

LKS2 Curriculum Map

Year A 2025/26	Autumn Buried Treasure	Spring Crime-Busters	Summer What a Wonderful World	Autumn Is it Right to Fight?	Spring Up Pompeii	Summer Tomb Raiders	Year B 2024/25
English	We will read whole books and extracts from texts written for a variety of purposes, focussing on developing comprehension skills and identifying the techniques used by the authors. We will plan, draft, write, edit and improve our own texts across a variety of fiction and non-fiction genres with consideration for our own role as authors. We will extend our technical skills in grammar, vocabulary and presentation both orally and in written form.			We will read whole books and extracts from texts written for a variety of purposes, focussing on developing comprehension skills and identifying the techniques used by the authors. We will plan, draft, write, edit and improve our own texts across a variety of fiction and non-fiction genres with consideration for our own role as authors. We will extend our technical skills in grammar, vocabulary and presentation both orally and in written form.			English
Mathematics	We will use the school calculation policy to cover the statutory areas of: Number and Place Value, Addition and Subtraction, Multiplication and division, Fractions (including decimals at Y4), Measurement, Geometry – properties of shapes and position and direction and Statistics			We will use the school calculation policy to cover the statutory areas of: Number and Place Value, Addition and Subtraction, Multiplication and division, Fractions (including decimals at Y4), Measurement, Geometry – properties of shapes and position and direction and Statistics			Mathematics
Science	<p>We will improve how we work scientifically through activities related to our themes and covering all of the statutory requirements in: Plants, Animals, including humans, Forces and magnets, Living things and their habitats, and Electricity.</p> <p>Year 3 Animals, including humans *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 *Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Year 3 Rocks *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * Describe in simple terms how fossils are formed when things that have lived are trapped within rock *Recognise that soils are made from rocks and organic matter.</p> <p>Year 4 Animals, including humans *describe the simple functions of the basic parts of the digestive system in humans *Identify the different types of teeth in humans and their simple functions *construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Year 4 States of Matter Compare and group materials together, according to whether they are solids, liquids or gases 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>			<p>We will improve how we work scientifically through activities related to our themes and covering all of the statutory requirements in: Plants, Animals, including humans, Rocks, Light, States of matter, Properties and changes in Materials and Sound.</p> <p>Year 3 Forces and Magnets compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>Year 4 Electricity Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and</p>			Science

		associate metals with being good conductors.	<p>*Recognise that living things can be grouped in a variety of ways</p> <p>*Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>*Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Year 4 Sound</p> <p>*Identify how sounds are made, associating some of them with something vibrating</p> <p>*Recognise that vibrations from sounds travel through a medium to the ear</p> <p>*Find patterns between the pitch of a sound and features of the object that produced it</p> <p>*Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>*Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Year 4 States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>		<p>Year 4 Animals, including humans</p> <p>*describe the simple functions of the basic parts of the digestive system in humans</p> <p>*identify the different types of teeth in humans and their simple functions</p> <p>*construct and interpret a variety of food chains, identifying producers, predators and prey</p>	
Art & Design	<p>All units of work will include opportunities to: ♣ 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</p>			<p>All units of work will include opportunities to: ♣ 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</p>			Art & Design
	<p>Printing</p> <p>Investigating colour, pattern and shape. We will be exploring a range of techniques as we begin to layer colours and repeat patterns.</p>	<p>Drawing</p> <p>Investigating line, shape and form. We will be using different grades of pencil to create self-portraits and portraits. We will begin to look at how we can shade to create a more 3D effect.</p>	<p>Collage</p> <p>Investigating texture, pattern, shape and colour. We will use a range of materials as we practise our coiling, tessellation montage and mosaic techniques.</p>	<p>Digital art</p> <p>Investigating space and form. We will use digital technology and photography to create a propaganda poster.</p>	<p>Painting</p> <p>Investigating space, colour and texture. We will use a variety of painting such as water colours and poster paints to further explore colour mixing. We will also begin to experiment with brush types and brush strokes.</p>	<p>Sculpture</p> <p>Investigating shape and form. We will explore how we can mould, shape and then stick objects. We will also explore how we can add texture to our 3D creations.</p>	
Computing	<p>All units of work will have teaching on: the use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>			<p>All units of work will have teaching on: the use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>			Computing

	<p>(Yr3) We are presenters</p> <ul style="list-style-type: none"> - 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 information. - Use technology safely, respectfully and responsibly. E-Safety To know what to do if we encounter inappropriate content while searching online <p>(Yr3) We are who we are</p> <ul style="list-style-type: none"> - Select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information. - Use technology safely, respectfully and responsibly. E-Safety To consider what is appropriate to share online, even when the intended audience is well known to us, and the importance of obtaining parental permission to share things online <p>(Yr4) We are software developers</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals. - 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. E-Safety To understand the importance of obtaining parental and adult permission when sharing work online <p>(Yr4) We are Artists</p> <ul style="list-style-type: none"> - Use sequence, selection and repetition in programs; work with variables and various forms of output. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals. E-Safety To develop safe search habits when using a search engine, including sourcing age-appropriate content and fact-checking information we see online 	<p>(Yr3) We are programmers</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. - Use sequence in programs; work with variables and various forms of output. - Use logical reasoning to detect and correct errors in algorithms and programs. E-Safety To consider copyright when sourcing images for our programmes <p>(Yr3) We are bug fixers</p> <ul style="list-style-type: none"> - Debug programs that accomplish specific goals. - 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. E-Safety To understand how spending too much time on technology, such as games, can have a negative impact on our well-being <p>(Yr4) We are makers</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals. - 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. E-Safety To know what to do if we come across any inappropriate or upsetting content online <p>(Yr4) We are Bloggers</p> <ul style="list-style-type: none"> - 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. - Use a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. E-Safety To understand what a 'digital footprint' is and how to have a positive online reputation 	<p>(Yr3) We are co-authors</p> <ul style="list-style-type: none"> - 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. • 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. E-Safety To evaluate the reliability of online content including Wikipedia, news articles and social media <p>(Yr3) We are opinion pollsters</p> <ul style="list-style-type: none"> - 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. - 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. 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E-Safety To develop safe search habits when using a search engine, including sourcing age-appropriate content and fact-checking information we see online 	
<h2 style="text-align: center;">Design and Technology</h2>	<p>All units of work will include: Design: "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" *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: "select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately" * 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: "investigate and analyse a range of existing products" * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world</p>		<p>All units of work will include: Design: "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" *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: "select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately" * 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: "investigate and analyse a range of existing products" * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world</p>		<h2 style="text-align: center;">Design and Technology</h2>		
	<p>Year 3: Skill focus: 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>Year 4: Skill focus: 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, 	<p>Year 3: Skill focus: Mechanisms</p> <ul style="list-style-type: none"> - understand and use mechanical systems in their products [focus on pulleys and levers] <p>Year 4: Skill focus: Electrical Systems</p> <ul style="list-style-type: none"> - understand and use electrical systems in their products [series circuits incorporating switches, lamps or buzzers to make an alarm] 	<p>Year 3: Skill focus: Structures</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Year 4: Skill focus: Textiles</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components according to their functional properties and aesthetic qualities 	<p>Year 3: Skill focus: Mechanisms</p> <ul style="list-style-type: none"> - understand and use mechanical systems in their products [focus on pulleys and levers] <p>Year 4: Skill focus: Textiles</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components according to their functional properties and aesthetic qualities 		<p>Year 3: Skill focus: Structures</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Year 4: Skill focus: Electrical Systems</p> <ul style="list-style-type: none"> - understand and use electrical systems in their products [series circuits incorporating switches, lamps or buzzers to make an alarm] 	<p>Year 3: Skill focus: 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>Year 4: Skill focus: 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

	reared, caught and processed					- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed												
Geography	<p>Pupils will be taught the specific vocabulary surrounding the topics covered. All units will develop pupils geographical skills including to: 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</p> <p>Local area study focus on settlements. - 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 - describe and understand types of settlement and land use, economic activity including trade routes (relating to how people lived in the past)</p> <p>Physical geography of the local landscape. 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 Possible enquiry question: Where would be the best place to settle at Tudor Primary? (map work, observations of school grounds)</p>			<p>Within this theme, these elements can be reinforced. Local area study focus on settlements. - 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</p> <p>Physical geography of the local landscape. 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 Possible enquiry question: How does my local area keep people safe? (observations, survey, research)</p>			<p>Contextual knowledge of globally significant places both terrestrial and marine -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 (contrast with rainforests) Possible enquiry question: How does rainfall in Hemel Hempstead compare to the amazon rainforest? (data collection, observation)</p>			<p>Building knowledge of the UK and wider world. Using aerial photographs, OS maps, giving and following directions. - 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 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 - 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 Possible enquiry question: Imagine it is 1940- Where would the best place be to build a bomb shelter at Tudor school? (map work, observations, survey)</p>			<p>Volcanoes, Earthquakes and other natural disasters - Describe and understand the key aspects of volcanoes and earthquakes Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water 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 Possible enquiry question: How likely is it to have a natural disaster in Hemel Hempstead? (research, observations)</p>			<p>Physical and Human Geography of Egypt - 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 - describe and understand types of settlement and land use, economic activity including trade routes (relating to how people lived in the past) - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 Possible enquiry question: How does the climate in Hemel Hempstead compare to Egypt? (data collection, research)</p>		
		<p>Pupils will develop a chronologically secure knowledge and understanding of British, local and world history. They look at connections, contrasts and trends over time and develop the appropriate use of historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will use the understanding they have to respond to a range of questions. They will look at how the knowledge of the past is constructed from a range of sources.</p>			<p>Pupils will develop a chronologically secure knowledge and understanding of British, local and world history. They look at connections, contrasts and trends over time and develop the appropriate use of historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will use the understanding they have to respond to a range of questions. They will look at how the knowledge of the past is constructed from a range of sources.</p>													
History	<p>Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p>			<p>Beyond 1066: Social History - Crime and Punishment from the Anglo-Saxons to the Present Day. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century * possible place to look at Tudor crime and punishment – then Stuarts with Gun Powder Plot.</p>			<p>Not a focus in this term, but include a brief look at Tudor explorers who discovered the 'new world' of the Americas link back to KS1 comparing significant people (Sir Francis Drake, Walter Raleigh, The Cabot brothers etc...) - focus on historical skills.</p>			<p>Beyond 1066: a turning point in British History WW1 and WW2 a significant turning point in British history, for example, the first railways or the Battle of Britain A local history study the impact of WW1 and evacuees from WW2 on Hemel Hempstead.</p>			<p>Roman Empire and its impact on Britain: 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: Verulamium and the impact of technology, culture and beliefs, including early Christianity</p>			<p>An in depth study of Ancient Egypt the achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>		
		<p>listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing</p>			<p>listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing</p>													
Languages																		

	<p>Year 3 - Getting to Know you/All About me</p> <p>Year 4 – Where in the world? / What's the time?</p>	<p>Year 3 - Food Glorious Food/ Family and Friends</p> <p>Year 4 –Going shopping</p>	<p>Year 3 – Our School/ Time – Days Months Weather</p> <p>Year 4 – All around town – my local area / On the move</p>	<p>Year 3 - Getting to Know you/All About me</p> <p>Year 4 – Where in the world? / What's the time?</p>	<p>Year 3 - Food Glorious Food/ Family and Friends</p> <p>Year 4 –Going shopping</p>	<p>Year 3 – Our School/ Time – Days Months Weather</p> <p>Year 4 – All around town – my local area / On the move</p>	
Music	<p>Each term pupils will have opportunities to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.</p>						Music
	<p>Recorders in year 3 - play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression</p> <p>Genre Focus: –Body Percussion</p>	<p>Recorders in year 3 - play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression</p> <p>Genre Focus: – Musical Theatre</p>	<p>Recorders in year 3 - play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression</p> <p>Genre Focus: – Samba</p>	<p>Recorders in year 3 - play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression</p> <p>Genre Focus: – Jazz and Swing</p>	<p>Recorders in year 3 - play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression</p> <p>Genre Focus: – Classical</p>	<p>Recorders in year 3 - play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression</p> <p>Genre Focus: – Pop</p>	
PE	<p>We will work with our sports specialist to devise activities that develop the fitness, teamwork and competitive instincts of the children. Additional curriculum-linked activities may be added.</p>						PE
	<p>Year 3 Games dribbling Games passing Games Bowling and fielding Games Striking for accuracy and distance</p> <p>Year 4 Games Tackling to earn possession Swimming Outdoor and Adventurous Activities</p>	<p>Year 3 Games Aim of the game in a variety of sports Dance Exploring key dance vocabulary Outdoor and Adventurous Activities Dance creating short sequences in small groups.</p> <p>Year 4 Swimming Dance Recognising basic actions from a given dance style Gymnastics Rolls</p>	<p>Year 3 Athletics developing good techniques in running, jumping, throwing Gymnastics Complex balance shapes (yoga poses) Games Creating and using areas of space. Gymnastics Jumping styles</p> <p>Year 4 Athletics developing good techniques in running, jumping, throwing Swimming Dance Evaluating short routines (self and peer)</p>	<p>Year 3 Games dribbling Games passing Games Bowling and fielding Games Striking for accuracy and distance</p> <p>Year 4 Games Tackling to earn possession Swimming Outdoor and Adventurous Activities</p>	<p>Year 3 Games Aim of the game in a variety of sports Dance Exploring key dance vocabulary Outdoor and Adventurous Activities Dance creating short sequences in small groups.</p> <p>Year 4 Swimming Dance Recognising basic actions from a given dance style Gymnastics Rolls</p>	<p>Year 3 Athletics developing good techniques in running, jumping, throwing Gymnastics Complex balance shapes (yoga poses) Games Creating and using areas of space. Gymnastics Jumping styles</p> <p>Year 4 Athletics developing good techniques in running, jumping, throwing Swimming Dance Evaluating short routines (self and peer)</p>	
PHSE + C	<p>Year 3 – Zones of Regulations</p>						PHSE + C
	<p>Year 3 Autumn 1 Me and my Relationships Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss Autumn 2 Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community</p> <p>Year 4 Autumn 1 Me and my Relationships Healthy relationships Listening to feelings Bullying Assertive skills Autumn 2 Valuing Difference</p>	<p>Year 3 Spring 1 Rights and Responsibilities Rules we need to develop as we grow up Helping and being helped Looking after the environment Managing money Spring 2 (RSE content) Keeping Myself Safe Managing risk Decision-making skills Understanding the norms of drug use (cigarette and alcohol use) Staying safe online</p> <p>Year 4 Spring 1 Rights and Responsibilities Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money Spring 2 (RSE content)</p>	<p>Year 3 Summer 1 Being my Best Having choices and making decisions about my health Taking care of my environment My skills and interests Summer 2 (RSE content) Growing and Changing Relationships Keeping safe (PANTS) Safe and unsafe secrets</p> <p>Year 4 Summer 1 Being my Best Having choices and making decisions about my health Taking care of my environment My skills and interests Summer 2 (RSE content)</p>	<p>Year 3 Autumn 1 Me and my Relationships Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss Autumn 2 Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community</p> <p>Year 4 Autumn 1 Me and my Relationships Healthy relationships Listening to feelings Bullying Assertive skills Autumn 2 Valuing Difference</p>	<p>Year 3 Spring 1 Rights and Responsibilities Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money Spring 2 (RSE content) Keeping Myself Safe Managing risk Decision-making skills Understanding the norms of drug use (cigarette and alcohol use) Staying safe online</p> <p>Year 4 Spring 1 Rights and Responsibilities Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money Spring 2 (RSE content)</p>	<p>Year 3 Summer 1 Being my Best Having choices and making decisions about my health Taking care of my environment My skills and interests Summer 2 (RSE content) Growing and Changing Relationships Keeping safe (PANTS) Safe and unsafe secrets</p> <p>Year 4 Summer 1 Being my Best Having choices and making decisions about my health Taking care of my environment My skills and interests Summer 2 (RSE content)</p>	

	<p>Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</p>	<p>Keeping Myself Safe Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety</p>	<p>Growing and Changing Dealing with change Managing difficult feelings Different types of relationships</p>	<p>Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</p>	<p>Keeping Myself Safe Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influence</p>	<p>Growing and Changing Dealing with change Managing difficult feelings Different types of relationships</p>	
<p>Religious Education</p>	<p>Year 3 Sources of Wisdom- show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts – develop understanding of the impact on individual believers. Beliefs and Practices - describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked. Year 4 Ultimate Questions –respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections. Identity and Belonging – show an understanding of some the challenges individuals face when belonging to a faith community- demonstrate how it may help them- explore how religious people are guided by their religious leaders</p>	<p>Year 3 Human responsibilities and Values- illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility Year 4 Symbols and Actions –explain how a range of beliefs, symbolic expressions and actions (verbal and non-verbal) can communicate meaning to individual followers – describe some similarities between communities</p>	<p>Year 3 Prayer, worship and reflection- describe why and where worshippers connect to prayer and worship – participate in periods of stillness and quiet thought and where appropriate express personal reflections Year 4 Justice and Fairness- consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>	<p>Year 3 Sources of Wisdom- show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts – develop understanding of the impact on individual believers. Beliefs and Practices - describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked. Year 4 Ultimate Questions –respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections. Identity and Belonging – show an understanding of some the challenges individuals face when belonging to a faith community- demonstrate how it may help them- explore how religious people are guided by their religious leaders</p>	<p>Year 3 Prayer, worship and reflection- describe why and where worshippers connect to prayer and worship – participate in periods of stillness and quiet thought and where appropriate express personal reflections Year 4 Symbols and Actions –explain how a range of beliefs, symbolic expressions and actions (verbal and non-verbal) can communicate meaning to individual followers – describe some similarities between communities</p>	<p>Year 3 Human responsibilities and Values- illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility Year 4 Justice and Fairness- consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>	<p>Religious Education</p>