



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

Year B Summer Term Theme Hook: **Healthy Body/Ancient Greece**

English

Autumn Term Talk for Writing:

- Journey Story – Papaya that spoke or Jason & the Golden Fleece (opening/ending)
- Persuasive text – Buy a talking papaya or Little Red Riding Hood (Advert or newspaper style)
- Warning story – Icarus (description)
- Explanation text – The teacher pleaser machine

Talk For Writing

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.

Spelling, Punctuation and Grammar

SPaG elements of the curriculum are taught within English lessons as outlined in the National Curriculum for each year group.

Reading

Word recognition and comprehension skills are developed throughout school using our **Read, Write Inc** programme as well as weekly shared/guided reading discussions.

Class Readers

Kays Anatomy – Adam Kay

Author Focus

Mathematics

Year 3 – Summer Term Power Maths

- Unit 10 – Fractions (2)
- Unit 11 – Time
- Unit 12 – Angles and Properties of Shapes
- Unit 13 – Mass
- Unit 14 – Capacity

Year 3 – Summer Term Additional Skills (KIRF's)

- I can tell the time
- I know the x and ÷ facts for the x8 table

Year 4 – Summer Term Power Maths

- 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

Year 4 – Summer Term Additional Skills (KIRF's)

- I know the x and ÷ facts for the x7 table
- I can x and ÷ single-digit numbers by 10 and 100

Science

Term 1

Year 4 Animals, including humans

- I can describe the simple functions of the basic parts of the digestive system in humans
- I can identify the different types of teeth in humans and their simple functions
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Term 2

Animals, including humans (Year 3)

- I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat



Geography

Where is Greece? How does the mainland differ from the islands? What are the main coastal features? What are the key human and physiological features of Greece? How does Greece compare to Britain?

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.

Locational knowledge

Pupils will:

- 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.
- name and locate counties and cities of the 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.
- 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.

Human and physical geography

Pupils will:

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

History

Children will learn about the key elements of the nature of civilisation and trade in history. Through the study of Ancient Greek people they will learn how our lives today have been influenced by the past.

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.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

Content

Ancient Greece

- a study of Greek life and achievements and their influence on the western world



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<p style="text-align: center;">Art and Design</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> 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, collage, charcoal, paint, & clay] about great artists, architects and designers in history. <p>Greek urns clay pinch pots/coil pots collage / mixed media Greek Temple design</p> <p>Artists William Morris Clarice Cliff</p>	<p style="text-align: center;">D.T. <i>(Design and Technology)</i></p> <p>Linking with their science topic of healthy eating children will design and plant a number of element of an edible garden.</p> <p>Cooking and Nutrition - Edible Garden Design and Make a healthy tasty meal using our harvested tomatoes.</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
<p style="text-align: center;">P.S.R.H.E. <i>(Personal, Social, Relationship & Health Education)</i></p> <p>Summer Term 5 - Year 3 – Jigsaw – Relationships</p> <ul style="list-style-type: none"> -Identify roles and responsibilities of each member of my family; how my responsibility makes me feel -Know how to negotiate in conflict; put into practise friendship skills e.g. Taking turns, good listening -Know and use some strategies for keeping myself safe online; know who to ask for help if concerned -Be a global citizen; understand how my needs/rights are shared by children globally; empathise -Know what makes a good relationship and how to express my appreciation to friends and family <p>Summer Term 5 - Year 4 – Jigsaw – Relationships</p> <ul style="list-style-type: none"> -Recognise situations which can cause jealousy in relationships; feelings associated with jealousy -Identify someone I love; know how most people feel when they lose something or someone they love -Recognise friendships change; know how to make new friends; how to negotiate/ compromise -Understand what having a girlfriend/boyfriend might mean; a special relationship for when older -Know how to show love/appreciation to people and animals who are special to me; love and be loved <p>Summer Term 6 – Year 3– Jigsaw – Changing Me</p> <ul style="list-style-type: none"> -Understand that in animals and humans’ lots of changes happen between conception and growing up -Understand how babies grow and develop in the mother’s uterus; express feeling if a new baby came -Understand that girls’ bodies/boys’ bodies need to change so that when grown up - can make babies -Start to recognise stereotypical ideas I might have about parenting; how do I feel when challenged? -Look ahead and identify changes and what I am looking forward to when I move to my next class <p>Summer Term 6 – Year 4 – Jigsaw – Changing Me</p> <ul style="list-style-type: none"> -Understand my characteristics come from birth parents; I am made from joining of their egg/sperm -Correctly label internal/external parts male/female bodies; know it’s an adult choice to have a baby -Describe how a girl’s body changes in order for her to be able to have babies; menstruation is natural -Identify and express fears/ concerns about changes outside of my control; manage feelings positively -Identify/reflect on changes I would like to make/what I am looking forward to when I go to Year 5 	



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<p style="text-align: center;">Music</p> <p>Summer Term 1 Year 3 Unit Theme: Ancient Worlds Musical Focus: Structure Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati.</p> <p>Summer Term 2 Year 3 Unit Theme: Food and Drink Musical Focus: Performing A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time</p>	<p style="text-align: center;">R.E. (Religious Education)</p> <p>Summer Term 1 Year 3 Unit 2: What do Moslem people believe about Islam and Iman?</p> <p>Summer Term 2 Year 4 Unit 6: What do Christians believe about Agape?</p>		
<p style="text-align: center;">P.E. (Physical Education)</p> <p>Athletics 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>Cricket 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 style="text-align: center;">A&MFL (Ancient and Modern Foreign Languages)</p> <p>FRENCH Year 3 Unit 5 Our School This 'Our School' unit will teach your class key vocabulary and phrases around the theme of school. Your class will learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.</p> <p>Year 3 Unit 6 Time In this 'Time' unit, your class will learn to say the days of the week, months and dates and also count on from 11 to 31.</p>		
<p style="text-align: center;">Computing</p> <p>Year 4 – Questions and Quizzes</p> <p>This unit follows up the earlier units on programming Scratch. In this unit the children write quizzes by combining questions. While specific skills in Scratch are taught, the unit aims to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating.</p>	<p style="text-align: center;">Cultural Capital</p> <p>Visit from a Sports person Olympic day Ancient Greece Workshop at Bristol Museum and Art Gallery</p> <p>The Children's learning will be enriched by on of the activities above.</p>		
<p style="text-align: center;">Gem Learning Power</p> <p style="text-align: center;">Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners... Whilst focusing and challenging the children on one particular Gem Power, the other Powers: Diamond, Ruby, Sapphire, Emerald, Amethyst and Topaz 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>Summer Term 5 Focus: Emerald Power: I can be courageous, brave and show bouncability -I am happy to be brave and have a go with my learning -I know that I learn from making mistakes -I can bounce back from mistakes -I am comfortable when I make a mistake as I know that these help us to learn</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summer Term 6 Focus: Topaz Power I can actively learn with others in a group -I can take turns learning in a group of 3 or more -I can share ideas during class talk time -I can listen well and ask questions in my group -I can help someone in my group by giving them an idea during learning time</p> </td> </tr> </table>		<p>Summer Term 5 Focus: Emerald Power: I can be courageous, brave and show bouncability -I am happy to be brave and have a go with my learning -I know that I learn from making mistakes -I can bounce back from mistakes -I am comfortable when I make a mistake as I know that these help us to learn</p>	<p>Summer Term 6 Focus: Topaz Power I can actively learn with others in a group -I can take turns learning in a group of 3 or more -I can share ideas during class talk time -I can listen well and ask questions in my group -I can help someone in my group by giving them an idea during learning time</p>
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