SUBSTANTIATING THE WIDER CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE Lower Key Stage 2 AT BROADWAS CE PRIMARY SCHOOL

(The children will cover all of the statements from Year 3 and Year 4 over the 2 curriculum cycles)

Care of our Environment	Culture and Diversity	Creativity and Innovation	Economy and Power
HISTORY	**GEOGRAPHY**	**ART & DESIGN**	**D AND T**
• Describe events from the past using dates when things happened. • Understand the main periods in history in the order in which they happened. • Know about Stone Age Britain - Neolithic period to Iron Age – – its people, farming, culture, religion, technology, art & culture. • Explore the civilisation of Ancient Egypt. • DEvelop an understanding of how children's lives have changed over a period of time and how they have improved over time • Know how long-ago events happened. • Research to find answers to specific historical questions from different periods in history	• Use correct geographical words to describe a place or physical feature. • Locate the major Rainforests, settlements and rivers of the world. • Develop an understanding the importance of The Malverns Hills and the River Severn and their effect on the local physical and human geography. • Explain the difference between the British Isles, Great Britain and the United Kingdom. • Name some northern/southern hemisphere countries, including their capital cities. • Name & locate some European capital cities • Develop an understanding of the difference and similarities in physical and human geography between UK and the contrasting locality of India • Develop an understanding of the importance of Rainforests and their impact on the Earth's climate • UK settlements - Communication, roads, motorways, transport in Britain, major cities, landscape. • Use a globe, world map to locate key places. • Use simple ordnance survey symbols & grid references, local maps of the area.	• Use pencil to shade in different ways (dots, cross hatching, lines) • Choose colours that complement each other & to mix colours to create a new tint or tone. • Use a range of brushes to create different effect/ can show facial expression in art • Use a range of different materials to print with and onto • Sculpt clay and other mouldable materials. • Explain similarities & differences between different artists & how it makes me feel • Using IT to create art which uses my own work as well as that of others & use digital media	• Prove my design meets some set criteria. • Follow a step-by-step plan, choosing the right equipment and materials. • Research and design a product so that it looks attractive and fit for purpose. • Generate, develop, model and communicate their ideas through diagrams and prototypes. • Choose a textile for both its suitability and its appearance. • Select the most appropriate tools and techniques for a given task from a wide range. • Select from a wider range of components materials, textiles and ingredients based on their characteristics. • Evaluate their own products and plan how they can improve. . • Work accurately to measure, make cuts and make holes. • Say how food ingredients come together. • Understand how key events and people in design and technology have shaped the world. • Understand and use mechanical systems in their products.

SCIENCE **(Teach discretely but link where relevant)**	**CORE SKILLS** **Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.**		
	READING	**WRITING**	**MATHS**
	• Read a range of fiction, poetry, plays & non-fiction texts. Discuss the texts that I read. • Read aloud and independently, taking turns and listening to others. • Explain how non-fiction books structured in different ways and use effectively. • Use a dictionary to check meaning of words. • Describe some of the different types of fiction books. • Ask relevant questions to get a better understanding of a text. • Predict and draw inferences on what might happen based on the details I have read.	• Use conjunctions (when, so, before, after, while, because) • Use adverbs and prepositions, (e.g. before, after, during, in, because of). • Experiment with adjectives create impact. • Correct use of verbs in 1st, 2nd & 3rd person. • Use perfect form of verbs to mark relationships of time and cause. • Use inverted commas to punctuate direct speech. • Group ideas into basic paragraphs. • Write under headings and sub-headings.	• Compare & order numbers to 1000 & read/ write numbers to 1000 in numerals & words. • Count from 0 in multiples of 4, 8, 50 & 100. • Recognise value of each digit in 3-digit num. • Count in tenths, find fractional values, and add /subtract with common denominator. • Derive, recall, facts for 3, 4 and 8x tables. • Add/subtract mentally 1 & 2-digit numbers, up to 3-digits using formal written methods. • Write & calculate mathematical statements using the 2x, 3x, 4x, 5x, 8x and 10x tables. • Identify right angles, compare other angles, whether greater/smaller than a right angle.

LIVING THINGS & THEIR HABITATS: How do we classify animals and how do their habitats change over time? ● Know that living things can be grouped in a variety of ways. ● **Classify, group, identify** & name a variety of living things in their local/wider environment ● Investigate how animals **habitats** change over time **PLANTS: How does each part of the plant fulfill its function and help with reproduction?** ● Name a variety of common wild and garden plants, inc. **deciduous & evergreen** trees. ● Identify & describe basic plant structure inc. trees – **root, branch, trunk, leaf, petal, stem.** ● Investigate how plants are able to **reproduce** **ANIMALS INCLUDING HUMANS:** ● Investigation of a **balanced diet** ● Explore the role of **skeletons** and **muscles** in the body ● How is **energy** used by animals? **ROCKS: How can we classify rocks?** ● Compare & group different kinds of rocks. ● How **fossil**s formed & soil is organic **matter**	**SCIENCE (Continued) : STATES OF MATTER: What are states of matter?** ● Compare and group **solids, liquids & gases.** ● **Change of state –** materials **heated & cooled** ● **Evaporation & condensation – water cycle**	● Write with increasing legibility, consistency and fluency	● Tell time to the nearest minute -use specific vocabulary, including seconds, am & pm.

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3 / 4 Cycle A					
STONE AGE / BRONZE AGE / IRON AGE	**SETTLEMENTS**	**ANCIENT EGYPT**	**RAINFORESTS**	**CHILDREN'S LIVES OVER TIME**	**RIVERS**
Would you have preferred to have lived in the Stone Age, Bronze Age or Iron Age? • Investigate Prehistoric man and the length of time he lived for • Investigate Skara Brae • Investigate Bronze Age Man and the impact bronze had on Pre-historic life • Impact of trade on on Iron Age lives • Changes between Stone Age and Iron Age life **Creativity and Innovation** **Culture and Diversity** **Economy and Power**	***Are all settlements the same around the world?*** • Explore what settlements are by using OS maps • Look at land use in Worcester and the UK • Examine key human and physical features of the land in our locality • Examine how the land use has changed over time • Explore land use in New Delhi in India and how it compares to Worcester **Culture and Diversity** **Economy and Power** **Care of our Environment**	**What was important to ancient Egyptians?** • The development of the first civilisations • The impact of the River Nile of Egyptian life • How can we find out about the Ancient Egyptians? • What do sources tell us about religion in Ancient Egypt? • What happened after death in Ancient Egypt? • Who were the rulers of Ancient Egypt? **Culture and Diversity** **Economy and Power** **Creativity and Innovation**	***What impact is deforestation having on our rainforests?*** • Explore biome and find rainforests throughout the world • Explore features of the Amazon rainforest and its four layers • What human land use is happening in the Amazon • Look at deforestation and the impact on the rainforest • How is our local woodland being used and cared for? Can we develop woodland in our school? **Care of our Environment** **Culture and Diversity** **Economy and Power**	***How have children's lives changed over time?*** • Use sources to research how children's live have changed • What was life like in Tudor times? • What jobs did children do in Victorian times? • Why is Lord Shaftesbury important? • What diseases affected children in the past and how has this changed? **Culture and Diversity** **Economy and Power** **Creativity and Innovation**	***What are rivers and how are they used in the UK?*** • Explore the water cycle and water stores • Explore how a river is formed • Examine the physical features of a river, identify and name major rivers in the UK and near school • Find rivers on an OS map • Identify and name human and physical features of the River Teme and River Severn **Care of our Environment** **Economy and Power** **Culture and Diversity**

EXPRESSION

MUSIC

- Sing with increasing accuracy, fluency, control and expression.
- Sing in two part harmony.
- Accompany a song with a melodic ostinato.
- Play independent parts on body percussion, untuned and tuned percussion instruments.
- Use different elements in my composition.
- Create music for a range of purposes.
- Make choices about musical structure.
- Explore simple accompaniments using beat and rhythm patterns.
- Combine different sounds to create a specific mood or feeling.
- Use musical words to describe a piece of music and compositions.
- Use musical words to describe what I like and do not like about a piece of music.
- Read and recognise graphic notation and play a melody on tuned instruments.
- Identify work of one famous composers
- Improve my work -how it has been improved

PHYSICAL EDUCATION

FUNDAMENTAL MOVEMENT SKILLS

- Develop and apply footwork and one leg balance via focused skill development, healthy competition, cooperative games and Personal Best Challenges
- Develop and apply dynamic balance on a line and stance via focused skill development, healthy competition, cooperative games and Personal Best Challenges
- Develop and apply their sending and receiving, reaction and response skills via skill development, competitive and cooperative games
- Development of rugby, tennis, handball and rounders

GYMNASTICS

- Develop and apply travel and rotation on floor with hand apparatus and partner work through focused skills development, sequence creation and games.

DANCE

- Develop and apply shapes and circles and create sequences of movement with these through partnering and artistry.

OTHER TOPICS

- Development of athletics, swimming and OAA skills.

KEY VOCABULARY

HISTORY

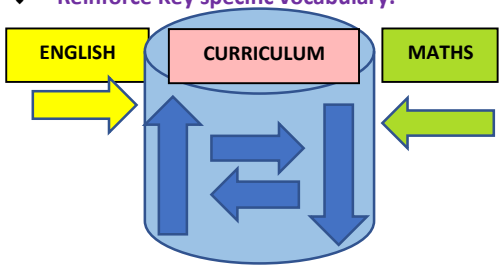
Pre-History prehistoric Palaeolithic, Mesolithic Neolithic periods
Ice age, Stone Age
Iron Age, Bronze Age
stone tools (flint)
BC and AD
hunter gatherers
Skara Brae
Stonehenge/Lascaux
Ancient Egypt, Cairo
Pyramid, Sphinx ,
Valley of the Kings,
River Nile, Afterlife,
hieroglyphics canopic jars, mummy, mummification
papyrus, Pharaoh, sarcophagus.
Tutanhamun
CHILDREN'S LIVES:
apprentice, childhood, class, continuity, deduction, law, master, modern, poorer, poverty, servant, significance, wealthier, working conditions

GEOGRAPHY

RIVERS: Amazon, Nile, Mississippi, Ganges, Yangtse, Zambesi, Congo, (UK: Thames) – Source, estuary, delta
Pollution, deposition, erosion, Flood plain
water cycle, Malvern Hills, River Severn, flood plain
SETTLEMENTS:
agricultural land
capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro
Monument, nucleated place of worship, recreational land, region, residential land, settlement, transportation
RAINFORESTS:
analyse, biome, buttress, roots, canopy, layer, community, data, deforestation, forest floor, global warming, greenhouse gas, drought, emergent, layer, enquiry, Equator

CURRICULUM SCHEMA

- Link Learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



LANGUAGES (MFL)

VALUES

PSHE

- Name and describe people and places.
- Name and describe an object.
- Have a short conversation saying 3-4 things.
- Give a response using a short phrase.
- Start to speak in sentences.
- Read and understand a short passage using familiar language.
- Explain the main points in a short passage.
- Read a passage independently.
- Use a bilingual dictionary or glossary to look up new words.
- Write phrases from memory.
- Write 2-3 short sentences on a familiar topic.
- Say what I like/dislike about a familiar topic. I can write phrases from memory.

BUILDING LEARNING POWER VALUES

- Resourcefulness
- Resilience
- Reciprocity
- Reflectiveness

SCHOOL VALUES:

- Love
- Respect
- Friendship
- Creativity
- Truthfulness
- Forgiveness

RELIGIOUS EDUCATION

CHRISTIANITY

- What kind of world did Jesus want?
- What is it like for someone to follow God?
- Why do Christians call the day Jesus died 'Good Friday'?

HINDUISM

- What does it mean to be Hindu in Britain today?
- What do Hindus believe God is like?

THEMATIC

- How and why do people mark the significant events of life?

CULTURAL CAPITAL

BRITISH VALUES:

- Democracy
- Rule of Law
- Individual Liberty
- Respect & Tolerance

COMPUTING

Children will be taught about:
Connecting Computers, Stop Frame Animation, Sequencing sounds and Branching Databases, Desktop Publishing and Events and Actions in Programs.

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- 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.
- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital

Me and My Relationships

As a rule
My special pet
Tangram team challenge
Looking after our special people
How can we solve this problem?
Dan's dare
Thunks
Friends are special

Valuing Difference

Family and friends
My community
Respect and challenge
Our friends and neighbours
Let's celebrate our differences
Zeb

Keeping Myself Safe

Safe or unsafe?

Danger or risk?

The Risk Robot

Alcohol and cigarettes: the facts

Super Searcher

None of your business!

Raisin Challenge (1)

Help or harm?

Rights and Responsibilities

Our helpful volunteers

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:- **Core skills** in English and Maths **Creativity** – Art & Design, DT, Expressive Arts **History and Heritage** – History, Cultural heritage **Understanding the World** – Geog., Current Affairs **Discovery** – Science, Technology/Computing **Values and Personal Skills** – inc. British Values. **Courageous Advocacy*** – **subsume aspects of CA into the Year 3 wider curriculum themes:-** ● **How important is the conservation of buildings & artefacts from our past?** (Ancient Egypt) ▪ **Change** – how population change is impacting on the world around us– (population change) ▪ **Flooding -** how we can respond to flooding in our local area and the effects it has on our population ▪ **Championing a local cause**. eg. Lack of local facilities – walk around the area. (Local Area) ▪ **Rainforests** - how can we help protect the wildlife and the biodiversity of this world resource?	▪ 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 ▪ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money **Being my Best** Derek cooks dinner! Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body teamwork Top talents **Growing and Changing** Relationship tree Body space Secret or surprise My changing body Basic first aid