



Stoke St Michael and Croscombe Primary Federation  
**Lower Key Stage Two National Curriculum Overview**

<b>Year A Summer Term</b>		<b>Theme Hook: Egyptians</b>	
<b>English</b>		<b>Mathematics</b>	
<p><b>Autumn Term Talk for Writing:</b>            Portal Story – Time Slip Scarab (description)            Recount – UFO discovery (newspaper style)            Wishing Tale – Jack &amp; the Beanstalk (character)            Explanation Text – How to train your naughty Jack            Russell Or How are houses built? Or Why sphinxes are extinct.</p> <p><b>Talk For Writing</b>            Writing is taught using the T4W texts which are rich in vocabulary and provide a structure for story writing with a focus on a particular genre. Freestyle independent writing opportunities are also included each term.</p> <p><b>Spelling, Punctuation and Grammar</b>            SPaG elements of the curriculum are taught within English lessons as outlined in the National Curriculum for each year group.</p> <p><b>Reading</b>            Word recognition and comprehension skills are developed throughout school using our <b>Read, Write Inc</b> programme as well as weekly shared/guided reading discussions.</p> <p><b>Class readers</b>            There's a Pharaoh in my Bath – Jeremy Strong</p> <p><b>Author Focus</b>            Dick King-Smith</p>		<p><b>Year 3 – Summer Term Power Maths</b>            Unit 10 – Fractions (2)            Unit 11 – Time            Unit 12 – Angles and Properties of Shapes            Unit 13 – Mass            Unit 14 – Capacity</p> <p><b>Year 3 – Summer Term Additional Skills (KIRF's)</b>            I can tell the time            I know the <math>\times</math> and <math>\div</math> facts for the <math>\times 8</math> table</p> <p><b>Year 4 – Summer Term Power Maths</b>            Unit 11 – Decimals (1)            Unit 12 – Money            Unit 13 – Time            Unit 14 – Statistics            Unit 15 – Geometry – Angles and 2D Shapes            Unit 16 – Geometry – Position and Direction</p> <p><b>Year 4 – Summer Term Additional Skills (KIRF's)</b>            I know the <math>\times</math> and <math>\div</math> facts for the <math>\times 7</math> table            I can <math>\times</math> and <math>\div</math> single-digit numbers by 10 and 100</p>	
<b>Science</b>			
<p><b>Animals, including humans (Year 3)</b></p> <ul style="list-style-type: none"> <li>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><i>In relation to this topic further elements will be explored e.g.</i></p> <ul style="list-style-type: none"> <li>heart rate experiment/growth charts (maths link)</li> <li>sleep diaries, mental health and well-being activities in preparation for transition (PSHRE Link)</li> <li>food charts (link to strong muscles and skeleton development)</li> </ul>			
<b>Geography</b>			
<p><b>Where is Egypt? What was the landscape like? What human and physiological features influenced the lives of Ancient Egyptians? How did they change the landscape?</b></p> <p>Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><b>Locational Knowledge</b>            Pupils will:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>			



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- identify 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 Knowledge

Pupils will:

- describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts, rivers, mountains 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.

## History

**How does Ancient Egypt differ from today? What elements of the culture are felt in today's world?**

### Skills

Pupils will:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- should note connections, contrasts and trends over time and develop the appropriate use of historical terms. should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- should understand how our knowledge of the past is constructed from a range of sources.

### Content

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

## Art and Design

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, **pencil**, charcoal, **paint**, **clay**]
- about great artists, **architects and designers** in history.

### Focus could be on:

Structure of pyramids  
 Clay (colours) - Scarab beetles/jewellery /tablets  
 Paper mache - Canopic jars/tomb/death Mask  
 Perspective sketches – pyramids sketch  
 Salt dough –cartouche

## D.T.

**(Design and Technology)**

**Children will think about activities that encourage a healthy body! They will design and make a kite to use outside and promote movement and exercise.**

**Structures** - Let's go Fly a Kite  
 Design and Make a kite developing my own design criteria

**Technical knowledge**  
 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

**Design**  
 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose

Generate ideas through discussion, annotated sketches and diagrams

**Make**  
 Select from and use a wider range of tools and equipment to perform practical tasks



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	<p>Select from and use a wider range of materials and components according to their properties</p> <p><b>Evaluate</b></p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve theirs.</p>
<p style="text-align: center;"><b>P.S.R.H.E.</b>          (Personal, Social, Relationship &amp; Health Education)</p> <p><b>Summer Term 5 - Year 3 – Jigsaw – Relationships</b></p> <ul style="list-style-type: none"> <li>-Identify roles and responsibilities of each member of my family; how my responsibility makes me feel</li> <li>-Know how to negotiate in conflict; put into practise friendship skills e.g. Taking turns, good listening</li> <li>-Know and use some strategies for keeping myself safe online; know who to ask for help if concerned</li> <li>-Be a global citizen; understand how my needs/rights are shared by children globally; empathise</li> <li>-Know what makes a good relationship and how to express my appreciation to friends and family</li> </ul> <p><b>Summer Term 5 - Year 4 – Jigsaw – Relationships</b></p> <ul style="list-style-type: none"> <li>-Recognise situations which can cause jealousy in relationships; feelings associated with jealousy</li> <li>-Identify someone I love; know how most people feel when they lose something or someone they love</li> <li>-Recognise friendships change; know how to make new friends; how to negotiate/ compromise</li> <li>-Understand what having a girlfriend/boyfriend might mean; a special relationship for when older</li> <li>-Know how to show love/appreciation to people and animals who are special to me; love and be loved</li> </ul> <p><b>Summer Term 6 – Year 3– Jigsaw – Changing Me</b></p> <ul style="list-style-type: none"> <li>-Understand that in animals and humans’ lots of changes happen between conception and growing up</li> <li>-Understand how babies grow and develop in the mother’s uterus; express feeling if a new baby came</li> <li>-Understand that girls’ bodies/boys’ bodies need to change so that when grown up - can make babies</li> <li>-Start to recognise stereotypical ideas I might have about parenting; how do I feel when challenged?</li> <li>-Look ahead and identify changes and what I am looking forward to when I move to my next class</li> </ul> <p><b>Summer Term 6 – Year 4 – Jigsaw – Changing Me</b></p> <ul style="list-style-type: none"> <li>-Understand my characteristics come from birth parents; I am made from joining of their egg/sperm</li> <li>-Correctly label internal/external parts male/female bodies; know it’s an adult choice to have a baby</li> <li>-Describe how a girl’s body changes in order for her to be able to have babies; menstruation is natural</li> <li>-Identify and express fears/ concerns about changes outside of my control; manage feelings positively</li> <li>-Identify/reflect on changes I would like to make/what I am looking forward to when I go to Year 5</li> </ul>	
<p style="text-align: center;"><b>Music</b></p> <p><b>Summer Term 1</b>  <b>Year 3 Unit Theme: China</b>  <b>Musical Focus: Pitch</b></p> <p>The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year</p> <p><b>Summer Term 2</b>  <b>Year 3 Unit Theme: Human Body</b>  <b>Musical Focus: Structure</b></p> <p>Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p>	<p style="text-align: center;"><b>R.E.</b>          (Religious Education)</p> <p><b>Summer Term 1</b>          Year 3          Unit 2: What do Moslem people believe about Islam and Iman?</p> <p><b>Summer Term 2</b>          Year 4          Unit 6: What do Christians believe about Agape?</p>
<p style="text-align: center;"><b>P.E.</b>          (Physical Education)</p> <p><b>Athletics</b></p> <p>In athletics, children will begin to perform and practice for potential sports day events. They will practice and learn about both track and field events as well as traditional sports day activities</p>	<p style="text-align: center;"><b>A&amp;MFL</b>          (Ancient and Modern Foreign Languages)</p> <p><b>FRENCH</b></p> <p><b>Year 4 Unit 5 - Whats’ the time</b></p> <p>In this 'What's the Time?' unit, children will learn how to tell the time: o’clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about</p>



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<p><b>Cricket</b> In Cricket lessons, children will learn to keep score, run between wickets, make informed decisions whether to 'run' or 'stay'. They will practice fielding and batting skills.</p>	<p>these. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between two times</p> <p><b>Year 4 Unit 6 - Holidays and hobbies</b> In this 'Holidays and Hobbies' unit children will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes</p>		
<p style="text-align: center;"><b>Computing</b></p> <p><b>Year 3 – Programming, Turtle Logo and Scratch</b></p> <p>This Programming Turtle Logo and Scratch unit will teach the children how to create and debug algorithms. The children will use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the "repeat" command. These skills are then developed by teaching the children to create algorithms in Scratch using a selection of blocks.</p>	<p style="text-align: center;"><b>Cultural Capital</b></p> <p>Tutankhamun Exhibition – Dorset Museum of Somerset</p> <p>The children's learning will be enriched by a visit to one of the places above.</p>		
<p><b>Gem Learning Power</b></p> <p><b>Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners...</b> Whilst focusing and challenging the children on one particular Gem Power, the other Powers: <b>Diamond, Ruby, Sapphire, Emerald, Amethyst</b> and <b>Topaz</b> are revisited as and when appropriate learning opportunities arise.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Summer Term 5 Focus: Emerald Power:</b> <b>I can be courageous, brave and show bouncability</b></p> <ul style="list-style-type: none"> <li>-I am happy to be brave and have a go with my learning</li> <li>-I know that I learn from making mistakes</li> <li>-I can bounce back from mistakes</li> <li>-I am comfortable when I make a mistake as I know that these help us to learn</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Summer Term 6 Focus: Topaz Power</b> <b>I can actively learn with others in a group</b></p> <ul style="list-style-type: none"> <li>-I can take turns learning in a group of 3 or more</li> <li>-I can share ideas during class talk time</li> <li>-I can listen well and ask questions in my group</li> <li>-I can help someone in my group by giving them an idea during learning time</li> </ul> </td> </tr> </table>		<p><b>Summer Term 5 Focus: Emerald Power:</b> <b>I can be courageous, brave and show bouncability</b></p> <ul style="list-style-type: none"> <li>-I am happy to be brave and have a go with my learning</li> <li>-I know that I learn from making mistakes</li> <li>-I can bounce back from mistakes</li> <li>-I am comfortable when I make a mistake as I know that these help us to learn</li> </ul>	<p><b>Summer Term 6 Focus: Topaz Power</b> <b>I can actively learn with others in a group</b></p> <ul style="list-style-type: none"> <li>-I can take turns learning in a group of 3 or more</li> <li>-I can share ideas during class talk time</li> <li>-I can listen well and ask questions in my group</li> <li>-I can help someone in my group by giving them an idea during learning time</li> </ul>
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