Laithes Primary School
LKS2 Long Term Curriculum Map – Cycle One

Academic Year:	Year Group:	Teacher:

	Autumn Term	Spring Term	Summer Term
Text Driver			
English Links			
Maths Links			
Other Main Subject Links			

Science	Year Three			Year Four		
Working Scientifically-Y3/4	**Animals, including humans**	**Rocks**	**Forces and Magnets**	**Animals, including humans**	**States of Matter**	**Sound**
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: 1.asking relevant questions and using different types of scientific enquiries to answer them 2.setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 3.gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 4.recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 5.reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 6.using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 7.identifying differences, similarities or changes related to simple scientific ideas and processes 8.Using straightforward scientific evidence to answer questions or to support their findings	Pupils should be taught to: 1.identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat 2.identify that some animals have skeletons and muscles for support, protection and movement	Pupils should be taught to: 1.compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 2.describe in simple terms how fossils are formed when things that have lived are trapped within rock 3.recognise that soils are made from rocks and organic matter.	Pupils should be taught to: 1.compare how things move on different surfaces 2.notice that some forces need contact between two objects, but magnetic forces can act at a distance 3.observe how magnets attract or repel each other and attract some materials and not others 4.compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 5.describe magnets as having two poles 6.predict whether two magnets will attract or repel each other, depending on which poles are facing.	Pupils should be taught to: 3.Construct and interpret a variety of food chains, identifying producers, predators and prey.	Pupils should be taught to: 1.compare and group materials together, according to whether they are solids, liquids or gases 2.observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 3.identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Pupils should be taught to: 1.identify how sounds are made, associating some of them with something vibrating 2.recognise that vibrations from sounds travel through a medium to the ear 3.find patterns between the pitch of a sound and features of the object that produced it 4.find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.

PSHE	Computing	PE	History	Art & Design	Design Technology	Music	Geography
<u>Health&WellBeing</u> Pupils should have the opportunity to learn: 2. what positively and negatively affects their physical, social and emotional health. 4. to know ways to keep themselves and others safe. <u>Relationships</u> Pupils should have the opportunity to learn: 1. to work collaboratively towards shared goals. 2. to develop strategies to resolve disputes and conflicts. 3.to recognise what constitutes a positive and healthy relationship. 4.to be aware of different types of relationships e.g. friendship, marriage, civil partnership etc. <u>LivingintheWiderWorld</u> Pupils should have the opportunity to learn: 1. what being part of a community means. 2. to think about the lives of people living in different places and people with different values and customs. 3. to research,discuss and debate topical issues. 4. why and how rules and laws are made and enforced and how they protect us. 5. the concept of spending and saving.	Pupils should be taught to: 1.design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.use sequence, selection, and repetition in programs; work with variables and various forms of input and output 3.use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 4.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 5.use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 6.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 7.use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 1.use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending 2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 3.perform dances using a range of movement patterns 4.take part in outdoor and adventurous activity challenges both individually and within a team 5.compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety In particular, pupils should be taught to: 6.swim competently, confidently and proficiently over a distance of at least 25 metres 7.use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 8.perform safe self-rescue in different water-based situations.	Pupils should be taught about the ancient civilisations of Greece and Rome. In addition, pupils should be taught the essential chronology of Britain's history. This will serve as an essential frame of reference for more in-depth study. Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history. Pupils should be taught about key dates, events and significant individuals. They should also be given the opportunity to study local history. Pupils should be taught the following chronology of British history sequentially: **3.the Roman Empire and its impact on Britain** *e.g Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity* **4.A local history study** *e.g a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in; the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 1.to create sketch books to record their observations and use them to review and revisit ideas 2.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] 3.about great artists, architects and designers in history.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design 1.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 2.generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, Make 3.select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 4.select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate 5.investigate and analyse a range of existing products 6.evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge 7.apply their understanding of how to strengthen, stiffen and reinforce structures 8.understand and use mechanical systems in their products [for example, gears, levers and pulleys,] Cooking and nutrition 10.understand and apply the principles of a healthy and varied diet 11.prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6.develop an understanding of the history of music.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge 2.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 4.understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, Human and physical geography describe and understand key aspects of: 5.physical geography, including: rivers, mountains and the water cycle 6.human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork 7.use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 8.use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 9.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.

R.E Christianity & Islam

Learning About Religion
Pupils should be taught to:
a. Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religions today
b. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life.
c. Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities.
d. Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and wider world.
e. Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.
f. Describe and begin to understand religious and other responses to ultimate and ethical questions. They make links between life's big questions and the varied answers people suggest.
g. Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.
h. Use and understand information about religious from a range of sources. They connect up what they learn in RE with the wider world.

Learning from religion
Pupils should be taught to:
a. Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging.
b. Respond to challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. They learn how to handle questions about their commitments and those of others.
c. Discuss their own and others' views of religious truth and belief. Expressing their own ideas. They learn to handle questions about life and the universe around them.
d. Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behavior.
e. Reflect on sources of inspiration in their own and others' lives. They make links between their own 'heroes' and key spiritual

	leaders.