Radcliffe Primary School Curriculum Overview – LKS2 cycle B

	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: **Pip and Egg** (Alex Latimer) 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	Mutual respect	Mutual respect	The rule of law	Individual liberty – Human rights	Democracy – work with a local MP	Democracy
Working Scientifically	I can relevant questions and using different types of scientific enquiries to answer them I can up simple practical enquiries, comparative and fair tests I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers I can gather, record and present data in a variety of ways to help in answering questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support their findings					
Science	<u>Changes of state</u> -Group materials based on their state of matter (solid, liquid, gas) -Know about and explore how some materials can change state -Know the temperature at which materials change state -Know the part played by evaporation and condensation in the water cycle	<u>All living things and their habitats</u> -Know that living things can be grouped in lots of different ways -Know that a classification key can help us to group living things -Know that living things have 7 things in common and MRS NERG can help me remember them. -Know that a habitat is the natural home or shelter of a living thing -Understand that environments and habitats can change because of the seasons	<u>Revisit units</u> To understand the mummification process. To understand the gift of the Nile.	<u>Animals</u> (including humans) -What happens to the food we eat? -Use classification keys to group, identify and name living things -Identify and name the parts of the human digestive system -Know the functions of the organs in the human digestive system -Identify and know the different types of teeth that humans have -Know the functions of different human teeth -Use and construct food chains to identify	<u>Light</u> -Know that dark is the absence of light -Know that light is needed in order to see and is reflected from a surface -Know and demonstrate how a shadow is formed and explain how a shadow changes shape -Know about the danger of direct sunlight and describe how to keep protected.	

		-Name some environmental changes such as fire, flooding and pollution are know that these are unexpected and can cause dangers for living things		producers, predators and prey		
History	Transition unit -Know about a famous person from outside the UK and explain why they are famous Edmond Hillary	A local history study: Radcliffe Tower -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality -Who the de Radcliffe family were and why they were important. -What life was like in Radcliffe during the Middle Ages. -Why wealthy families built fortified manor houses. -How archaeologists have discovered evidence of the tower's past. -How Radcliffe has changed between 1403 and today.	-Know about, and name, some of the advanced societies that were in the world around 3000 years ago -Know about the key features of Ancient Egypt - Know that Cleopatra was the last pharaoh of Egypt. Know that Tutankhamen, who ruled for 10 years, was known as the boy king, famous because his tomb was found in Know that Egyptian men and women wore make up. Know that the Egyptians were the first civilisation to invent writing, using hieroglyphics (pictured instead of letters.) Know that Pharaohs were buried in pyramids. Know that the Ancient Egyptian period was from 3100BC – 30BC		-know how Radcliffe has changed over time - know the history of mills in Radcliffe and why they were located where they were	- Know some of the main characteristics of the Athenians and the Spartans - Know about the influence the gods had on Ancient Greece - Know at least five sports from the Ancient Greek Olympics.
Geography	**Who lives in Antarctica?** **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 - identify the position and significance of latitude, longitude, Equator,	.	**Are all settlements the same?** **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 - name and locate counties and cities of the United Kingdom,		**What are rivers and how are they used?** **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 - name and locate counties and cities of the	

	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 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 - use fieldwork to observe, measure, record and present the human and		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 **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: 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 - use fieldwork to observe, measure, record and present the human and		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 **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 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	

	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		of the United Kingdom and the wider world - 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.	
Art	<u>Sketching, drawing and painting</u> - Know how to use line, tone, shape and colour to represent figures and forms in movement experiment with the styles used by other artists. -Know how to use marks and lines to show texture in my art -use sketchbooks to experiment with different texture explain some of the features of art from historical periods. know how different artists developed their specific techniques -David Hockney- Landscapes 		<u>Sketching, drawing, painting and sculpture</u> - Use sketchbooks to help create facial expressions - know how to show facial expressions and body language in sketches and paintings - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, pen and paint) -To learn about great artists, architects and designers in history in the context of David Hockney, Man Ray and Ferdinand Leger.		<u>Photography and mixed media</u> -Use photographs to help create reflections -Know how to integrate digital images into artwork. - Know how to show reflections -Use sketchbooks to record examples of land art - To learn about great artists, architects and designers in history in the context of Andrew Goldsworthy	
DT		<u>Structures</u> <u>Build a bridge</u> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose -generate, develop, model and communicate their ideas through discussion		<u>Food technology</u> - describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • know why a model has or has not been successful • can talk about which food is healthy and which food is not		<u>Textiles</u> <u>Create a pair of Greek Sandals</u> -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

		and annotated sketches computer-aided design -select from and use a wider range of tools and equipment to perform practical tasks -select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities - investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -apply their understanding of how to strengthen, stiffen and reinforce more complex structures		• know when food is ready for harvesting		-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities - investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -apply their understanding of how to strengthen, stiffen and reinforce more complex structures
RE	How and why do people mark significant events in life? **Make sense of belief:** I can Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.	What is it for someone to follow God? **Making sense of beliefs** I can make clear links between the story of Noah and the idea of covenant **Understanding the impact** I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony **Make connections** I can make links between the story of Noah and how we live in school and the wider world.	How to festivals and worship show what matters to Muslims? **Making sense of beliefs** I can identify some beliefs about God in Islam, expressed in Surah 1 I can make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) **Understanding the impact** I can give examples of ibadah (worship) in Islam (e.g. prayer, fasting,	How do Festivals and family life show matters to Jewish people? **Making sense of beliefs** I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people I can offer informed suggestions about the	What kind of world did Jesus want? **Making sense of beliefs** I can identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today **Understanding the impact**	How and why do people try and make the world a better place? Christianity, Jews, Muslims and non-religious. **Making sense of beliefs** I can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) I can make links between religious beliefs and teachings and why people try to live and make the world a better place **Understanding the impact**

	Understand the impact: I can describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. I can make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). I can identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). **Make connections:** I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies. I can give good reasons why they think ceremonies of commitment are or are not valuable today.		celebrating) and describe what they involve I can make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) **Make connections** I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	meaning of the Exodus story for Jews today **Understanding the impact** I can make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities **Make connections** I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future I can make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	I can describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean I can make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) I identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) **Make connections** I can raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies I can give good reasons why they think ceremonies of commitment are or are not valuable today.	I can make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) I can describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action **Make connections** I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better I can make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas I can express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
PSHCE	**Jigsaw**					
	Being Me In My World **Year 4** I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play and how I fit	**Celebrating Differences** **Year 4** I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look	**Dreams And Goals** **Year 4** I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me	**Healthy Me** **Year 4** I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most I can recognise the changing dynamics between people in different groups, see who	**Relationships** **Year 4** I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant I can identify someone I love and can express why they are special to me	**Changing Me** **Year 4** I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts

	I understand how democracy works through the school council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am unique I can tell you a time when my first impression of someone changed when I got to know them	to counteract disappointment I know how to make a new plan and set new goals even if I have been disappointed I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can identify the contributions made by myself and others to the group's achievement	takes on which role, e.g. leader, follower, and understand the roles I take on in different situations I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I want I know myself well enough to have a clear picture of what I believe is right and wrong	I understand how people feel when they love a special pet I can explain different points of view on an animal rights issue I know how to show love and appreciation to the people and animals who are special to me	of male and female bodies that are necessary for making a baby I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can identify what I am looking forward to when I am in Year 5
Computing	**Y3 Spreadsheets** (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.	**Y4 Writing for Different Audiences** (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.	**Y4 Logo** (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.	**Y4 Animation** (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. **Y4 Effective Searching** (Information technology) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	**Y4 Hardware Investigators** (Computer science) 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. **Y4 Making Music** (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,	**Y4 Spreadsheets** (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.

					evaluating and presenting data and information.	
PE	Invasion games Netball I can throw accurately with one hand. I can use a range of passes. I can understand a tactic and use it in a game. I can adapt a skill depending on what is happening in the situation. I can attempt to use space to cause problems for the opposition. I can identify one positive aspect and one aspect that could be improved in a game.	Invasion games Football I can kick a ball with accuracy. I can use a range of passes. I can understand a tactic and use it in a game. I can adapt a skill depending on what is happening in the situation. I can attempt to use space to cause problems for the opposition. I can identify one positive aspect and one aspect that could be improved in a game.	Gymnastics I can perform a movement in a controlled way. I can include change of speed and direction in a sequence. I can work with a partner to create and repeat a sequence. I can work with a partner to improve a sequence. I can provide support and advice to others. I can listen to the ideas of others.	Net/wall (Tennis) I can throw accurately with one hand. I can catch with one hand. I can hit a ball accurately at a target. I can understand a tactic and use it in a game. I can adapt a skill depending on what is happening in the situation. I can attempt to use space to cause problems for the opposition. I can identify one positive aspect and one aspect that could be improved in a game.	Athletics I can sprint over a short distance I can maintain a running speed over a longer distance I can perform a long jump and vertical jump with the correct technique. I can attempt to throw in different ways and hit a target, when needed I can compete against an opponent I can attempt a relay changeover. I can Identify one aspect of a team or person's performance that could be improved.	Dance/OAA I can improvise freely to different genres of music. I can comment on why I moved in a certain way in response to a stimulus/starting point. I can perform at least 2 dance phrases from memory. I can use dance to communicate an idea. I can follow a more complex map in several familiar contexts I can follow a route within a time limit I can identify whether an error has been made when following a route. I can Identify a solution to be able to recognise an unfamiliar symbol. I can recognise a possible danger on a route
MUSIC	Mamma Mia!	Glockenspiel	Stop!	Lean on me	Blackbird	Reflect, Rewind and replay
	Across each music unit, we will build upon the core knowledge for music. **Performing –** I can play clear notes on instruments and use different elements in composition I can sing songs from memory with accurate pitch **Compose** – I can combine different sounds to create a specific mood or feeling I can use notation to record compositions in a small group or individually **Listen** – I can listen with attention and recall sounds with increasing aural memory I can explain why silence is often needed in music and explain what effect it has **Use and Understand** – I can create repeated patterns with different instruments I can improve work explaining how it has been improvised I can use notation to record and interpret sequences **Appreciate** – I can use musical words to describe a piece of music from compositions I can use words to describe what I like and do not like about a piece of music I can use notation to record and interpret sequences of pitches **History of Music –** I can recognise the work of at least one famous composer I can begin to identify the work of Beethoven, Mozart and Elgar					

Curriculum links with Maths	Art: Photography Using lines of symmetry when taking photographs and spotting symmetry when looking at other artist's work. Knowing how to create a reflection of an object when taking photographs Geography: Mountains Scale and converting heights of mountains using scales to determine distance on maps. Measuring accurately and converting units. Map reading, grid references and coordinates, knowing axis names and position (horizontal/vertical)	Geography: Rivers estimate, compare and calculate different measures when taking water samples in pond dipping. solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days when carrying out and recording our findings. Art: Sculpture Perspective and scale factor when sketching, creating a sculpture. Tessellation and translation to create pattern. Using ratio to mix paints to create colours	Design and Technology: textiles Convert between different units of measure and use ratio effectively when doing accurate designs for our fabric bags measure and calculate the perimeter of a rectilinear figure in centimetres and metres when meeting the design brief History: The Ancient Egyptians Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. Reconstruction of pyramids Shape: compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Science When experimenting with magnets and testing pulleys - Recognise angles as a property of shape or a description of a turn. -Identify right angles, -Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. -Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	Geography -use a compass accurately -calculate distances when planning journeys	History: The Ancient Greeks. Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. (Supported when reaching thousands). Comparing the Ancient Greek calendar to today. Recording events in a mock Olympic Games: 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, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].