

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)

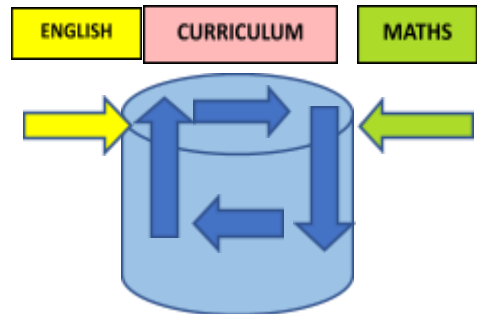
Care of our Environment	Culture and Diversity	Creativity and Innovation	Economy and Power
HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
- Plot events on a timeline using centuries. - Use my mathematical skills to round up time differences into centuries and decades. - Explain how historic items and artefacts can help build up a picture of life in the past. - Explain how an event from the past has shaped our life today. - Research two versions of an event and explain how they differ. - Research what it was like for children in a period of history & present to an audience. - Develop a clear understanding of significant historical periods and make connections between Roman Britain, Anglo Saxons and The Mayans.	- Carry out research on where we get food from, the distances they come from and where it is best to source food from. - Develop an understanding of the distribution of the world's natural resources and who are the main food producers in the world. - Collect and accurately measure information. - Develop an understanding of Antarctica - Locate the Northern and Southern Hemispheres. - Describe latitude and longitude. - Develop an understanding of earthquakes and volcanoes and the impact these have on physical and human geography.	- Show facial expressions and body language in sketches and paintings. - Use marks & lines to show texture in my art. - Use line, tone, shape and colour to represent figure and forms in movement. - Show reflections in my art. - Print onto different materials using at least four colours. - Sculpt clay and other mouldable materials. - Integrate my digital images into my art. - Experiment with styles used by other artists. - Explain some of the features of art from a historical period (Roman Mosaics) .	- Use ideas from other people when I am designing. - Produce a plan and explain it. - 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. - Evaluate and suggest improvements for my design. - Evaluate products for both their purpose and appearance. - Explain how I improved my original design. - Present a product in an interesting way. - Measure accurately. - Understand how to strengthen and stiffen more complex structures. - Understand how to use simple electrical systems in their products. - Persevere and adapt my work when my original ideas do not work. - Be hygienic and safe when using food.
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.		
LIGHT: How does reflection and shadows work? - Properties of light, danger of direct sunlight, - Understand Reflection and shadows ANIMALS INCLUDING HUMANS: How do the systems in our body make a healthy human? - Function of the digestive system of humans. Food chains – producers, predators & prey SOUND: How does sound travel? - How sounds are made – vibration. How we - Patterns of pitch and object producing it. ELECTRICITY: How does electricity travel?	READING	WRITING	MATHS

- Electrical appliances – simple electric circuit Batteries, conductors and insulators. FORCES AND MAGNETS: How do forces and magnets work? Magnetic forces - how magnets repel and attract each other. Magnetic fields	- Know which books to select for specific purposes - in relation to science, geography and history learning. - Use a dictionary to check the meaning of unfamiliar words. - Re-explain a text with confidence and give a personal point of view on a text. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume, action. - Build on others' ideas and opinions about a text in discussion. - Retrieve information from non-fiction texts. - How sentence type changes, altering word order, tenses, adding/deleting words, punc. - Skim & scan to locate information and/or answer a question.	- Vary sentence structure, using different openers. - Use adjectival phrases. - Use appropriate choice of noun and pronoun. - Use frontal adverbials. - Use apostrophe for plural possession. - Use a comma after frontal adverbial (e.g. later that day, I heard bad news). - Use commas to mark clauses. - Use inverted commas and other punctuation to punctuate direct speech. - Use paragraphs to organise ideas around a theme and connecting adverbs to link paragraphs. - Write with increasing legibility, consistency and fluency.	- Recall all multiplication facts to 12 x 12, and solve problems involving multiplication. - Round numbers to the nearest 10, 100. 1000 & decimals with 1 decimal place to nearest whole number. - Count backwards through zero - Read Roman numerals to 100. - Add/subtract up to 4-decimal places using formal written methods of addition/Sub. - Divide a 1 or 2-digit number by 10/100 & multiply 2 & 3-digit by a 1-digit number. - Compare and classify geometrical shapes. - Know that angles are measured in degrees and can identify acute and obtuse angles. - Measure/calculate perimeter of reg. shape - Read, write and convert between analogue and digital 12 and 24 hour times.
---	---	---	--

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3 / 4 Cycle B

ROMAN BRITAIN	VOLCANOES AND EARTHQUAKES	ANGLO SAXONS and VIKINGS	ANTARTICA	MAYANS	WORLD FOOD
Why did the Romans invade and settle in Britain? - Explore life in Ancient Rome - Discover the reasons why the Romans invaded and settled in Britain - What did Britons think of the invasion? - How did the Roman army become so successful? - Investigate through artefacts the life of a Roman soldier - What was the legacy of the Roman empire on Britain? Culture and Diversity Economy and Power Creativity and Innovation	What are volcanoes and earthquakes and why do people live near them? - Develop knowledge of the layers of the Earth's crust - Where are mountains found and why are they there? - How are volcanoes formed and why are they in specific places? - How do eruptions affect both physical and human geography? - What causes Earthquakes - tectonic plates, Earthquake 'zones' – link to Tsunami's - What rocks do we find around school and why? Care of our Environment Economy and Power	What changed in Britain after the Anglo Saxon invasion? - Discover who the Anglo Saxons and Scots were - Explore Anglo Saxon settlements - Investigate the impact of Sutton Hoo and the archaeological findings - What was the impact of Christianity on Britain (missionaries)? - Who was King Alfred? - How did the Anglo Saxon rule end (Vikings)? Culture and Diversity Economy and Power Creativity and Innovation	Who lives in Antarctica? - Describe latitude and longitude - Examine Northern and Southern Hemispheres - Define climate zones - Discover where Antarctica is - Who lives in Antarctica and who was Shackleton? - Create and review our own expedition Culture and Diversity Economy and Power Creativity and Innovation Care of our Environment	How did the achievements of the Mayan civilisation influence the society and beyond? - How was the Mayan society established in the Rainforest? - What is the impact of chocolate on the society? - What religion was practised at this time? - How did the inventions reflect the world beliefs? - What do remains tell us about their society? - How did Mayan cities decline and why? Economy and Power Creativity and Innovation Care of our Environment Culture and Diversity	Where does our food come from? - Review knowledge of Biomes - Food choices and the impact on the environment - Investigate trade and the impact on human and physical geography - Look at food distances - Investigate school dinners and how and where the food is sourced - Compare local sourced food and imported food, which is better and why? Care of our Environment Culture and Diversity

	Culture and Diversity				Economy and Power Creativity and Innovation
--	-----------------------	--	--	--	--

EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	FUNDAMENTAL MOVEMENT SKILLS	HISTORY	GEOGRAPHY	- Link Learning through topics and subjects. - Ensure progression of skills and knowledge. - Consolidate & revise skills and knowledge. - Reinforce Key specific vocabulary. 
- Perform a part rhythmically as an ensemble and a steady beat. - Perform verse and chorus structure. - Sing songs from memory with accurate pitch. - Improvise using repeated patterns and body percussion ostinato. - Use notation to play melody, bass and rhythm parts and phrases. - Balance voices using appropriate dynamics. - Create descriptive sound pictures with instruments. - Improvise in response to visual stimuli, with a focus on timbre. - Identify different instrument groups from recordings. - Identify the character in a piece of music. - Identify and describe the different purposes of music. - Begin to identify the style of work of famous composers.	- Develop and apply jumping and landing and seated balance via focused skill development, healthy competition, cooperative games and Personal Best Challenges - Develop and apply their sending and receiving and counter balance with a partner via focused skill development, healthy competition, cooperative games and Personal Best Challenges - Develop and apply their ball chasing and stance via focused skill development, healthy competition, cooperative games and Personal Best Challenges - Development of hockey, football, yoga, badminton and cricket GYMNASTICS - Develop and apply balance 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.	ROMANS: Invasion Empire, Julius Caesar, Augustus, 55BC, 42AD Hadrian's Wall, Icenii Boadicea, Celts, army, resistance, villa, mosaic, gladiator chariot, good road. ANGLO-SAXONS: Picts, Scots, Staffordshire Hoard, Chronicles, Sutton Hoo, treasure, jewellery, Dark Ages, pagan; Gods Woden. Thunor, Frige, Tiw, kingdom, Mercia, Offa THE MAYANS: Hemisphere, continent, country, seas, oceans, Yucatan Peninsula, Mexico, Honduras, Belize, Costa Rica, El Salvador, Guatemala, Nicaragua, Panam, Central America, North America, civilisation, sacrifice, worship, bloodletting, ritual, Xibalba, upperworld, Hieroglyphs, syllabogram, logogram, codex, codices, Evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque.	RIVERS: Amazon, Nile, Mississippi, Ganges, Yangtze, Zambesi, Congo, (UK: Thames) – Source, estuary, delta Pollution, deposition, erosion, Flood plain water cycle. ANTARTICA: climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty WHERE IS FOOD FROM: Natural resources – energy, food, minerals, water. Trade, wealth, poverty, drought and famine, Fair Trade, Renewable energy VOLCANOES and EARTHQUAKES: Tectonic Plates, Mantle, Core, Volcanic islands. Pompeii, Vesuvius, Earthquake, tremor, Richter Scale, Tsunami, Mt St Helens	

LANGUAGES (MFL)	VALUES			PSHE
- Name and describe people. - Name and describe a place. - 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. Write phrases from memory. - Write 2-3 short sentences on a familiar topic. - Say what I like/dislike about a familiar topic. 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.	BUILDING LEARNING POWER VALUES - Resourcefulness - Resilience - Reciprocity - Reflectiveness SCHOOL VALUES: - Love - Respect - Friendship - Creativity - Truthfulness - Forgiveness	COMPUTING		Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital Me and My Relationships An email from Harold! Ok or not ok? (1) Ok or not ok? (2) Human machines Different feelings When feelings change Under pressure Valuing Difference Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype! Keeping Myself Safe Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin Challenge (2) Rights and Responsibilities
RELIGIOUS EDUCATION				
CHRISTIANITY - What do Christians learn from the Creation story? - What is the 'Trinity' and why is it important for Christians? - For Christians, what was the impact of Pentecost? ISLAM - How do festivals and worship show what matters to Muslims? JUDAISM - How do festivals and family life show what matters to Jewish people? THEMATIC - How and why do people try to make the world a better place?		and combine a variety of (including internet services) on a range of devices to design and create a variety of apps, systems, and content that can be used to achieve specific goals, including collecting, analysing, evaluating, and presenting data Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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		
CULTURAL CAPITAL				

BRITISH VALUES:

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

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 4 wider curriculum themes:-

- **Destruction of the Antarctica**
- **Natural Disaster support** – charitable works for a relatable cause;
Hydroelectric power (Rivers)
- **Conservation of heritage sites** – (Romans)
- **Poor countries/ famine** – (Food Investigation and trading)

- 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

Who helps us stay healthy and safe?

It's your right

How do we make a difference?

In the news!

Safety in numbers

Logo quiz

Harold's expenses

Why pay taxes?

Being my Best

What makes me ME!

Making choices

SCARF hotel

Harold's Seven Rs

My school community (1)

Basic first aid

Growing and Changing

Moving house

My feelings are all over the place!

All change!

Period positive

Secret or surprise?

Together