christians now. Understand the impact: I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. I can describe how Christians show their beliefs about the Holy Spirit in worship. Make connections: I can make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	Hinduism What do Hindus believe God is like? Make sense of belief: I can identify some Hindu deities and say how they help Hindus describe God. I can make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. I can offer informed suggestions about what Hindu murtis express about God. Understand the impact: I can make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali). I can identify some different ways in which Hindus worship. Make connections: I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. I can make links between the Hindu idea of everyone having a 'spark' of God	Hinduism What does it mean to be a Hindu in Britain today? Make sense of belief: I can identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. I can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). Understand the impact: I can describe how Hindus show their faith within their families in Britain today (e.g. home puja). I can describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). I can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India). Make connections: I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for

		I can make connections between some bible stories studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe about God.			in them and ideas about the value of people in the world today, giving good reasons for their ideas.	individuals and society, giving good reasons for their ideas.
PSHCE	Jigsaw					
	Being Me In My World Year 3	Celebrating Differences Year 3	Dreams And Goals Year 3	Healthy Me Year 3	Relationships Year 3	Changing Me Year 3
Computing	Y3 Coding (Computer science) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Y3 Touch Typing (Information technology) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Y3 Branching Databases	Y3 Email (Digital Literacy) Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Y4 Coding (Computer science) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Y3 Stimulations (Information technology) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Graphing (Information technology) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish	Y3 Presenting (Digital literacy) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

		(Information technology) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			given goals, including collecting, analysing, evaluating and presenting data and information.	
PE	Fitness	Invasion Games (Netball/Football)	Gymnastics	Net/wall (Tennis)	Athletics	Dance/OAA
Music	Sing Up					
	I've Been to Harlem (6 lessons) • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up.	Chilled Out Clap Rap (6 lessons) • Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. • Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. • Rap accurately and rhythmically with dynamic contrasts. • Perform crotchet and	Latin Dance – Classroom Percussion (6 lessons) • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	March (from the Nutcracker) (3 lessons) • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner From A Railway Carriage (3 lessons) • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect.	Just Three Notes (3 lessons) • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. Samba with Sergio (3 lessons) • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. •	Fly with the Stars – Classroom Percussion (6 lessons) • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.

		quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes		Listen and compare how different composers have approached creating word-based compositions.	Perform vocal percussion as part of a group. - Move in time with the beat of the music. - Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival)	
MfL	French		French		French	
	Speaking and Listening -Listen and show understanding of single words through physical or spoken response. Reading and Writing -Read and show understanding of familiar single words and phrases. Grammar -Name, identify and use parts of speech. Pronunciation and Spelling -Spell certain words. -Use a bilingual dictionary		Speaking and Listening -Recognise a familiar question and respond with a simple rehearsed response. -Asking a question. Reading and Writing -Understand the role of punctuation. -Using the knowledge of the sound of some letter strings, read aloud individual familiar words (GD) Grammar -Identify cognates/shared words. Pronunciation and Spelling -Phonics and pronunciation. -Use a bilingual dictionary		Speaking and Listening -Speak in sentences Reading and Writing -Write and say simple familiar words to describe people, places, things and actions using a model. -Apply knowledge to read aloud unfamiliar words (GD) Grammar -Translation Pronunciation and Spelling -Write some words or phrases accurately from memory (GD) -Use a bilingual dictionary.	
Curriculum links with Maths	Science: Rocks To interpret and present data using bar charts, pictograms and tables. When comparing and grouping different types of rocks. History: The Stone Age, Bronze Age and Iron Age. Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. (Supported when reaching thousands). Science: Animals including humans. When recording exercise, compare durations of events [for example to calculate the time taken by particular events or tasks]. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning,		History: The Romans read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value using these for decoration in Roman art work. Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. Looking at money and currency and the changes over periods of time. Art : Printing compare and classify geometric shapes	Science: Electricity Perspective and scale factor Measurement and converting units when using the circuits. Investigating patterns and using symbols	Geography - Earthquakes and Volcanoes -To measure, compare, add and subtract: volume/capacity (l/ml) when completing flooding fieldwork. -Working out how long ago or far apart events are/ were. -Place value knowledge for sequencing e.g. natural disasters. (Supported when reaching thousands) -Place value knowledge when measuring Earthquakes using the Richter Scale. -Tell and write the time from an analogue clock (when measuring temperature and weather at the same time each day).	

	afternoon, noon and midnight when talking about our diets. When analysing nutritional labels: solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. D.I. When designing and making clay necklaces: draw 2 -D shapes and make 3 -D shapes using modelling materials; recognise 3 -D shapes in different orientations and describe them.			
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