The logo is a circular emblem with a gold, scalloped border. Inside the circle, there is a depiction of a church building with a central tower and two side towers, set against a light blue sky and green foliage. The text is overlaid on this emblem.

Malmesbury
Church of
England

Curriculum
Handbook

Milepost 2 – Years 3 and 4

Geography – IPC

Program of Study: Key Stage 2: 4; 3 and 4; 2 and 3

At key stage 2: • curriculum adjustments should prioritise **critical underpinning knowledge**, such as **weather and climate, geology, topography, trade links, and natural resources and their distribution.**

Schools might choose to teach these concepts using an **example of a region** (for example, the Amazon rainforest). These aspects of geography, as well as **locational knowledge**, are fundamental to pupils' understanding of the interconnectedness of geography, as seen for example through biomes, or the location and development of settlements.

A secure grasp of this underpinning knowledge will ensure that they are ready to learn subsequent knowledge about human and physical processes.

(Teaching a broad and balanced curriculum for education recovery (2021) **CRITICAL CONTENT** as stated by 'Teaching a broad and balanced curriculum'

Milepost 2 Years 3 + 4 Geography Areas of Study					
Features Studied	Years 3 and 4	Years 5 and 6	Features Studied	Years 3 and 4	Year 5 and 6
Rivers	Year 3 and 4, Year A, Term 1 Egyptians (Flood plains, deltas, tributaries)	Year 5 – Year A and B, Term 6, Go with the Flow	Volcanoes	Year 3 and 4, Year A, Term 3 Active Planet	
Inland features		Year 5, Year A + B Term 6, Go with the Flow	Earthquakes	Year 3 and 4, Year A, Term 3 Active Planet	
Settlement types and land use	Year 3 and 4, Term 4, Year A, Rainforests [Land use]	Year 5, Year A + B Term 6, Go with the Flow. Year 5 and 6 Year A, Term 4, The Holiday Show.	Water Cycle	Year 3 and 4, Year A, Term 3 Active Planet	Year 5 – Year A and B, Term 6, Go with the Flow
Distribution of energy and resources	Year 4, Term 6, Chocolate, Year A [Resources]	Year 5 – Year A and B, Term 6, Go with the Flow	Climate zones	Year 3 and 4, Term 4, Year A, Rainforests [Tropical]	Year 6, Year A + B Term 6, out of Africa Year 5 and 6, Year B, Term 3, Extreme Survivors

Trade and economic links	Year 4, Term 6, Chocolate, Year A	Year 5 – Year A and B, Term 6, Go with the Flow	Coastal Features		Year 5 and 6 Year A, Term 4, The Holiday Show.
Coastal feature		Year 5 and 6 Year A, Term 4, The Holiday Show.	Mountains		Year 5 – Year A and B, Term 6, Go with the Flow

Geography – Milepost 2: Key Skills

Geography: Key Skills, Milepost 2, Years 3-4

National Curriculum	IPC learning Goals – Matched to National Curriculum	Themes / topic	Year & term taught
Use fieldwork instruments (e.g. Camera, rain gauge), maps, globes, atlases and digital/computer mapping to locate countries and key features to interpret them and aerial photos/pictures to make comparisons between locations. e.g. populations, temperature	2.8 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities	Rainforests	Year A, Term 4
		Egyptians	Year A, Term 1
		Explorers and Adventurers	Year B, Term 3
Use four figure grid references and the 8 points of a compass. Explore features on OS maps	2.5 Be able to use geographical terms 2.12 Understand how places fit into a wider geographical context	Explorers and Adventurers	Year B, Term 3
Explore features on OS maps		Brilliant Brunel	Year 3, Year B, Term 6

<p>Plan the steps and strategies for an enquiry</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape</p> <p>Make more detailed fieldwork sketches/diagrams, plans and maps using symbols and keys</p> <p>Measure straight line distances using the appropriate scale</p> <p>Draw accurate maps with more complex keys</p>	<p>2.6 Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>2.7 Be able to make simple maps and plans of familiar locations</p> <p>2.9 Be able to use secondary sources to obtain geographical information</p>	<p>Rainforests</p> <p>Chocolate</p> <p>Scavengers & Settlers</p> <p>Home Sweet Home</p>	<p>Year A, Term 4</p> <p>Year A, Term 6</p> <p>Year B, Term 1</p> <p>Year B, Term 5</p>
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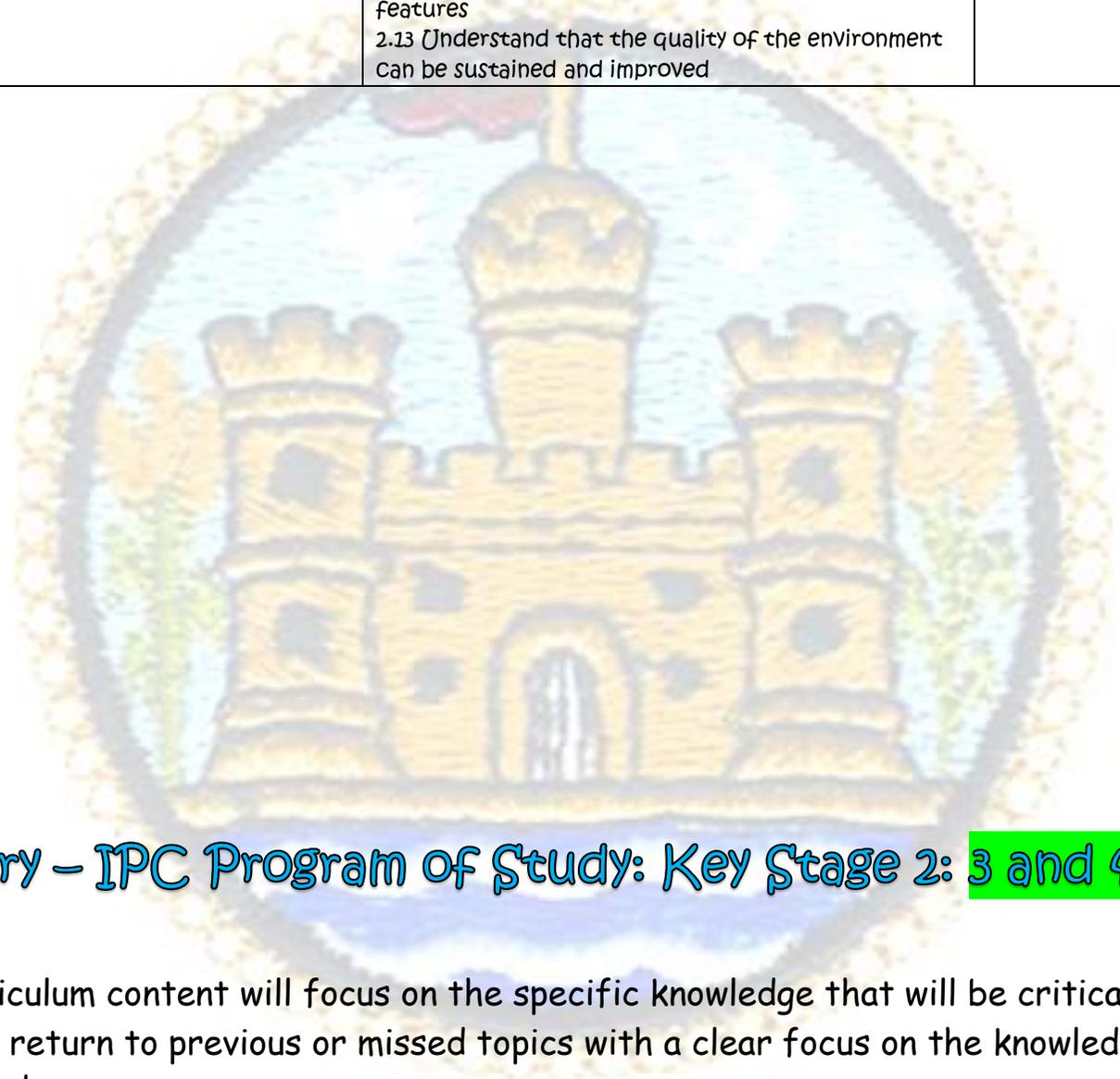
Geography – Milepost 2: Key Knowledge

Milepost 2 Years 3 & 4 Geography Key Knowledge

National Curriculum	IPC Learning Goal	Themes / topic	Year & term taught
Identify where countries are within Europe, including Russia, concentrating on their environmental regions, key physical and human characteristics, countries and cities	<p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>2.12 Understand how places fit into a wider geographical context</p>	<p>Vikings</p> <p>Chocolate</p> <p>Explorers & Adventurers</p>	<p>Year A, Term 6</p> <p>Year A, Term 6</p> <p>Year B, Term 3</p>
Describe human features of the UK regions, cities and/or counties and natural resources and understand how some of these aspects have changed over time : Cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, location, industry, transport, settlement, water cycle. Contour, height, volcanoes, earthquakes,	<p>2.1 Know how particular localities have been affected by human activities</p> <p>2.2 Know how particular localities have been affected by natural features and processes</p> <p>2.10 Be able to express views on the features of an environment and the way it is being harmed or improved</p>	<p>Brilliant Brunel</p> <p>Active Planet</p>	<p>Year B, Term 6 (Y3)</p> <p>Year A, (New 2021), Term 3</p>

	<p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>2.05 Be able to use geographical terms</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p>	<p>Egyptians</p> <p>Chocolate</p> <p>Active Planet</p> <p>Home Sweet Home</p>	<p>Year A, Term 1</p> <p>Year A, Term 6</p> <p>Year A, (New 2021), Term 3</p> <p>Year B, Term 5</p>
<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</p> <p>Understand why there are similarities and differences between places within a region in a European country through a study</p> <p>Identify where countries are within the UK and the key topographical features.</p> <p>Name and locate the cities of the UK.</p> <p>Name, locate and demonstrate knowledge of Physical and human features of the United Kingdom.</p> <p>Understand why there are similarities and differences between places within United Kingdom through a study.</p>	<p>2.11</p> <p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p>	<p>Rainforests</p> <p>Vikings</p> <p>Home Sweet Home</p>	<p>Year A, Term 4</p> <p>Year A, Term 6</p> <p>Year B, Term 5</p>
<p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Describe how people have been affected by changes in the</p>	<p>2.1 Know how particular localities have been affected by human activities</p> <p>2.2 Know how particular localities have been affected by natural features and processes</p> <p>2.3 Know how the nature of particular localities affect the lives of people living there</p> <p>2.4 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there</p> <p>2.05 Be able to use geographical terms</p>	<p>Rainforests</p> <p>Scavengers & Settlers</p> <p>Brilliant Brunel</p> <p>Egyptians</p>	<p>Year A, Term 4</p> <p>Year B, Term 1</p> <p>Year B, Term 6 (Y3)</p> <p>Year A, Term 1</p>

<p>environment</p> <p>Explore weather patterns around parts of the world</p>	<p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>2.13 Understand that the quality of the environment can be sustained and improved</p>	<p>Rainforests</p>	<p>Year A, Term 4</p>
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History – IPC Program of Study: Key Stage 2: 3 and 4; 2 and 3

In history, priority curriculum content will focus on the specific knowledge that will be critical for progression. Teachers may choose to return to previous or missed topics with a clear focus on the knowledge that is most important for future study.

At key stage 2 and key stage 3:

- Teachers will continue to **select content that illustrates the prioritised knowledge**. This will establish strong foundations for studying a wider range of periods, with greater complexity, in the future.
- Teachers will **regularly locate this knowledge in wider timelines** so pupils gradually gain a sense of the **chronological relationship between different historical events and periods**.
- Teachers will also need to develop pupils' **knowledge of how historians study the past and construct historical arguments** (for example, considering what makes claims valid or invalid).

Historical knowledge and knowledge of how historians work support each other, so pupils will not develop one without the other. It is likely to be less effective to focus on 'source skills', for example, in isolation, than to study, in diverse contexts, how historians approach sources and evidence.

PROGRAMME OF STUDY

National Curriculum- Pupils should be taught about:	Suggested areas of study	IPC theme
Changes in Britain from the Stone Age to the Iron Age	Late Neolithic hunter-gatherers and early farmers e.g Skara Brae Bronze Age religion, technology and travel e.g Stonehenge Iron Age hill forts: Tribal kingdoms, farming, art and culture	Year 3 and 4 (Year B) - Scavengers & settlers: Term 1
The Roman Empire and its impact on Britain	'Romanisation' of Britain, The Roman Empire by 42AD and the power of its army, British resistance- Boudica	Year 5 and 6 (Year B): The Great, The Bold & the Brave: Term 2
Britain's settlement by Anglo-Saxons and Scots	Roman withdrawal from Britain in 410AD, Anglo-Saxon invasion, place names and village life	Year 5 and 6 (Year B) The Great, The Bold & the Brave: Term 3
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking raids and invasion, resistance by Alfred the Great and Athelstan, 1 st King of England.	Year 2 and 3 (Year A) Invaders & Settlers (Vikings): Term 6
A local history study linked to one of the time periods above	Prehistoric Malmesbury & Avebury	Year 2 and 3 (Year A) Invaders & Settlers (Vikings): Term 6
	Vikings and Athelstan	Year 3 and 4 (Year B): Scavengers & settlers: Term 1
	Victorian Britain and Brunel (NOT NC)	Year 2 and 3 (Year B): Brilliant Brunel: Term 6
	Romans in Cirencester	Year 5 and 6 (Year B): The Great, The Bold & the Brave: Term 3
A study of an aspect or theme in British History that extends pupils' knowledge beyond 1066	The changing power of monarchs e.g. Queen Victoria Changes in social history e.g. crime and punishment or leisure The legacy of Greek or Roman culture on later periods e.g. art and architecture Significant turning points in British history e.g. railways or Battle of Britain	Year 2 and 3 (Year B): Brilliant Brunel: Term 6
		Year 5 and 6 (Year A): WW2 Term 2
The achievements of the earliest civilizations- an overview of where and when the 1 st civilizations appeared and a depth study of one of the following:	Ancient Sumer The Indus Valley Ancient Egypt The Shang Dynasty of Ancient China	Year 3 and 4 (Year A) Ancient Egypt: Term 1

A non-European society that provides contrast with British History- one study from the following	Early Islamic Civilization, including a study of Baghdad c.AD 900 Mayan civilization c.AD 900 Benin (West Africa) c. AD 900-1300	Year 6 (Year A and B) Pilgrimage RE – Linked to early Islamic Society (Term 5 and 6)
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History – Milepost 2: Key Knowledge

National Curriculum	IPC learning Goals	IPC Themes	Year and term taught
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	2.1 Know about the main events, dates and characteristics of the past societies they have studied	Invaders and Settlers (Vikings)	(Year 3), Year A, Term 6
	2.2 Know about the lives of people in those periods.	Ancient Egypt	Year A, Term 1
	2.7 Understand that the past can be considered in terms of different time periods	Scavengers & Settlers	Year B, Term 1
		Dinosaurs	Year A, Term 5
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	2.3 Know about the main similarities and differences between the past societies they have studied	Invaders and Settlers (Vikings)	Year 3, Year A, Term 6
		Egyptians	Year A, Term 1
		Scavengers & Settlers	Year B, Term 1
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	2.4 Be able to give some reasons for particular events and changes	Invaders and Settlers (Vikings)	(Year 3), Year A, Term 6
	2.6 Be able to use their knowledge and understanding to answer simple questions about the past and about changes	Scavengers & Settlers	Year B, Term 1
		Dinosaurs	Year A, Term 5
		Egyptians	Year A, Term 1
		Brilliant Brunel	(Year 3), Year B, Term 6
	2.5 Be able to gather information from simple sources	Invaders and Settlers (Vikings)	(Year 3), Year A, Term 6

They should understand how our knowledge of the past is constructed from a range of sources.	2.8 Understand that the past can be recorded in a variety of different ways	Egyptians	Year A, Term 1
		Brilliant Brunel	(Year 3), Year B, Term 6
		Scavengers & Settlers Active Planet	Year B, Term 1 Year A Term 2

Art - IPC Program of Study: Key Stage 2: 3 and 4

At key Stage 2:

- leaders should prioritise **securing depth and mastery of pupils' practical knowledge**, such as **different artistic methods, techniques, media and materials**. Securing this knowledge allows pupils to communicate, record and create.
 - It remains important that pupils have significant time for **deliberate practice, re-encountering the core knowledge in different contexts and with growing complexity to develop mastery (for example, drawing with pencil, ink and wire)**.
 - The emphasis on practical knowledge should encompass multiple applications, for example, drawing representationally, drawing expressively and drawing unconventionally.
 - Focusing pupils' attention on the **multiple forms in which art exists** will help to secure their knowledge of the subject's breadth and diversity.
- Teachers should revisit previous topics or teach the content of missed ones, placing more emphasis on developing mastery in the process of making rather than a performative final outcome.**

Media	Year 3 and 4	Year 5 and 6	Media	Year 3 and 4	Year 3 and 4
	Year & Term Taught theme & topic	Year & Term Taught, theme & topic		Year & Term taught, theme & topic	Year & Term taught, theme & topic
Watercolours	Year B, Term 1, Egyptians	Year A and B (Year 5), Term 6, Go with the Flow Year A, Term 2, WW2	Pencil sketching	Year A, Term 4, Rainforests	Year A, Term 2, WW2 Year A and B (Year 5), Term 6, Go with the Flow
Paints	Year A, Term 4, Rainforests Year A, Term 2, Light and sound! Year B, Term 2, Light and Sound	Year A and B (Year 5), Term 1, Kandinsky (Class artist) Year A, Term 1, Space Explorers Year A and B (Year 6), Term 5 and 6, Out of Africa	Clay	Year B, Term 1, Egyptians Year A, Term 1, Scavengers & Settlers	Year A and B (Year 5), Term 6, R.E - Buddhism
Oil pastels	Year A, Term 2, Banyan Tree Term 1, Class Artist	Year A, Term 2, WW2	Sculpture	Year A, Term 4, Rainforests	Year B, Term 2, The Great the Bold and the Brave

				Year B, Term 2, Light and Sound	
Chalk pastels	Year A and B (Year 4), Term 4, Pentecost Year A, Term 4, Scavengers & Settlers	Year A, Term 2, WW2	Digital Art	Year B, Term 2, Light and Sound	Year B, Term 4, Fit for life (Animation) Year A and B (Year 5), Class artists – David Hockley
Printing and Inks	Term 1 & 2 Class artists	Year B, Term 2, The Great the Bold and the Brave	Multi Media		Year A and B (Year 6), Class artists, Courtney Loceff Sergio Higaldo Year A, Term 4, The Holiday Show Year A and B, Year 6, Out of Africa

Class Artist Year 3	Class Artist Year 4	Class Artist Year 5	Class Artist Year 6
Roy Lichtenstein	Banksy	David Hockley	Courtney Loceff
Paul Klee	Andy Warhol	Wassily Kandinsky	Sergio Higaldo

Art – Milepost 2: Key Skills

Art Milepost 2: Years 3&4 Key Skills			
National Curriculum	IPC learning Goals	Themes / topic	Year & term taught
To create sketch books to record their observations and use them to review and revisit ideas	2.03 Be able to use art as a means of self expression	Class Artist Rainforests Ancient Egyptians	Year A/B, Term 1 Year A, Term 4 Year B, Term 1
To improve their mastery of art and design techniques, including <ul style="list-style-type: none"> drawing, painting and sculpture with a range of materials	2.03 Be able to use art as a means of self expression 2.04 Be able to choose materials and techniques which are appropriate for their task 2.05 Be able to explain their own work in terms of what they have done and why	Rainforests Scavengers & Settlers Light and Sound	Year A, Term 4 Year A, Term 1 Year B, Term 2

<p>About great artists, architects and designers in history</p>	<p>2.01 Know how a number of artists- incl some from their home/host country- use forms, materials and processes to suit their purpose</p> <p>2.02 Know about some of the work of artists in the host country</p> <p>2.06 Be able to talk about works of art, giving reasons for their opinions</p>	<p>Rainforests Class artists</p>	<p>Year A, Term 4 Year A and B, Term 1</p>

Design and Technology – IPC Program of Study: Key Stage 2: 3 and 4

At key stages 1 and 2, teachers should prioritise:

- developing pupils' ability to design by, first, providing them with knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics'. Activities to consolidate and embed this knowledge can be low cost, for example, asking pupils to evaluate a range of similar products (such as toothbrushes, toys, cutlery, t-shirts, or school bags).
- encouraging pupils to work with a range of simple materials, including textiles and ingredients, emphasising the design process rather than simply the end product.

Where practicable, pupils should be introduced to **simple tools and their safe use** to meet an identified need.



Areas of Design and Technology	Year 3 and 4	Year 5 and 6	Areas of Design and Technology	Year 3 and 4	Year 5 and 6
	Year & Term Taught theme & topic	Year & Term Taught theme & topic		Year & Term Taught theme & topic	Year & Term Taught theme & topic
Junk modeling	Year A, Term 3, Light and sound Term 2 Light and Sound	Year A and B, Term 5, What Price Progress. Year A, Snap, Crackle and Pop	Food technology	Year A (new 2020), Term 4 How Humans Work	Year A Term 2 WW2 Year B Term 4 Fit for life Year A & B, Year 5, Junior Master Chef
Resistant materials		Year A and B, Term 5, What Price Progress.	Textiles		Year A, Term 2, WW2
Digital design	Year A and B, Term 4, Scratch Coding				

Design and Technology – Milepost 2: Key Skills

Design and Technology Mile Post 2 Key Skills			
National Curriculum	IPC learning Goals	Themes / topic	Year & term taught
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	2.1 Know that the way in which products in everyday use are designed and may affect their usefulness 2.2 Be able to design and make products to meet specific needs 2.7 Be able to identify the ways in which products in everyday use meet specific needs	Chocolate Scavengers & Settlers	Year A, Term 6 Year B, Term 1
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	2.3 Be able to make useable plans 2.4 Be able to make and use labeled sketches as designs	Chocolate Scavengers & Settlers Rainforests	Year A, Term 6 Year B, Term 1 Year A, Term 3&4
Select from and use a wider range of tools and equipment to perform practical tasks	2.5 Be able to use simple tools and equipment with some accuracy	Egyptians Scavengers & Settlers	Year A Term 1 Year B Term 1

Select from and use a wider variety of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Characteristics	2.6 Be able to identify and implement improvements to their designs and products	Rainforests	Year A, term3&4
Investigate and analyse a range of existing products	2.7 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to suggest improvements to products in everyday use	Chocolate	Year A, Term 6
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	2.6 Be able to identify and implement improvements to their designs and products	Chocolate	Year A, Term 6
Understand how key events and individuals in design have helped shape the world		Brilliant Brunel	Yr 3 (new 2020) Term 6 Year B ?
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Covered in Years 5 and 6	
Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages).		Covered in years 5 and 6	
Understand and use electrical systems in their products		Light and sound	2Year A Term 2 A
Apply their understanding of computing to program, monitor and control their products		Rainforests Dinosaurs	Year A Term 4 A Year A Term 5 A

Understand and apply the principles of a healthy and varied diet		L4L yr3 and 4 How Humans Work	Year B Term 4
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		L4L yr3 and 4 How Humans Work	Year B (New 2020) Term 4
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		L4L yr3 and 4 How Humans Work	Year B Term 4

Science – IPC Program of Study: Key Stage 2: 3 and 4

It has been decided that all of science should be described as critical content. There are places where content crosses over into other subjects e.g., in biology body parts are taught in biology and PSHE and when this happens we adjust our yearly plans so that it is not taught twice in the same year.

Areas of Study					
Area of study	Year 3 and 4 Year & Term Taught theme & topic	Year 5 and 6 Year & Term Taught theme & topic	Area of study	Year 3 and 4 Year & Term Taught theme & topic	Year 5 and 6 Year & Term Taught theme & topic
Plants	Year A, Term 4, Rainforests Year B, Term 5, Home Sweet Home	Year A and B (Year 6), Term 5 and 6, Out of Africa	Properties and changing materials		Year B, Term 1, Magical Materials
Animals	Year A, Term 4, Rainforests Year A, Term 5, Dinosaurs Year B, Term 5, Home Sweet Home	Year B, Term 3, Extreme Survivors.	Rocks	Term 3A Active Planet	

Living things and their habitats	Year A, Term 4, Rainforests Year B, Term 5, Home Sweet Home	Year B, Term 3, Extreme Survivors.	Humans	Term 5B How Humans Work	Year B, Term 4, Fit for Life
Light	Year A, Term 2, Light and sound! Year B, Term 2, Light and Sound	Year A, Term 3, Snap, Crackle and Splash	Forces and magnets	Term 1B Scavengers & Settlers, Term 3B Explorers & Adventurers	Year A, Term 3, Snap, Crackle and Splash Year A and B (Year 5), Term 5 What Price is progress
States of matter	Year A, Term 3A Active Planet		Sound	Term 2 Light and sound!	
Electricity	Term 2A Light and sound	Year B, Term 3, Extreme Survivors.	Evolution and inheritance		Year A and B (Year 6), Term 5 and 6, Out of Africa

Science – Milepost 2: Knowledge

National Curriculum (Referenced in rising stars scheme of work)	IPC learning Goals	IPC Themes/Topic	Year/Term
Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	2.24 Be able to classify plants according to their features	Rainforests Home Sweet Home	Year A, Term 4 Year B, Term 5
Plants explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	2.22 Know about the functions of leaves	Rainforests Home Sweet Home	Year A, Term 4 Year B, Term 5

Plants investigate the way in which water is transported within plants	2.21 Know about the effects that light, air, water and temperature have on plants	Rainforests	Year A, Term 4
Plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	2.23 Know about the life cycle of plants	Rainforests	Year A, Term 4
Rocks: compare, group together different kinds of rocks on the basis of their appearance and simple physical properties		Active Planet	Year A, Term 3
Rocks: describe in simple terms how fossils are formed when things that have lived are trapped within rock		Dinosaurs	Year A, Term 5
Rocks: recognise that soils are made from rocks and organic matter.		Dinosaurs	Year A, Term 5
Light: recognise that they need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces	2.41 Know that light travels from a source	Light and sound Light and Sound	Year A, Term 2 Year A, Term 3
Light: recognise that light from the sun can be dangerous and that there are ways to protect eyes	2.41 Know that light travels from a source	Light and sound Light and Sound	Year A, Term 2 Year A, Term 3
Light: recognise that shadows are formed when the light from a light source is blocked by an opaque object; find patterns in the way that the size of shadows change.	2.42 Know that objects form shadows when they block the passage of light from a source	Light and sound Light and Sound	Year A, Term 2 Year B, Term 2

National Curriculum (Referenced in rising stars scheme of work)	IPC learning Goals	IPC Themes/Topic	Year/Term
Forces and magnets: compare how things move on different surfaces	2.40 Know about the effects of friction 2.39 Know that forces differ in size 2.38 Know that forces can have direction	Scavengers & Settlers	Year B, Term 1
Forces and magnets: notice that some forces need contact between two objects, but magnetic forces can act at a distance		Explorers & Adventurers	Year B, Term 3

Forces and magnets: observe how magnets attract or repel each other and attract some materials and not others		Explorers & Adventurers	Year B, Term 3
Forces and magnets: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, identify some magnetic materials		Explorers & Adventurers	Year B, Term 3
Forces and magnets: describe magnets as having two poles: predict whether two magnets will attract or repel each other, depending on which poles are facing		Explorers & Adventurers	Year B, Term 3
Living things and their habitats: recognise that living things can be grouped in a variety of ways	2.20 Be able to classify animals according to their features	Rainforests Home Sweet Home	Year A, Term 4 Year B, Term 5
Living things and their habitats: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	2.09 Know about ways in which animals and plants are suited to different environments 2.10 Know about the frequently occurring animals and plants that are supported by the environment around the school 2.20 Be able to classify animals according to their features	Rainforests Dinosaurs Home Sweet Home	Year A, Term 4 Year A, Term 4 Year B, Term 5
Living things and their habitats: recognise that environments can change and that this can sometimes pose dangers to living things	2.06 Know about processes and conditions that have an effect on living things 2.09 Know about ways in which animals and plants are suited to different environments 2.08 Know about the living things that are supported by different environments	Rainforests	Year A, Term 4

National Curriculum (Referenced in rising stars scheme of work)	IPC learning Goals	IPC Themes/Topic	Year/Term
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	2.07 Know about the principles of nutrition, growth, movement and reproduction 2.19 Know about the effect of diet on the human body	Rainforests How Humans Work	Year A, Term 4 Year B, Term 4

Animals including humans identify that humans and some other animals have skeletons and muscles for support, protection and movement	2.14 Know about the function and actions of the heart in humans and other animals 2.15 Know about the functions of skeletons and muscles in humans and some other animals	How Humans Work	Year B, Term 4
Animals including humans: describe the simple functions of the basic parts of the digestive system in humans	2.19 Know about the effect of diet on the human body	How Humans Work	Year B, Term 4
Animals including humans: identify the different types of teeth in humans and their simple functions	2.13 Know about the function and care of teeth in humans and other animals	How Humans Work	Year B, Term 4
Animals including humans: construct and interpret a variety of food chains, identifying producers, predators and prey	2.11 Know about food chains in the local environment	Rainforests	Year A, Term 4
States of matter: Compare and group materials together, according to whether they are solids, liquids or gases	2.31 Be able to compare common materials and objects according to their properties 2.32 Be able to distinguish between solids, liquids and gases	Active Planet	Year A, Term 3
States of matter: observe that some materials change state when they are heated or cooled, measure/research the temperature at which this happens in degrees Celsius (°C)	2.26 Know that some materials conduct heat more effectively than others 2.27 Know that temperature is a measure of heat 2.28 Know that some changes in materials are reversible and others are irreversible 2.29 Know about the changes that occur when materials are mixed 2.30 Know that some substances dissolve in water and others do not	Active Planet	Year A, Term 3
States of matter: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		Active Planet	Year A, Term 3

National Curriculum (Referenced in rising stars scheme of work)	IPC learning Goals	IPC Themes/Topic	Year/Term
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Sound: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear	2.43 Know that sounds are made when objects vibrate	Light and sound!	Year A, Term 2
Sound: find patterns between the pitch of a sound and features of the object that produced it	2.44 Be able to create sounds with a variety of objects	Light and sound!	Year A, Term 2
Sound: find patterns between the volume of a sound and the strength of the vibrations that produced it; recognise that sounds get fainter as the distance from the sound source increases	2.45 Be able to change sounds by altering variables	Light and sound!	Year A, Term 2
Electricity: identify common appliances that run on electricity		Light and sound!	Year A, Term 2
Electricity: construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	2.36 Be able to construct electrical circuits to make devices work 2.37 Be able to change the type or number of components in a circuit to have a different effect	Light and sound!	Year A, Term 2
Electricity: 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	2.36 Be able to construct electrical circuits to make devices work 2.37 Be able to change the type or number of components in a circuit to have a different effect	Light and sound!	Year A, Term 2
Electricity: recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	2.36 Be able to construct electrical circuits to make devices work 2.37 Be able to change the type or number of components in a circuit to have a different effect	Light and sound!	Year A, Term 2
Electricity: recognise some common conductors and insulators, and associate metals with being good conductors	2.25 Know that some materials conduct electricity	Light and sound!	Year A, Term 2

Science – Milepost 2: Skills

National Curriculum	IPC learning Goals	IPC Themes
Asking relevant questions and using different types of scientific enquiries to answer them	2.1 Be able to carry out simple investigations <ul style="list-style-type: none"> Suggesting ways of collecting evidence 	Light and sound! Rainforests Volcanoes Dinosaurs Scavengers and Settlers
Setting up simple practical enquiries, comparative and fair tests	2.1 Be able to carry out simple investigations <ul style="list-style-type: none"> Suggesting ways of collecting evidence Preparing a simple investigation which is fair with one changing factor 	Rainforests Chocolate Light and Sound Scavengers and Settlers
Making systematic and careful observations and, where appropriate, accurate measurements using standard units, using a range of equipment, incl thermometers and data loggers	2.1 Be able to carry out simple investigations <ul style="list-style-type: none"> Testing ideas using evidence from observation and measurement Using simple scientific equipment 	Light and sound! Home Sweet Home How Humans Work
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	2.2 Be able to gather information from simple texts	Dinosaurs Rainforests How Humans Work
Recording findings using simple scientific language, drawings, labeled diagrams, keys, bar charts and tables	2.1 Be able to carry out simple investigations <ul style="list-style-type: none"> Recording and communicating their observations and findings in a variety of ways 	Light and sound! Rainforests Dinosaurs Light and Sound How Humans Work
Report on findings from enquiries, incl oral and written explanations, displays or presentations of results and conclusions	2.1 Be able to carry out simple investigations <ul style="list-style-type: none"> Explaining their observations and findings 	Light and sound! How Humans Work Explorers and Adventurers Active Planet
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	2.1 Be able to carry out simple investigations <ul style="list-style-type: none"> Predicting the outcomes of investigations Using evidence to draw conclusions 	Light and sound! Chocolate

Identifying differences, similarities or changes related to simple scientific ideas and processes	2.1 Be able to carry out simple investigations <ul style="list-style-type: none"> Linking the evidence to broader scientific knowledge and understanding 	Light and sound! Dinosaurs
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Music:

linked to topic and supported by Charanga– Milepost 2

National Curriculum Objectives	Topic/Charanga Unit	Term and Year
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Lean On Me (Y4) Easter(Y4)/Harvest (Y3) Let Your Spirit Fly (Y3) Three Little Birds (Y3)	Term 5 Term 4/Term 1 Term 1 Term 4
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Rainforests Scavengers & Settlers	Year A Term 4 Year B Term 1
Listen with attention to detail and recall sounds with increasing aural memory	Light and Sound (Y3 and 4) Let Your Spirit Fly (Y3) Three Little Birds (Y3)	Year B Term 2 Term 1 Term 4
Use and understand staff and other musical notations	Blackbird (Y4) Mamma Mia (Y4) Glockenspiel 1 (Y3)	Term 3 Term 1 Term 6

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.		

Computing – Milepost 2

In computing the priorities are within the programming in computing and internet safety. Children will continue to learn about information technology and the use of word-processing and displaying work digitally through the use of IT in our topic-based curriculum.

	KS2 Skills	I can statements Year 3	I can statements Year 4	Themes / topic	Year & term taught
(CS) Computer science	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<ul style="list-style-type: none"> I can decompose an algorithm. I can create a basic Game. I can write my own Algorithm. I can programme a floor robot. I can explain what an algorithm is and give examples. I can explain that programs are algorithms working on computers. I can identify bugs in code and predict outcomes. 	<ul style="list-style-type: none"> I can explain what player interaction is. I can explain how variables and loops are used in a game. I can create a computer game code I can explain how variables and loops are used in a game 	<ul style="list-style-type: none"> Rainforests (Scratch) Dinosaurs (Spheros) Explorers and Adventurers (Swift Playground) Y4 Active Planet (Swift Playground) Y4 Light and Sound (Lightbot on laptops) 'Hour of code' Y3 	<ul style="list-style-type: none"> Term 4 A Term 5 A Term 3 B Term 3 A Term 2 B
(CS) Computer science	Use sequence, selection, and repetition in programs; work		I can create a basic Game	<ul style="list-style-type: none"> Rainforest (Scratch) Dinosaurs (Spheros) Explorers and Adventurers (Swift Playgrounds) Y4 	<ul style="list-style-type: none"> Term 4 B Term 5 A Term 3 B

	with Variables and Various forms of input and output.			Active Planet (Swift Playground) Y4 Light and Sound (Lightbot on laptops) 'Hour of code' Y3	Term 3 A Term 2 B
(CS) Computer science	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	I can alter or improve an Algorithm. I can Create a computer game.	I can debug my own Code.	Dinosaurs (Spheros) Explorers and Adventurers (Swift Playgrounds)Y4 Active Planet (Swift Playground) Y4 Light and Sound (Lightbot on laptops) 'Hour of code' Y3	Term 5 A Term 3 B Term 3A Term 2 B
(CS) Computer science	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.	I can explain how the internet works.	I understand how search engines work. I understand how search engines order their search findings	Ancient Egyptians Scavengers and Settlers	Term 1 A Term 1 B
(IT) Information Technology	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in	I can explain how the internet works.	I understand how search engines work. I understand how search engines order their search findings	Ancient Egyptians Scavengers and Settlers	Term 1 A Term 1 B

	evaluating digital content.				
(IT) Information Technology	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	I can use an art package to create illustrations. I can create an eBook. I can create an eBook and import photos. I can create a flow Diagram. I can make an Animation. Amend text & save changes. Use individual fingers to input text & use SHIFT key to type characters. Amend text by highlighting & using SELECT/ DELETE & COPY/ PASTE. Look at own work & consider how it can be improved for effectiveness.	I can import my footage into iMovie. I can edit my Footage. I can film using an iPad or flipcam. I can produce my own short film. Use a keyboard effectively, including the use of keyboard shortcuts. Use font sizes & effects such as bullet points appropriately. Know how to use a spell check. Look at their own, and a friend's work & provide feedback that is constructive & specific	Ancient Egyptians (Powerpoint on laptops) Explorers and Adventurers (Powerpoint on laptops) Dinosaurs (Book Creator) Home Sweet Home (Book Creator) The Christmas Story (Stop animate) Chocolate	Term 1 A Term 3 B Term 5 A Term 5 B Term 2 A and B Term 6 A and B
(DL) Digital Literacy	Recognise common uses of information technology beyond school.			Our Happy School	Term 1 A and B
(DL) Digital Literacy	Use technology safely, respectfully and responsibly; recognise	I can use the internet safely and responsibly.	I can use the internet safely and responsibly and identify online risks.	Our Happy School	Term 1 A and B

acceptable/unacceptable
behaviour;
identify a range
of ways to report
concerns about
content and
contact.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity?	PRAYER Christian prayer and The Lord's Prayer Jewish prayer Muslim Salah Hindu prayer	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	CREATION What do Christians learn from the Creation story?	JUDAISM Moses Egypt and plagues. Exodus, Promised land and 10 commandments.
Year 4	HINDUISM Where and when origin Deities Special Places Festivals Symbols and Meanings	INCARNATION What is the Trinity?	GOSPEL What kind of world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	INTRODUCTION TO PILGRIMAGE Christianity (Lourdes) Hinduism (Kumbh Mela) Islam (Hajj) Judaism (Western Wall) Our special journeys	KINGDOM OF GOD When Jesus left what was the impact of Pentecost?

P.E – Milepost 2

Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Tennis is coached from Yr 2 upwards by coaches at the local tennis courts. Swimming is taught from Yr 3 up. These may mean that the time table changes to show this. Residential will take place in Years 4 and 6 and will include adventurous and outdoor activities. It is our ambition for all children to take part in in school sport competition and as many children as possible to experience competition against other schools before they leave in Year 6.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YR 3	FUNDAMENTALS TENNIS	CIRCUITS BASIC NETBALL	GYM FOOTBALL	DODGEBALL UNI-HOC	ATHLETICS BEAT THE BALL	ATHLETICS CRICKET SKILLS
YR 4	FUNDAMENTALS RUGBY SKILLS SWIMMING	CIRCUITS BASIC NETBALL	GYM FOOTBALL	DODGEBALL UNI-HOC	ATHLETICS SCATTERBALL	ATHLETICS CRICKET SKILLS

P.S.H.E – Milepost 2

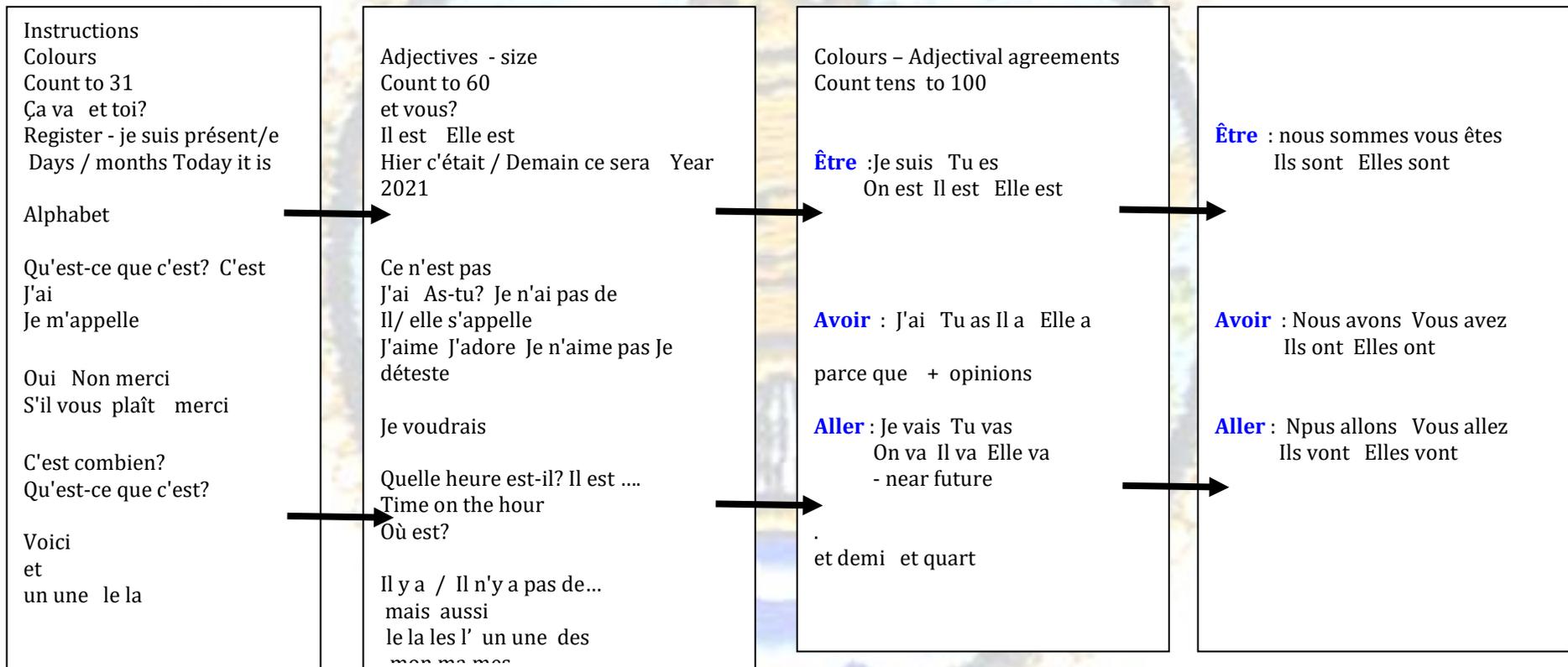
We believe that the PSHE scheme needs to be taught in its entirety. Many children face particular difficulty with identity and well-being after the lock downs and we believe that the PSHE lessons are fundamental in supporting the children with these difficulties.

	Year 3	Year 4	Year 2	Year 3	Year 4
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling <p>Community</p> <ul style="list-style-type: none"> • Local community groups • Charity <p>Democracy</p> <ul style="list-style-type: none"> • Local democracy • Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> • What are human rights? • Caring for the environment <p>Community</p> <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> • Local councillors
Safety and the changing body	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> • Jobs and careers • Gender and careers 	<p>Money</p> <ul style="list-style-type: none"> • Spending choices/ value for money • Keeping track of money • Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> • Influences on career choices • Jobs for me
Health and wellbeing	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	Transition	1 lesson	1 lesson
			Identity		

French – Milepost 2 and 3

In order for catch up in grammar in Year 6 French has been dropped for a year but children continue to get 40 minutes a week in Years 3 – 6.

Core Vocabulary - revisiting and practising throughout KS2 - progressing as appropriate



Language skills



Overview of learning

Oracy	Literacy	Intercultural Understanding	Knowledge of Language	Language Learning Strategies
Listen/respond to simple rhymes, stories and songs	Recognise familiar words in written form	Learn about the different languages spoken by children in the school	Identify sounds, phonemes, rhyming words	Remember rhyming words
Recognise & respond to sound patterns & words	Make links between phonemes/rhymes/spellings; read aloud some familiar words	Locate country / countries where the language is spoken	Imitate pronunciation	Use gesture or mime
Perform simple communicative tasks using single words and phrases	Write simple words	Identify social conventions at home & in other cultures	Identify main word classes	Recognise words being mouthed silently
Listen attentively and understand instructions and praise words	Read & understand a range of familiar written phrases	Learn about festivals & celebrations in different cultures	Recognise conventions of politeness	Ask for repetition / clarification
Memorise & present a short spoken text	Follow short familiar texts, listening & reading at same time	Know about some aspects of everyday life & compare them to their own	Notice spelling of familiar words, noting different / similar letters/letter strings	Use a physical response
Listen for specific words & phrases	Read some familiar words & phrases aloud & pronounce them accurately	IU5.2 Recognise similarities + differences between places	Recognise similar words in both languages	Listen attentively, show understanding by joining in & responding
Listen for sounds, rhythm & rhyme	Write simple words & phrases using a model & some words from memory	Compare symbols, objects or products which represent their own culture with those of another country	Notice different writing systems	Play games, sing songs
Ask & answer questions	Read simple sentences + short texts	Recognise + understand some of the differences between people	Develop accurate pronunciation /intonation	Say new words rhythmically / under breath/aloud
Practise simple conversations Speaking in sentences using familiar vocabulary	Write words, phrases + short sentences using a reference source		Understand /use negative statements	Compare new words with English or another language
Understand + express simple opinions	Read a variety of short texts		Apply knowledge of rules in sentence building & word order. Manipulate language	Apply grammatical knowledge
Understand more complex sentences and phrases	Read + understand the main points + some detail from a short written passage		Use a dictionary	Re-use language in new context
Use spoken language confidently			Notice and match agreements	Use context / previous knowledge / visual & aural clues to infer meaning
			Use language knowledge to convey meaning	Read and memorise
			Recognise masculine and feminine forms	Reflect/share ideas on language learning
			Conjugate high frequency verbs	Use language outside lessons / practise with a friend
				Use a dictionary
				Make predictions based on existing knowledge

<u>Autumn Year 3</u>	<u>Autumn Year 4</u>	<u>Autumn Year 5</u>	<u>Autumn Year 6</u>
Greetings / ça va Counting and using numbers 1-12 Saying + asking name/age Colours - feet Elmer Class Instructions	Register Il est/ elle est Counting 1-31 Number words to 20 Greetings Colours Parts of the head / body J'ai mal Places in town.- Malmesbury Il y a Directions-song	Classroom Objects J'ai je n'ai pas de Simple plurals/ agreements Adjectives colour/ size/ position Count to 70 Pets - J'ai tu as il a elle a Dictionary work	Tongue twisters Nouns verbs adjectives work Adjectival agreements School subjects - opinions Count 1 - 80 Time
France Introduction, French names, Pere Noël Song	Christmas in France Le bonhomme de neige - story	Christmas -Dictionary work	Christmas - Dictionary
<u>Spring Year 3</u> Register - Je suis Days of Week Count to 21 La chenille qui fait des trous Instructions + simple adverbs Poetry - Bonjour lundi	<u>Spring Year 4</u> Count to 60 & out of order Family j'ai mon ma mes Simple plurals Pets J'ai Je n'ai pas de Time - o'clock	<u>Spring Year 5</u> Weather Tens to 100 Count to 80 Dictionary/ Language detective work Introduction to 'er ' Verbs je/ il / elle Sentence work - verbs/animals	<u>Spring Year 6</u> Count 1-100 Ice creams - je voudrais Colours - Leon le caméléon Similes C'est combien? Money Euros Dictionary Work
Fête des rois, Poisson d'avril, Easter, Fruit - Menton Lemon Festival	Easter		
<u>Summer Year 3</u> Pets Use numbers to 21 Count to 31 Months-Joyeux Anniversaire Alphabet	<u>Summer Year 4</u> Time on the hour Like/Dislike - Fruit Plurals XC Chocolate - noir blanc au lait Count 1-70 Ours brun - grand petit / colours Colour adjectives - simple agreements	<u>Summer Year 5</u> Sports Hobbies Pastimes Je vais - simple future Opinions Like / Dislike Simple reasons Count tens to 100 Dictionary work	<u>Summer Year 6</u> Shops - Places in town Drinks Je voudrais Food Like / Dislike Uses of ' avoir' Like Dislike Emotions -Être
Traditional Story le navet énorme	Meunier tu dors -Traditional song	XC Le Cycle de l'eau- Water Cycle	
		<u>XC Subjects covered Year 5/6</u> Holidays song - Countries , Planets, Legends IPC - Avignon Bridge Le Cycle de l'eau- Water Cycle , Le Départ - WW2	