



# Walbottle Village Primary School's Overview of LKS2 Curriculum Coverage



<b>YEAR THREE</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>History</b>	Stone Age to Iron Age	What was the Roman's impact on Britain?	The Romans - a local study
<b>Geography</b>	Would I move away to Newcastle?	The UK	The Rainforests
<b>Art</b>	Paul Klee – painting and drawing	Antony Gormley - sculpture	Beatriz Milhazes - collage and printing
<b>Design and Technology</b>	Mechanical systems – levers and linkages – Christmas Cards	Shell Structures using computer aided design	Textiles - 2D shape to 3D product
<b>Music</b>	Writing Music Down Playing in a Band	Compose Using your Imagination More Music Styles	Enjoying Improvisation Opening Night
<b>Computing</b>	Coding: Sequence and animation  Conditional events	Online safety  Multimedia presentations	Word Processing
<b>PSHE</b>	Family and Relationships Health and Well-being	Safety and the Changing Body	Citizenship Economic Well-being



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<b>RE</b>	World Faiths Festivals and Celebrations Beliefs and Practices:  Hinduism –Beliefs and Practice Diwali Religions on the local Community	Festivals and Celebrations Beliefs and Practices:  Meanings Within Easter	Sacred Writings Religious Teachers:  Contents and Significance of the Bible
<b>PE</b>	Gymnastics  Invasion through Tag Rugby and Bench ball	Dance  Athletics	Net and Wall through Tennis  Striking and fielding through rounders
<b>French</b>	Getting to know you	All about me	Our School

<u><b>YEAR THREE</b></u>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>History</b>	<p><b>The changes from Stone Age to the Iron Age</b></p> <p>In this unit the children will learn about the changes in Britain from the Stone Age to the Iron Age. They will look at and investigate evidence, including primary and</p>	<p><b>What was The Roman Empire's Impact on Britain?</b></p> <p>During this unit the children will look at the spread of the Roman Empire, how powerful the Roman army was and the invasion of</p>	<p><b>A local History Study – The Roman Wall How important is Hadrian's Wall today and why?</b></p> <p>In this unit we will study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality; The</p>



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	<p>secondary sources. The children will find about the causes of Late Neolithic hunter-gatherers and early farmers staying and making homes and the consequences of when they moved on. The children will investigate the changes that were made to travel, technology, cultures and farming and what stayed the same.</p> <p><b>Key vocabulary:</b> Neolithic, mammoth, house, fur, jewellery, Skara Brae, weapons, stones, spears, consequence, hunter-gatherer,</p>	<p>Britain. They will look at the significance of Queen Boudicca, Emperor Claudius and the building of Hadrian's Wall. Then they will find out about the impact of the Romans and the 'Romanisation' of Britain.</p> <p><b>Key vocabulary:</b> Emperor, empire, conquest, invasion, resistance, technology, culture, beliefs, BC, AD, Celts, tribes, trade, taxes, bath house, religions, Gods, worship, omen, ritual, prayer, superstition, sacrifice, festivals.</p>	<p>Roman Wall. The children will answer enquiry questions. They will carry out research and create a timeline for the change in use of the Roman Wall. Different sources of evidence will be used and we will create a report.</p> <p><b>Key vocabulary:</b> Reliable, evidence, enquiry, evaluate, local, collate, significance, cause, consequence, preservation, excavation.</p>
<p><b>Geography</b></p>	<p><b>Would I move away to Newcastle?</b></p> <p>In this unit, children will name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics. They will describe and understand aspects of physical and human geography. The children will have</p>	<p><b>The UK</b></p> <p>During this unit, the children will learn the names of and locate counties and cities of the United Kingdom. They will name geographical regions and their identifying characteristics. Children will understand how land use has changed over time. Children will find out how to use</p>	<p><b>Rainforests</b></p> <p>In this unit, children will locate rainforests around the world and begin to understand rainforest climate. They will identify the layers of the rainforest and understand how the rainforest has changed due to deforestation and the effects this is having. The children will plan and decide</p>



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	<p>the opportunity to use maps, atlases, globes and digital mapping.</p> <p><b>Key vocabulary:</b> Sketch, map, aerial view, feature, annotation, landmark, distance, key, symbol, cartographer, scale, land use, rural, urban, population, agriculture, forestry, protected land, coastal, freshwater.</p>	<p>maps and atlases. Additionally they will find out how to use symbols and keys to build knowledge of United Kingdom.</p> <p><b>Key vocabulary:</b> Map, atlas, names of countries, regions, capital cities in UK, human features, Human: bridges, statues, roads etc. physical features Physical: mountains and rivers, ordnance survey key, postcodes, city centres, rural areas, coastal areas, increase, decline.</p>	<p>how we can reduce the threats on the rainforest.</p> <p><b>Key vocabulary:</b> Rainforests, temperate, tropic, boreal, deciduous, coniferous, climate, tropics, tropical, forecast, forest floor, understory layer, canopy layer, emergent layer, habitat, diet, Amazon Rainforest, Sherwood Forest, Amazon River, species, natives, tribes, woodland, heathland, 'thyng' site. Deforestation, soil erosion, impact, economic trade, globalisation, fair-trade, transnational corporations, economically developed, agriculture, MEDC, LEDC, poverty.</p>
<p><b>Art</b></p>	<p><b>Paul Klee – painting and drawing</b></p> <p>During this unit we will look at line, colour, shape and space concepts using Paul Klee's work. Children will find out about the artist and the variety of work he created. They will use</p>	<p><b>Antony Gormley – The Angel of the North sculpture</b></p> <p>Our project is to create an 'Angel of the North' inspired by Antony Gormley's Angel of the North iron sculpture. We will learn about the artist Antony Gormley and investigate techniques used by</p>	<p><b>Beatriz Milhazes - collage and printing</b></p> <p>This unit will study the work of Beatriz Milhazes and other notable collage and print work artists. We will collect ideas in sketchbooks and think about what inspired the artists we are</p>



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	<p>observation skills to look at Paul Klee's work, learn and practise the techniques he used. Such as texture, layering, use of shapes and strong colours.</p> <p><b>Key vocabulary:</b> Tints, shades, primary and secondary , thick and thin brushes, shapes, textures, patterns and lines, watercolours, washes, poster paints , detail, create different effects, hardness of pencils, light and shadow, shading, hatching and cross hatching , line, tone and texture, shape, space , accurate drawings</p>	<p>him using art straws to create 3D models. We will create our own 'Angel of the North' using paper mache technique and evaluate our work.</p> <p><b>Key vocabulary:</b> Famous, artwork, sketch, sculpture, detail, metal, manipulating, 3D, 2D, paper mache, evaluate, design.</p>	<p>studying. We will use different collage methods such as overlapping and use layers of two or more colours to reproduce seen patterns before creating a piece inspired by Milahazes work.</p> <p><b>Key vocabulary:</b> Collage, print, arrange materials, effect, overlapping, tessellation and montage, layers of colours, reproduce, seen patterns, precise repeating patterns, block</p>
<p><b>Design and Technology</b></p>	<p><b>Mechanical systems – levers and linkages – Christmas Cards</b></p> <p>In this unit, the children will research pop-up cards before designing and creating their own. They will develop their understanding of levers, linkages, fixed and loose pivots. Linking their learning to coding in computing, they will plan their inputs and outputs carefully in</p>	<p><b>Shell Structures using computer aided design</b></p> <p>During this unit children will look at packaging, look at its advantages and disadvantages, including practicality, functionality and appearance. They will investigate nets and potential nets for their own design. Children will then develop, test, create and evaluate</p>	<p><b>Textiles-Making a 'Roman soldier' puppet a 2-D shape to 3-D product</b></p> <p>Our project is to look at existing puppets, discuss their advantages and disadvantages in relation to practicality, functionality and appearance. We will look at existing puppets as potentials for children's own design. They will design their own puppet which</p>



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	<p>order to ensure they have a structured pop-up Christmas card.</p> <p><b>Key vocabulary:</b> Mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief</p>	<p>their own shell structure, ending up with a gift box for a family member.</p> <p><b>Key vocabulary:</b> Shell, structure, packaging, practicality, functionality, appearance, test, evaluate, design, create, materials, shape, tabs, folds, edges, 2D, 3D, skills, measurement</p>	<p>uses a joining technique and develop their own design(s). The children will test their design (using j cloth), create their puppet and evaluate it.</p> <p><b>Key vocabulary:</b> 2D, 3D, design, create, evaluate, criteria, function, appeal, fabric, join, template, running stitch, thread, needle, sewing, skills.</p>
<b>Music</b>	<p><b>Writing Music Down</b> Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p> <p><b>Key vocabulary:</b></p>	<p><b>Compose Using your Imagination</b> Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p><b>Key vocabulary:</b> Composition, melody, sounds</p> <p><b>More Music Styles</b> Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes</p>	<p><b>Enjoying Improvisation</b> Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?</p> <p><b>Key vocabulary:</b></p>



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	<p>Long, short, rhythm, sound, symbol, stave, notes, crochet, minims.</p> <p><b>Playing in a Band</b>          Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> <p><b>Key vocabulary:</b>          Band, instrumental, steady beat, time signatures, pitches, harmony</p>	<p>from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p> <p><b>Key vocabulary:</b>          Loud, quiet, forte, piano, dynamics</p>	<p>Structure, pattern, listen, singing, playing, introduction, verse, chorus, change, repeat.</p> <p><b>Opening Night</b>          Have fun planning your performance!          Create and present a performance with an understanding of the songs you are singing and where they fit in the world.          Present what has been learnt in the lesson with confidence.          If you want to create your own band, use the simple band parts provided. Every instrument is there!</p> <p><b>Key vocabulary:</b>          Create, songs, singing, band</p>
<b>Computing</b>	<b>Coding</b>	<b>Online safety</b>	<b>Word Processing</b>



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	<p>Sequence and animation Conditional events</p> <p>In this unit, the children will learn that code can be made to execute in a particular order. They will create a simple program in which objects perform actions in a sequence. They will learn that a timer can also be used to control the sequence in which part of their code is executed. The children will learn that objects can be programmed to react if certain conditions are met. They will use a hit event to check when objects hit a particular background colour. They will use their knowledge and understanding of conditional events to create their own game.</p> <p><b>Key vocabulary:</b> Sequence, run, before, after, between, execute, algorithm, walls, condition, conditional statement, background, hit event</p>	<p>In this unit, children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online. They will build on the idea of a digital footprint by thinking about how the adverts they see online are targeted at them. Children will finish the unit by using the knowledge they have gained to plan a party using online communication methods.</p> <p><b>Key vocabulary:</b> Communication, cyberbullying, privacy, information, permission, planning and preparation.</p>	<p>This unit is aimed at teaching basic word-processing skills to children where they will learn to use various features for formatting text. They will focus on some important computer skills and introduce children to screenshots and the Snipping Tool, and secure use of passwords.</p> <p><b>Key vocabulary:</b> Microsoft, format, font, size, snipping, tool, screenshot, password, security.</p>
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		<p><b>Multimedia presentations</b></p> <p>In this unit, the children will begin researching and planning information around a specific topic. After recording this in a structured way, children will create a presentation that moves from slide to slide and is aimed at a specific audience. They will learn how to combine text images and sounds and show awareness of audience. In addition, they will know how to manipulate text, underline text, centre text, change font and size and save text to a folder.</p> <p><b>Key vocabulary:</b> Safe search, refine, collecting, presenting data and information, type, word process, multimedia, presentation, browse, image, copy, paste, document, slide.</p>	
<b>PSHE</b>	<b>Family and Relationships</b>	<b>Safety and the Changing Body</b>	<b>Citizenship</b>



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	<p>During this unit, children will learn how to resolve relationship problems; effective listening skills and about non-verbal communication. They will look at the impact of bullying and what action can be taken; exploring trust and who to trust. They will look at and understand that stereotyping can exist.</p> <p><b>Key Vocabulary</b> Bullying, communicate, empathy, open questions, similar, solve, stereotype, sympathy, trust.</p> <p><b>Health and well-being</b></p> <p>In this unit, children will understand that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation. They will explore identity through groups we belong to, and how our strengths can be used to help others. Also, children will learn how to solve problems by breaking them down into achievable steps.</p>	<p>In this unit, children will learn how to call the emergency services and respond to bites and stings. Additionally, they will learn about cyberbullying and how to be good digital citizens whilst exploring how to be safe near roads. Pupils will also think about choices and influence.</p> <p><b>Key vocabulary:</b> Allergy, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries.</p>	<p>As part of this unit, children will learn about children's rights; exploring why we have rules. They will look at the roles of local community groups, charities and recycling. Children will be introduced to local democracy.</p> <p><b>Key vocabulary:</b> Charity, community, consequence, council, councillor, law, recycling, rights, United Nations (UN).</p> <p><b>Economic Well-being</b></p> <p>During this unit, children will be introduced to creating a budget and learning about: the different ways of paying, the emotional impact of money and the ethics of spending. They will have some time to think about potential jobs and careers.</p> <p><b>Key vocabulary:</b> Budget, expense, feeling, qualification, stereotype.</p>
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	<p><b>Key vocabulary:</b> Alone, balance, barriers, belonging, identity, lonely, resilience.</p>		
<p><b>RE</b></p>	<p><b>World Faiths Festivals and Celebrations Beliefs and Practices:</b> <b>Hinduism –Beliefs and Practice</b> <b>Diwali</b> <b>Religions on the local Community</b></p> <p>The Story of Rama and Sita During this unit of work children will learn about Diwali, what it is, why it is celebrated and how. They will read the story of Rama and Sita and discuss the links with Diwali.</p> <p><b>Key vocabulary:</b> Worship, pray, prayer, God, devotion, offering, shrine, sacred, holy, Hinduism, murti, arti, puja, aum, Prasad, Hindu gods, eg Ganesha, Krishna.</p>	<p><b>Festivals and Celebrations Beliefs and Practices:</b> <b>Meanings Within Easter</b></p> <p>In this unit, the children will explore the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians. This unit is about the significance of the Easter events for Christian belief, and especially beliefs about Jesus and his relationship to God. At the end of this unit, most children will be able describe the story of Jesus from his entry into Jerusalem to the resurrection; name the symbols of bread and wine from the Last Supper; understand the basic beliefs about Jesus' death and resurrection, understand why the cross is a significant symbol for</p>	<p><b>Sacred Writings Religious Teachers: Contents and Significance of the Bible</b></p> <p>The person of Jesus. Our project will look in detail at composition of the Bible and its importance and use in the lives of believers. The children will also look at what is known about Jesus through history, the gospels and interpretations of Jesus in art and what this conveys. They will evaluate work on their own impressions of Jesus.</p> <p><b>Key vocabulary:</b> The Bible eg. Old and New Testament, parable, history, law, poetry, letters, names of some well known biblical characters</p>



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		<p>Christians. Additionally, some children know in detail the story of Palm Sunday, the events of the Last Supper.</p> <p><b>Key vocabulary:</b>          Religion, God, Christianity, Easter day, Garden of Gethsemane, crucifixion, Jesus, Messiah, Orthodox, Catholic, feelings and emotions, excitement, disappointment, betrayal, remembrance, elation, wonder, bewilderment.</p>	<p>religion, eg God, belief          Christianity, eg Jesus, crucifixion, disciples</p>
<p><b>PE</b>          See separate PE overview</p>	<p>Gymnastics</p> <p>Invasion through Tag Rugby and Bench ball</p>	<p>Dance</p> <p>Athletics</p>	<p>Net and Wall through Tennis</p> <p>Striking and fielding through rounders</p>
<p><b>French</b></p>	<p><b>Getting to know you</b></p> <p>During this unit, children will learn how to say hello for different times of the day and goodbye. They will be able to introduce themselves and discuss how they are feeling. The children will count to 10 and ask how old someone is.</p>	<p><b>All about me</b></p> <p>During this unit, the children will learn to understand and follow instructions. They will name parts of the body, identify colours and say what they are wearing.</p> <p><b>Key vocabulary</b></p>	<p><b>Our school</b></p> <p>In our third unit, children will learn to ask and explain where things are in the classroom, they will describe the contents of their pencil case and they will express their likes and dislikes for subjects at school. They will also listen to and follow instructions</p>



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	<p><b>Key vocabulary</b> Bonjour, bonne nuit, salut, je m'appelle, comment t'appelles-tu?, monsieur, madame, mademoiselle, ca va?, bien, tres bien, comme ci, comme ca, ca ne va pas tres bien, ca va mal, merci, au revoir, a bientot, a tout a l'heure, a demain, bonne fin de semaine/bon weekend, 0-10, quell-age as-tu?, j'ai...ans, an(s), bon/joyeux anniversaire!</p>	<p>Asseyez-vous, levez-vous, rangez vos chaises, taisez-vous, ecouchez, regardez, venez au tapis, repetez, regardez-moi, rangez vos affaires, voici, mon corps, la tete, les epaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez, oui, non, les pieds, les bras, tapez, croisez, marches, levez, touches, courez, sautez, posez, prenez, c'est de quelle couleur?, c'est...,bleu, blanc, rouge, noir, jaune, vert, gris, orange, rose, violet, marron, une jupe,, un pantalon, un tee-shirt, une chemise, un pull, un sweat, des chaussures, un short, des chaussettes, une robe, un maillot de corps, un slip, qu'est-ce qu'il y a dans l'armoire? Il y a..., des gants, une echarpe, un manteau, un chapeau, un impermeable, des lunettes, une ceinture, des bottes, une montre, qu'est-ce que tu porte?, je porte, et,</p>	<p>and ask and answer questions about places in school.</p> <p><b>Key vocabulary</b> Qu'est-ce qu'il y a dans la sale de classe? Ou est..., Ou sont..., il (m)/elle (f) est la, voici, la sale de classe, la porte, la fenetre, la chaise, la table, l'ordinateur, le livre, les lumieres, qu'est-ce qu'il y a dans ta trousse, qu'est-ce c'est? le crayon, le stylo, le crayon de coleur, la trousse, la gomme, la regle, les matieres, les opinions, aimes-tu...? Oui j'aime..., Non je n'aimes pas..., le francais, l'anglais, les sciences, les maths, la musique, l'education physique, l'histoire, la geographie, l'informatique, le dessin, a l'ecole, ou es-tu?, je suis dans, le sale de classe, la cour de recreation, la biblitheque, la sale de musique, la sale d'informatique, le couloir, le terrain de jeux, le bureau, la cantine, la sale de professeurs</p>
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YEAR FOUR			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>History</b>	Anglo- Saxons	Vikings	The Plague
<b>Geography</b>	Europe	Water	Food from around the World
<b>Art</b>	Alberto Giacometti - collage and sculpture	Andy Warhol - printing	Mary Moser - drawing and painting
<b>Design and Technology</b>	Mechanical systems: Pneumatics	Healthy and varied diet: Savoury	Electrical systems: Simple programming and control - crumbles. Simple circuits and switches
<b>Music</b>	Musical Structures Exploring Feelings When You Play	Compose with Your Friends Feelings Through Music	Expression and Improvisation The Show Must go On!
<b>Computing</b>	Coding: Introduction to variables Repetition and loops	Word Processing  Communication and collaboration	Digital media  Online safety
<b>PSHE</b>	Family and relationships Health and well-being	Safety and the changing body	Citizenship Economic well-being
<b>RE</b>	Talking About God: Symbols and signs in religion	Faith communities: Expression of identity	World Faiths: Hinduism



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<b>PE</b>	Dance and gymnastics	Invasion – netball fundamentals	Athletics / net and wall through badminton
<b>French</b>	What's the time?	On the move	Shopping



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YEAR FOUR			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
History	<p><b>Where did the Anglo-Saxons settle in Britain and why?</b></p> <p>In this unit the children will be exploring who the Anglo-Saxons were alongside their livelihood, comparing the way in which they lived to our own. They will learn about the year they came to England and infer and discuss factors which led them to do this. Additionally, they will consider all that was happening during this time and consider push and pull factors. After locating and exploring their homelands and settlements looking closely at these areas and their benefits, the children will be exploring and evaluating why the Anglo-Saxons invaded Britain.</p> <p><b>Key vocabulary:</b> Settlement, push, pull, cause and consequences, homelands, invasion, compare and contrast, livelihood, relocate, factors</p>	<p><b>The Vikings: Vikings vs Anglo-Saxons</b></p> <p>Who won the struggle for the Kingdom of England? Children will learn who the Vikings were and why they came to Britain. They will recognise where Vikings settled – mainly settling in Danelaw, Northumbria, East Anglia and the Five Boroughs. We will learn who created the Danelaw and what it involved.</p> <p><b>Key vocabulary:</b> Invade, settle, longboat, shield, Lindisfarne, Danelaw, Northumbria, East Anglia, borough,</p>	<p><b>The Plague</b></p> <p>Children will learn what the plague was and its key events and they will discover the effect on the people of London. They will also analyse a source making inferences whilst exploring the causes of the plague, noting their importance. Additionally, year 4 will consider what changed and what stayed the same, comparing the 17<sup>th</sup> century with the 21<sup>st</sup> century. Finally, they will explore a key person (Samuel Pepys) and look closely at what we have learnt from them and their importance during this time.</p> <p><b>Key vocabulary:</b> Plague, the Great Plague, Samuel Pepys, impact</p>



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<p>Geography</p>	<p><b>Europe</b></p> <p>In this unit, the children will learn to locate the World's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. They will learn these skills when they look at popular inter-railing routes through Europe. The children will need to think about time zones when planning their travel to and from countries in Europe, learning about Prime/Greenwich Meridian. They will also use lines of latitude and longitude to locate the places that are studied as well as using four and six grid reference figures. The children will learn to understand geographical similarities and differences through the study of human and physical geography in a region in a European country. During this unit, the children will recognise OS symbols from the previous</p>	<p><b>Water</b></p> <p>Children will learn all about different bodies of water, comparing them and the impact humans have on them. They will explore biomes and vegetation belts noting the importance of water on these. Additionally, the children will learn about the water cycle, climate change (with a focus on water) and they will touch on rivers noting how they get their water</p> <p><b>Key vocabulary:</b> Biomes, vegetation belt , water cycle, climate, evaporation, condensation, precipitation</p>	<p><b>Where does our food come from?</b></p> <p>Children will learn about different foods and their ingredients focusing on where they come from and how they are produced. They will consider the environmental impact this has as well as social and economic factors before providing a solution. Additionally, they will recap their knowledge of the equator, tropic of cancer and Capricorn and time zones in order to learn which foods grow where and why, where farming is most effective and to learn all about trade links. They will also look a Fair Trade understanding its importance.</p> <p><b>Key vocabulary:</b> Product, environmental, social, economic, factor, equator, Tropic of Cancer, time zones, food, growth, trade</p>
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	<p>year, whilst learning more about OS maps and symbols.</p> <p><b>Key vocabulary:</b> Equator, climate, city, region, European, man-made, natural, landmarks, currency</p>		
<p>Art</p>	<p><b>Alberto Giacometti collage and sculpture</b></p> <p>In this unit the children will be studying the artist Alberto Giacometti exploring who he was and what inspired his work, looking closely at examples of his art. We will use sketch books to record ideas. More specifically, the children will focus on his incredible sculptures analysing the different features. Throughout the unit, the children will use collage and sculpture skills using a range of appropriate materials to overlap and adding materials to provide their artwork with more detail. At the end of the unit, the class will evaluate their</p>	<p><b>Andy Warhol: Printing</b></p> <p>We investigate the work of Andy Warhol and other notable print artists. We will use our sketch books to express opinions and work on ideas. We will make printing blocks (from coiled string glued to a block) and replicate patterns observed. We will use a number of brush techniques using thick and thin brushes to produce shapes, texture, pattern and lines. We will use layers of two or more colours to reproduce seen patterns and make precise repeating patterns</p> <p><b>Key vocabulary:</b> Pattern, texture, design, technique, lines, shapes, observe,</p>	<p><b>Mary Moser - drawing and painting</b></p> <p>We will investigate the work of English artist Mary Moser and other notable paint and drawing artists. We will Work on ideas in sketch books to improve them Create original pieces that show a range of influences and styles We will do a colour study, create tertiary colours and adapt to make tints and shades. We will produce part of one of Moses's paintings, matching colours and use water paints and acrylic to experiment with how the paint looks on paper for different effects. During this project we will experiment with pencils to create as many different effects as possible. We</p>



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	<p>work against Giacometti's original piece.</p> <p><b>Key vocabulary:</b> Collage, sculpture, malleable, overlapping, accurate, higher, wider, thin, form, join, tools, details,</p>	<p>reproduce, precise, colours, dark light, shade, tone, reproduce.</p>	<p>will practise sketching flowers and leaves that are correct relational sizes</p> <p><b>Key vocabulary:</b> Paint, sketch, water colour, primary, secondary, tertiary, artist, paint brush, thick, thin,</p>
<p>Design and Technology</p>	<p><b>Mechanical systems: Pneumatics</b></p> <p>In this unit, Year 3 will design a Christmas themed toy for a child in Year 1. They will strengthen their understanding of pneumatics before researching, exploring and evaluating a range of existing products against their success criteria. They will then plan and select appropriate materials in order to create their toy in groups, sticking closely to their design specification. Following this, they will evaluate their products and note their successes as well as improvements.</p>	<p><b>Healthy and varied diet: Savoury</b></p> <p>In this unit, the children will be enhancing their learning around healthy eating in order to make a balanced, savoury sandwich for a child of their age. When researching, children will have the opportunity to explore what's on offer already and taste existing products. Building on their knowledge of a healthy, varied diet, they will then create their own sandwich thinking carefully about the bread and contents in order to meet their design brief accurately. Finally, they will taste and evaluate their product accordingly.</p>	<p><b>Electrical systems: Simple programming and control – crumbles.</b> <b>Simple circuits and switches</b></p> <p>In this unit, the children will be focusing on simple circuits and switches, linking closely to their unit of electricity in science. After exploring and investigating a range of electrical design ideas, they will be designing and making their very own lighthouses using an electrical circuit. Throughout the unit, the children will be using their prior knowledge of electrical circuits to develop a design criteria which they will use to create their lighthouse. Following this, they</p>



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	<p><b>Key vocabulary:</b> Components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener, pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight</p>	<p><b>Key vocabulary:</b> Savoury, contents, wheat, gluten-free, vegetarian, vegan, fruit, vegetables, balanced, varied, flavour, combinations</p>	<p>will choose the appropriate tools and equipment to make their design before evaluating it against their design brief. Additionally, the children will be taught how to work safely when creating their lighthouse.</p> <p><b>Key vocabulary:</b> Risk, circuit, batteries, components, electrical systems, mains electricity, non mains electricity, materials, light source, wires</p>
<p>Music</p>	<p><b>Musical Structures</b> Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p><b>Key vocabulary:</b></p>	<p><b>Compose with Your Friends</b> When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been</p>	<p><b>Expression and Improvisation</b> Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p><b>Key vocabulary:</b> Improvise, express, expressive, dynamics</p> <p><b>The Show Must go On!</b> Create and present a performance!</p>



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	<p>Section, structure, form, piece, music, song, chorus, repeat, verse</p> <p><b>Exploring Feelings When You Play</b>          Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</p> <p><b>Key vocabulary:</b>          Words, lyrics, effect, song, sounds, communicate.</p>	<p>resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p> <p><b>Key vocabulary:</b>          Compose, signatures, melody, tonic pitch, home note</p> <p><b>Feelings Through Music</b>          Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p> <p><b>Key vocabulary:</b>          Loud, quiet, fast, slow, short, detached, emotions, connect</p>	<p>Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections.</p> <p><b>Key vocabulary:</b>          Performance, confidence, understanding, connections</p>
<p>Computing</p>	<p><b>Coding:</b>          Introduction to variables          Repetition and loops</p>	<p><b>Word Processing</b>          In this unit, children will learn about formatting images and organising content into and</p>	<p><b>Digital media</b>          In this unit, the children will write and record a news report based on their current learning.</p>



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	<p>In this unit, the children will develop their understanding of variables, learning that the value of a variable can change as a result of an input or event, or in response to a condition being met. They will also learn how to repeat loops and use timers to control their sequences. Later on in the unit, they will create an animated scene using loops, variable and 'if' statements.</p> <p><b>Key vocabulary:</b> Variable, value, conditional event, execute, hit event, negative, collide</p>	<p>effective layout. Additionally, children will learn new skills and techniques and apply them to creating a range of different word documents (posters, letters to parents, job rotas, recipe cards and e-vouchers) which they will use during a cake sale project.</p> <p><b>Key vocabulary:</b> Microsoft word, formatting, organisation, content, layout, presentation, project, font, size, appealing</p> <p><b>Communication and collaboration</b> In this unit about Communication and Collaboration, the children will begin by gaining an understanding of the difference between online and offline communication. Then, they will explore online communication in detail, as well as looking at the positives and negatives of different online communication methods. Children will also learn</p>	<p>During this, they will work in pairs to research their topic further, extending their learning before organising their information appropriately in order to create and present an entertaining report.</p> <p><b>Key vocabulary:</b> Research, planning and preparation, presentation, formulate, create, delivery, record, edit, playback, pause, trim, cut, extend</p> <p><b>Online safety</b> In this unit, children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.</p> <p><b>Key vocabulary:</b></p>
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		<p>all about emails. They will learn about: the features of email in detail; the process of how emails are sent; explore what email protocols are and then practise sending emails themselves. They will also learn how to send attachments in an email and understand what spam emails are, delving into the concept of phishing. Finally, children will explore how to collaborate online using a cloud storage service and the tools they offer for editing online documents, working collaboratively alongside others</p> <p><b>Key vocabulary:</b>          Online, offline, features, process, protocols, attachments, collaboration, communication, storage, space, documents</p>	<p>Cyberbullying, search engines, safety, digital, citizens, plagiarism.</p>
<p>PSHE</p>	<p><b>Health and well-being</b></p> <p>In their first unit, children will develop an emotional maturity, learning that we experience a range of emotions and are responsible for these as well as</p>	<p><b>Safety and the Changing Body</b></p> <p>In their next PSHE unit, Year 4 will build an awareness of online safety and the benefits and risks of sharing information online. Additionally, they will learn the</p>	<p><b>Citizenship</b></p> <p>In this unit, children will learn about 'Human Rights' and caring for the environment. They will explore the role of groups within the local community and</p>



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	<p>appreciating the emotions of others. They will develop a growth mind-set and look at identifying calming activities. Finally, they will develop an independence in dental hygiene.</p> <p><b>Key vocabulary:</b> Emotions, responsibilities, resilience, growth mind-set, calm, management, dental hygiene</p> <p><b>Relationships</b></p> <p>In this unit, the children will learn that families are varied and differences must be respected by understanding physical and emotional boundaries in friendships. They will learn about the roles of bully, victim and bystander and how behaviour affects others. They will know about appropriate manners and bereavement. Promoting positive relationships and conflict resolution.</p>	<p>difference between private and public and age restrictions. Following this, the children will explore the changing body by understanding the physical and emotional changes in puberty as well as how to help someone with asthma.</p> <p><b>Key vocabulary:</b> Online safety, benefits, negatives, personal, private, public, restrictions, access, puberty, asthma</p>	<p>appreciate community diversity. They will also look at the role of local government.</p> <p><b>Key vocabulary:</b> Human rights, responsibility, community, safety, government, local</p> <p><b>Economic Well-being</b></p> <p>In their final unit, the children will explore the choices associated with spending, learning what makes something good value for money. Furthermore, they will explore careers and their aspirations looking at what influences career choices.</p> <p><b>Key vocabulary:</b> Money, spending, saving, value, increase, career, aspirations, influence</p>
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	<p><b>Key vocabulary:</b> Safety, emotions, reactions, personal, personalities, change, loss, familiar, unfamiliar, rules, restrictions, laws</p>		
RE	<p><b>Talking About God: Symbols and signs in religion</b></p> <p>The unit considers a variety of religious symbols, including symbolic language, which are used to express perceptions of God and aspects of faith and explore the meanings of the symbols for those who use them. Children are encouraged to investigate examples of symbolic language and to deepen their understanding of some central religious concepts. Most children will identify some key religious symbols and some symbolic actions in a religious context; talk about some of the beliefs or ideas which underlie them; discuss the possible meanings of some examples of symbolic language, e.g. <i>words or phrases used by believers to describe God.</i></p>	<p><b>Faith communities: Expression of identity</b></p> <p>In this unit, children will draw on their understanding and experience of belonging and then relate it to how religious people have a sense of belonging to their faith and faith community. Additionally, the children will be introduced to a number of outward expressions of religious identity through study of world faiths. They will consider how and why religious people expressing their sense of belonging and identity is so important to them.</p> <p><b>Key vocabulary:</b> Religion, God, belonging, faith community, religious identity, commitment, world faiths</p>	<p><b>World Faiths: Hinduism</b></p> <p>In this unit, the children will be introduced to Hinduism by exploring some ideas about God; ways in which Hindus worship and why worship is important to members of the Hindu community. Additionally, they will be introduced to some of the beliefs and practices of Hindus through studying worship in the mandir and the celebration of Diwali. There is a focus upon how these beliefs are exemplified in this festival. They will learn about the religious significance of Diwali and what it means to believers through pictures, drama and storytelling.</p> <p><b>Key vocabulary:</b> Diwali, mandir, diva, rangoli, warm, calm, secure, worship,</p>



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	<p><b>Key vocabulary:</b> Symbol, God, faith, concepts, context, beliefs, believers, perception</p>		<p>pray, prayer, God, devotion, offering, shrine, sacred, holy, murti, arti, puja, aum, Prasad, Ganesha, Krishna</p>
<p>PE <b>See separate PE overview</b></p>	<p>Invasion Games and Dance</p>	<p>Fundamentals and Gymnastics</p>	<p>Mini Athletics and Striking and Fielding</p>
<p>French</p>	<p><b>What's the time?</b></p> <p>In this 'What's the Time?' unit, Year 4 will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between two times.</p> <p><b>Key vocabulary:</b> Heure(s), et quart, moins, le quart, cinq, dix, quinze, vingt, trente, Il est, avant, apres</p>	<p><b>On the Move</b></p> <p>The children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.</p> <p><b>Key vocabulary:</b> Transport Direction movement</p>	<p><b>Going Shopping</b></p> <p>The children will learn about the shopping experience in France. They will learn specific vocabulary of fruits, vegetables and clothes. They will also learn questions to ask in a shop in France.</p> <p><b>Key vocabulary:</b> Euro, La pomme (apple), La 'orange, La banana, La fraise</p>



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