

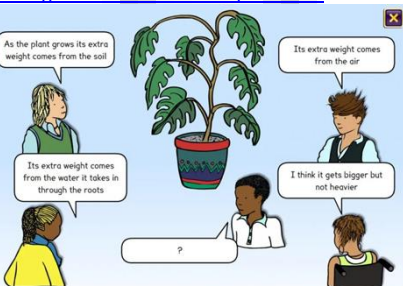


Beckers Green Primary School

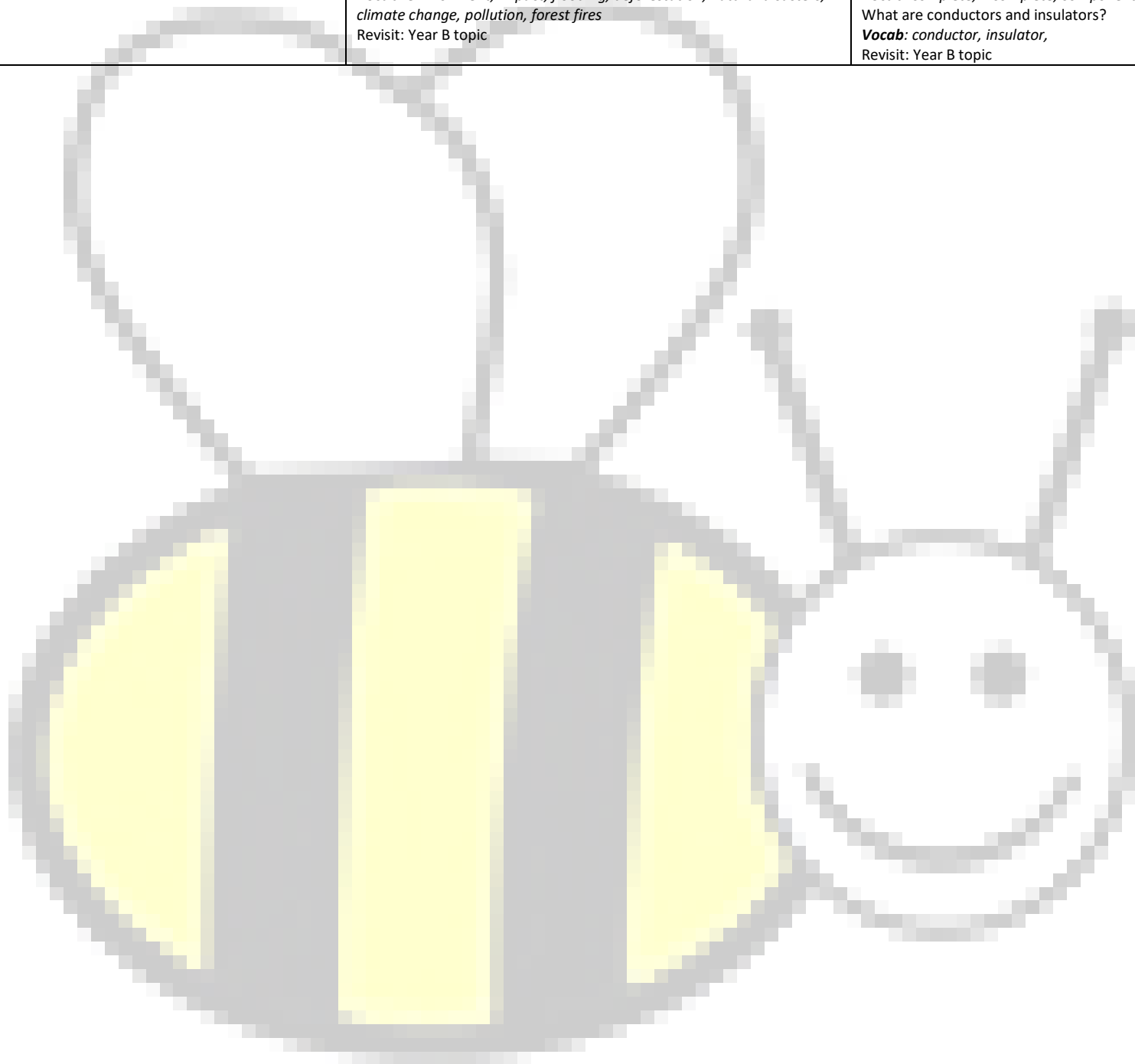
**Lower Key Stage Two
Curriculum Plan Year A**

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
Text	The Boy with the Bronze Axe				Queen of Darkness	
Visitors/trip	Chelmsford Museum trip Ipswich Museum Topic Box		Visit from the Animal Workshop		Colchester Castle trip	
Outcomes	Outcomes Week 1: Purpose: Writing to instruct Genre: recipe Theme: friendship/bullying Week 2-3: Purpose: Writing to inform Genre: Information texts Theme: Ancient artefacts (written and oral outcomes) Week 4-6: Purpose: Writing to describe Genre: Narrative Theme: Portal story (Stone Age Boy)	Outcomes Week 1-3: Purpose: Writing to inform Genre: Newspaper report Theme: The Discovery of Fire (written and oral outcome) Week 4-6: Purpose: Writing to recount Genre: Recount Theme: Stone Age workshop	Outcomes Week 1-3: Purpose: Writing to persuade Genre: Advertisement Theme: Job advertisement for an explorer Week 4-6: Purpose: Writing to inform Genre: Information text Theme: Windrush	Outcomes Week 1-3: Purpose: Writing to describe Genre: Poetry Theme: Climate Zones & Wild Weather Week 4-6: Purpose: Writing to recount Genre: Diary Theme: Diary of an explorer	Outcomes Week 1-3: Purpose: Writing to recount Genre: Recount Theme: Recount of trip to Colchester Castle – what did you see/learn? Week 4-6: Purpose: Writing to describe Genre: 1 st person Narrative Theme: Story based on class novel: Queen of Darkness	Outcomes Week 1-2: Purpose: Writing to inform Genre: Non-chronological report Theme: Roman Life Week 3-5: Purpose: Writing to persuade Genre: Speech Theme: Boudica's Speech Week 6: <i>Transition</i>
Writing	Skills and knowledge: Y3 Can use paragraphs independently. Can use an increasing range of cohesion. Can use full stops, capital letters, question marks, exclamation marks, commas for lists and fronted adverbials. Can write opening sentences. Can use sentences of three with commas – he..., he..., he ... Can write in third person. Can use adverbs of manner and speech – gingerly/harshly Can use adjectives of condition – rusty. What are vowels and consonants?		Skills and knowledge: Y3 Can use original similes. Can use onomatopoeia. Can set a mood with description. Can create double adjective sentences e.g. the small, plump woman bustled through the colourful, noisy market Can use powerful verbs for action. Can use adverbs to show time, place and manner. Can use inverted commas for speech. What are adverbs? Use adverbs to express time, place and cause e.g. then, next, soon, therefore?		Skills Y3 Can create double more/less sentences e.g. the more he waited, the more his stomach churned. Can describe through specific detail eg the white, speckled owl. Can use when and where fronted adverbials. Can use prepositional phrases to add detail to sentences. What is a main clause? What is a compound sentence? What are prepositions?	

<p>When do I use a and an?</p> <p>What are nouns, verbs and adjectives?</p> <p>What are clauses?</p> <p>What are pronouns and personal pronouns?</p> <p>What is a noun phrase?</p> <p>When do I use apostrophes for omission?</p> <p>Y4</p> <p>Can use where, when, how fronted adverbials.</p> <p>Can use powerful speech verbs – stammered.</p> <p>Can add ing to verbs to make adjectives.</p> <p>What are determiners and possessive pronouns?</p> <p>What are conjunctions?</p> <p>What is a prepositional phrase?</p> <p>What is an expanded noun phrase?</p> <p>How do I use inverted commas and reporting clauses for speech?</p> <p>How do I use apostrophes for possession?</p> <p>Revisit previous year knowledge.</p>	<p>Y4</p> <p>Can use metaphor.</p> <p>Can build on a simile with ing verbs. e.g. as fast as a fat watermelon rolling down a hill.</p> <p>Can show not tell with adverbials of manner.</p> <p>Can use a range of conjunctions.</p> <p>Can use rhetorical questions.</p> <p>Can use adverbs for frequency or possibility.</p> <p>What are adverbs of frequency and probability?</p> <p>What is the difference between a phrase and a clause?</p> <p>Why is 'we was' wrong?</p> <p>How do I use an apostrophe for plural nouns?</p> <p>Revisit Term 1 knowledge.</p>	<p>Y4</p> <p>Can show emotion in writing with adverbials – with or without/ing/ed.</p> <p>Can take a viewpoint in writing.</p> <p>Can write two clause complex sentences with commas.</p> <p>Can use ellipses to indicate pauses.</p> <p>What is a subordinating conjunction?</p> <p>What is a subordinate clause?</p> <p>What is a complex sentence?</p> <p>What are ellipses?</p> <p>Revisit Term 1 and 2 knowledge.</p>
---	---	--

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
Science	<p>Scientific enquiry – in all topics children will be taught to:</p> <ul style="list-style-type: none">Ask their own relevant questions about the world around themStart to plan their own scientific enquiries to answer questionsSet up simple enquiries – including fair tests. Recognise why a fair test is needed.Identify variables in a comparative testUse simple keys and talk about criteria for grouping, sorting and classifyingRecognise when to use secondary sources to answer questionsMake careful observations using simple equipmentDecide what data to collect and look for any patterns in the resultsTake accurate measurements using standard units.Collect and record data in a variety of ways such as bar charts, tables, diagrams and drawings.Begin to draw simple conclusions with supportUse relevant simple scientific language to discuss their ideas and communicate their findings to their audience. <p>This will be achieved as much as possible through practical activities.</p>					
	<p>Knowledge <u>Rocks</u> https://explorify.uk/en/activities/odd-one-out/building-with-rocks How are these rocks similar and different? Vocab: stones, pebbles, boulders, rough, smooth, shiny, texture, crystal, layers, absorb Are some rocks harder than others? Vocab: chalk, sandstone, granite, dissolve, acid, alkaline, ph How is rock made? Vocab: sedimentary, sandstone, limestone, chalk, igneous, pumice, granite, basalt, metamorphic, slate, marble, quartzite, crystalline, volcano, magma, layers, marine creatures What is soil made from? https://explorify.uk/en/activities/the-big-question/why-don-t-all-soils-look-the-same Vocab: peat, sandy, chalky, clay, organic matter, plant material, decomposed https://explorify.uk/en/activities/who-is/mary-anning (pupils will have learnt about Mary Anning and her life in KS1 (Year A, Autumn 1). Use this as a recap and stimulus for future learning). How are fossils formed? Vocab: animal, plant, matter, prehistoric, sea bed, decay, dissolve, replica, original, ammonite What do fossils tell us about prehistoric life? Vocab: Jurassic, Triassic, Cretaceous, evolution, extinction Revisit: KS1 topics through investigations and projects What is the best material to make a Stone Age tool? What animal makes the best Stone Age pet? What plants did Stone Age people grow, gather and eat?</p>		<p>Knowledge <u>Plants</u> https://explorify.uk/en/activities/have-you-ever/noticed-a-plant-growing-in-the-cracks-in-the-pavement</p>  <p>What job does each part of the plant do? REcap from KS1 Vocab: roots, stem, trunk, leaves, flowers, water, nutrients, support, reproduction, support, transport, absorb – look in detail at a few. What do plants need to live and grow? Focus on photosynthesis Vocab: air, water, light, nutrients, photosynthesis, space, cacti, tree, succulents, How is water transported within plants? INVESTIGATION Vocab: roots, stem, xylem tubes, osmosis What do flowers do? Why are bees important? Vocab: pollen, pollination, seed dispersal, germination, fruit, seed pod <u>Living things and their habitats (include plant life)</u> https://explorify.uk/en/activities/odd-one-out/funky-feet How can I group living things? Vocab: classify, classification key, vertebrates, invertebrates, fish, amphibians, reptiles, birds, mammals, flowering and no flowering What questions do I ask in a classification key? Vocab: mammal, reptile, fish, bird, amphibian, fur, beak, wings, scales, tail, feathers, eggs, live young, fly, swim. How can environments change and affect living things?</p>		<p>Knowledge <u>Forces and Magnets</u> Famous scientist to discuss: Isaac Newton https://explorify.uk/en/activities/the-big-question/which-rock-would-be-best-for-a-skate-ramp What makes things move? Vocab: push, pull, propel, What slows them down? Vocab: rough, smooth, surface, friction, incline, How do some things move without being touched? Vocab: contact, distance, non-contact, attract, repel, magnetic force, pole https://explorify.uk/en/activities/what-if/you-had-magnets-for-fingers What everyday materials are magnetic? Vocab: magnetic, non-magnetic, attract Why do magnets only stick to certain things? Vocab: ferrous, non-ferrous, opposites Why do magnets sometimes pull and sometimes push? Vocab: polarity, poles, north, south How can I use magnets? Vocab: attract, repel, magnetic field, north, south, <u>Electricity</u> https://explorify.uk/en/activities/who-is/chi-onwurah How can I use electricity safely? Vocab: voltage, signage, socket, water, How does----- use electricity? Vocab: appliance, energy, mains, electronic, battery, sound, light, heat, movement https://explorify.uk/en/activities/problem-solvers/to-the-wire What makes an electrical circuit work? Vocab: circuit, flow, cell, switch, buzzer, motor, battery, complete How do switches work? Vocab: open, close, complete, incomplete Will this circuit work?</p>	

		<p>Vocab: <i>environment, impact, flooding, deforestation, natural disasters, climate change, pollution, forest fires</i></p> <p>Revisit: Year B topic</p>	<p>Vocab: <i>complete, incomplete, component, symbol, loop</i></p> <p>What are conductors and insulators?</p> <p>Vocab: <i>conductor, insulator,</i></p> <p>Revisit: Year B topic</p>
--	--	---	---



Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
History	Chronology How do I mark BCE and CE dates on a timeline? When were the Palaeolithic, Neolithic and Bronze Ages? Learning from sources Why are primary sources important to help us understand the past? What artefacts come from the palaeolithic period? How do we know about the Bronze Age? What primary sources do we have? What is Skara Brae? What does it tell us about life at the time? Were there Bronze age settlements near Braintree? Compare and contrast Why did the Palaeolithic people move about but the Neolithic people settled more? How were Palaeolithic and Neolithic people's lives different? Who did people worship? Legacy What difference did Bronze make to everyday life? Vocabulary CE/BCE, sources, Palaeolithic, Neolithic, Bronze Age, archaeologist, artefact Outcome: Stone Age show case afternoon Black History week – mini topic planned – linked to life of Black Historical figure such as Martin Luther King, Mary Seacole, Rosa Parks, Harriet Tubman, Muhammed Ali, Maya Angelou BV3,4		The Empire Windrush Chronology When did the first Empire Windrush ship arrive in Britain? Learning from sources: What difficulties did the Windrush generation face in Britain in the 1940's and 50's? Why did the Windrush generation come to Britain? How did the Windrush generation help Britain? Legacy: What contribution did the Windrush generation make to Britain? BV4 Vocabulary Settler, conquistador, pilgrim, conquest, native, American Indians, colony, puritans Citizenship, immigration, Caribbean, stereotype, origin, colonialism, British Empire, racism, prejudice		Chronology When was the Iron Age? When did the Roman Empire exist? Who ruled Britain at that time? When did the Romans invade? When and why did the Romans leave Britain? Learning from sources What primary sources can we use to tell us about life in Roman Britain? Mosaics, roads, buildings, artefacts, writings? What sources tell us about the Boudicca revolt? Can they all be trusted? Introduce bias. What will our trip to Colchester Castle teach us about the Romans in Britain? What artefacts will we see? Compare and contrast What was life-like in the Iron Age? Did the Romans improve life for Britains? How did the Romans manage to defeat the Celts? In what ways were their army tactics superior? Legacy What did the Romans leave behind? How did it change life in Britain? BV1,2,3 Vocabulary Amphitheatre, villa, bath house, emperor, gladiator, aqueduct, barbarian, century, consul, Iceni tribe, legion, senate, Celts Outcome: a museum display	

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
Geography	<p>Using geographical skills and fieldwork I can read maps and use keys I can identify physical features using maps and photos</p> <p>Knowing places in the world Where in the UK did Stone Age people live? Where did the Beaker people come from? Where were the Bronze age settlements in Braintree? Where is Skara Brae?</p> <p>Study of Human and physical geography What makes a good location for a settlement? Why does the way land is used change over time? What was the climate like in Skara Brae?</p> <p>Vocabulary Settlement</p>		<p>Using geographical skills and fieldwork How do I use a grid reference for a map? I can direct someone using 8 points of the compass I can draw a map including a key What geographical features can you identify on a map? Carry out fieldwork using photos and graphs to compare areas of USA and UK – ie.) New York City and Braintree or Nevada Desert and Braintree.</p> <p>Knowing places in the world Recap 7 continents. Where are South and North America? What countries are in North America and South America? What oceans surround the Americas? What major rivers exist in North and South America? What mountain ranges can we identify?</p> <p>Study of Human and physical geography What is the difference between human and physical geography? How do the climates differ in North and South America? How are they affected by climate zones? Which area of North America has a climate most like the UK? Where is it hottest and why? What biomes are in N and S America? Compare New York City with Nevada? Or Virginia with Rio de Janeiro? What challenges does each environment bring? Think weather, pollution etc. Choose 2 for comparison – look at human and physical features.</p> <p>Vocabulary Biome, climate zone, Caribbean, canyon, waterfall, desert, forest, grasslands, temperate, tropical, arid, polar, latitude, longitude, equator, northern hemisphere, southern hemisphere.</p>		<p>Using geographical skills and fieldwork I can read maps – find European countries I can show the Roman expansion on a map</p> <p>Knowing places in the world Recap 4 countries of the GB Where did the Romans live in Europe? What made up the Roman Empire? What are the capital cities? Where are Essex and Braintree on the map?</p> <p>Study of Human and physical geography Where did Romans settle? Why? Where and why did Romans build roads in the UK?</p> <p>Vocabulary Settlement, expansion</p>	

		Vocab – texture, hygienic, seasonal, varied diet	
--	--	--	--



Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
Music	<p>Topic music – The Hebrides (Fingal's Cave) - Mendelssohn</p> <p>Charanga Unit Mumma Mia (steps 1 and 2) Genre: pop Instruments: Glockenspiel Instrumental notes: G, A Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music –</p> <p>Charanga Unit Three little birds (steps 1 and 2) Genre: Afropop, South African Instruments: Glockenspiel Instrumental notes: G, A, C Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music – Stars and stripes forever (Sousa)</p> <p>Charanga Unit Glockenspiel stage 2 (steps 1 and 2) Genre: N/A Instrumental notes: all Skills: perform Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music – Uirapuru (Keitor Villa-Lobos)</p> <p>Charanga Unit Bringing us together (steps 1 and 2) Genre: Disco Instruments: Glockenspiel Instrumental notes: G, A, C Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music – Symphony No.5 in C minor (Beethoven)</p> <p>Charanga Unit Lean on me (steps 1 and 2) Genre: soul/gospel Instruments: Glockenspiel Instrumental notes: C, F Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music – Dance of the Knights (Prokofiev)</p> <p>Charanga Unit Reflect, rewind, replay (steps 1 and 2) Genre: N/A Instruments: Glockenspiel Instrumental notes: revision Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch</p>

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
PSHE	Being Me in My World <u>Y3 themes</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives <u>Y4 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour BV1,2,3,4	Celebrating Difference <u>Y3 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour <u>Y4 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour BV1,2,3,4	Dreams & Goals <u>Y3 themes</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting <u>Y4 themes</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes BV3,4	Healthy Me <u>Y3 themes</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices <u>Y4 themes</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength BV2,3,4	Relationships <u>Y3 themes</u> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends <u>Y4 themes</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals BV3,4	Changing Me <u>Y3 themes</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition <u>Y4 themes</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change BV4

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
Computing	Project Evolve: Self-image and Identity, Online Relationships, Online Reputation BV2,4		Project Evolve: Online Bullying, Managing Online Information BV2,4		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership BV2,4	
	Teach Computing (NCCE): Connecting Computers Year 3 Equipment: Chromebooks or laptops (keyboards and trackpads), webcams, mouses, microphones, iPad Apps/software/sites: Google Docs or Microsoft Word, paintz.app	Teach Computing (NCCE): Animation Year 3 Equipment: iPads Apps/software/sites: iMotion, iMovie	Teach Computing (NCCE): Audio Editing Year 4 Equipment: Laptops Apps/software/sites: Audacity	Teach Computing (NCCE): Branching Databases Year 3 Equipment: Chromebooks Apps/software/sites: https://j2e.com (login using Google)	Teach Computing (NCCE): Sequence in Music Year 3 Equipment: Laptops Apps/software/sites: https://scratch.mit.edu (save to server or GoogleDrive), Scratch 3	Teach Computing (NCCE): Repetition in Shapes Year 4 Equipment: Chromebooks or laptops, iPads Apps/software/sites: https://turtleacademy.com/plavground (log in using Google), Logotacular

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
MFL (French)	<u>Year 3</u> Je me presente (Me and my family) <u>Year 4</u> Les transports (Transport and travel)	<u>Year 3</u> En classe (In class) <u>Year 4</u> Faire les magasins (Shopping)	<u>Year 3</u> Joyeux Anniversaire! (Happy birthday!) <u>Year 4</u> Cendrillon (French fairytale: dictionary & comprehension skills)	<u>Year 3</u> Jacques et les haricots magiques (French fairytale: dictionary & comprehension skills) <u>Year 4</u> Manger sain (Meals and snacks)	<u>Year 3</u> Le corps humain (The Body) <u>Year 4</u> Les sports et les activities (Hobbies and sports)	<u>Year 3</u> Au café (Food and drink) <u>Year 4</u> Carnaval des animaux (Animals)

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
Religious Education		How do people express commitment to a religion/world view in different ways? Hindu or Jewish/Sikh/Christian <i>Human/Social Sciences</i>	What is the Trinity? Christian <i>Theology</i>	What is philosophy? How do people make moral decisions? Christian/Humanist <i>Philosophy</i>	What do ____ believe about God? Muslim <i>Theology</i>	What difference does being a ____ make to daily life? Muslim <i>Human/Social Sciences</i>