Houldsworth Valley Primary School

The Best For All ~ From Each The Best

Houldsworth Valley aims to instil a sense of pride in everyone who learns here. We aim to provide an excellent education in a safe, supportive learning environment, where people are valued and make positive contributions to the School community, and where pupils go on to become responsible, independent members of society.

Lower Key Stage 2 – Curriculum Overview

Subjects	Cycle A					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Themes						
E & E SS / FF	1. Greek Day – Dressing up, activities and visit from 'Portal to the Past'. 2. Creating a 'Sculpture Park or area for the school linked to History, Science or Music - free.		1. Local artist to visit – internet/local search. 2. Trip linked to English work – cinema/theatre trip?		1. Visit to The Science Project Discovery Centre – Snakes and Ladders Ipswich - Rainbows and Chickens talk? 2. History theme day – visitor as appropriate or free.	
History	**What did the Ancient Greeks do for us?**				Britain in the 1960's The Tudors Open choice – local link?	
	Ancient Greece – a study of Greek life and achievements and their influence on the western world. Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children				**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Link to significant event or local interest.** Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology Use evidence to ask questions and find answers to questions about the past	
Geography	**Linked to the Ancient Greeks –** Where is Europe? Map knowledge etc as well as trade routes across Europe.		**Similarities and Differences around the World** - A Study of three locations to compare, the 1st will be home, the 2nd in Europe and the 3rd in North or South America.		**Linked to the history study –** Knowledge of the United Kingdom and its position in the world.	
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** Ask and answer geographical questions about the physical and human characteristics of a location		**Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.**		**Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**	
Science	**Animals, inc. Humans**		**States of Matter**	**Electricity**	**Rocks**	**Plants**
	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. **Identify that humans and some animals have skeletons and muscles for support, protection and movement.** **Describe the simple functions of the basic parts of the digestive system in humans**. **Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.**		**Compare and group materials together, according to whether they are solids, liquids or gases** **Observe that some materials change state when they are heated or cooled, measure or research the temperature at which this happens in degrees Celsius (°C)** **Identify the part played by evaporation and condensation**	**Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.** **Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.** **Identify whether or not a lamp will light in a simple series**	**Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties** Relate the simple physical properties of some rocks to their formation (igneous or sedimentary) **Describe in simple terms how fossils are formed when things that have lived are trapped within** sedimentary **rock**	**Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers** **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**

			in the water cycle and associate the rate of evaporation with temperature.	**circuit, based on whether or not the lamp is part of a complete loop with a battery** **Recognise some common conductors and insulators, and associate metals with being good conductors.** **Identify common appliances that run on electricity**	**Recognise that soils are made from rocks and organic matter**	**Investigate the way in which water is transported within plants** **Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal**
Computing	**Online Safety**	**Multimedia & Word Processing**	**Digital Media**	**Programming**	**Communication & Collaboration**	**Data**
	Computing to be taught as standalone units for the programming – based on school ICT yearly development plans. Strong links for using the Internet, PowerPoint, Excel and Word with Science, History, Geography, English and Maths. Links to be made explicit in Medium Term Plans (MTP). • **design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts** • **use sequence, selection, and repetition in programs; work with variables and various forms of input and output** • **use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs** • **understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration** • **use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content** • **use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour** • **select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** • Use specified screen coordinates to control movement • Set the appearance of objects and create sequences of changes • Create and edit sounds; control when they are heard, their volume, duration and rests • Control the shade of pens • Give examples of the risks posed by online communications • Understand the term 'copyright' • Understand that comments made online that are hurtful or offensive are the same as bullying					
RE	**RE Week** **YEAR 3: Christianity** Religion, family and the community **YEAR 4: Sikhism** **Worship, pilgrimage & sacred places; Inspirational people**		**RE Week** **YEAR 3: Islam** Inspirational People **YEAR 4: Christianity** Beliefs and questions		**RE Week** **YEAR 3: Christianity** Symbols and religious expressions **YEAR 4: Hinduism** Symbols and religious expressions	
MFL: French	Pupils will: ▪ **listen attentively to spoken language and show understanding by joining in and responding** ▪ **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words** ▪ **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*** ▪ **speak in sentences, using familiar vocabulary, phrases and basic language structures** ▪ **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*** ▪ **present ideas and information orally to a range of audiences*** ▪ **read carefully and show understanding of words, phrases and simple writing** ▪ **appreciate stories, songs, poems and rhymes in the language** ▪ **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary** ▪ **write phrases from memory, and adapt these to create new sentences, to express ideas clearly** ▪ **describe people, places, things and actions orally* and in writing** ▪ Write short phrases from memory with spelling that is readily understandable ▪ Take part in discussions and tasks ▪ Demonstrate a growing vocabulary ▪ Describe with some interesting details some aspects of countries or communities where the language is spoken					
PE	**Outdoor - Games**	**Indoor - Dance**	**Indoor - Gymnastics**	**Indoor - Games**	**Outdoor - OAA**	**Outdoor - Athletics**
	1. to control and coordinate their bodies and movements with increasing skill and confidence **2. to follow and apply more complex rules in a range of competitive and cooperative games and physical activities** **3. to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards** **4. to use tactics, strategies and compositional ideas to achieve set objectives and improve performance** **5. to recognise ways in which stamina and flexibility can be improved through daily physical activity**					

<table>
<tr><td>Music</td><td colspan="4">Music Express and Sing Up
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
• improvise and compose music for a range of purposes using the inter-related dimensions of music
• listen with attention to detail and recall sounds with increasing aural memory
• use and understand staff and other musical notations
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
• develop an understanding of the history of music.
• Sing from memory with accurate pitch
• Maintain a simple part within a group
• Pronounce words within a song clearly
• Compose and perform melodic songs
• Use sound to create abstract effects
• Create repeated patterns with a range of instruments
• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
• Evaluate music using musical vocabulary to identify areas of likes and dislikes
• Understand layers of sounds and discuss their effect on mood and feeling</td></tr>
<tr><td rowspan="2">DT</td><td>Construction linked to work on Ancient Greece – Greek Architecture – build the Parthenon or design own temple – using card etc…</td><td>Linked to Geography (e.g. Mexico – make gods eyes or Mexican food)</td><td>Electrical Picture – with a bulb e.g. a lighthouse.</td><td>Food Technology</td></tr>
<tr><td colspan="4">1. to apply knowledge, skills and understanding when designing and making products using construction materials and textiles
2. to use a variety of methods to explore design alternatives and to test fitness for purpose of materials, components and techniques
3. to apply knowledge of mechanical and electrical control when designing and making functional products
4. to refine sequences of instructions to control events or make things happen using ICT
5. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
6. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Choose suitable techniques to construct products
- Refine work and techniques as work progresses, continually evaluating the product design

Food
To understand and apply the principles of a healthy and varied diet, to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Prepare ingredients hygienically using appropriate utensils
Follow a recipe</td></tr>
<tr><td rowspan="3">Art</td><td>Greece – sculptures, paintings etc & Winter (Christmas)</td><td colspan="2">Artist Study</td><td>Printing – linked to plants? Leaf prints etc…</td></tr>
<tr><td>To learn about great artists, architects and designers in history – great Greek architecture and the famous marbles and statues.</td><td colspan="2">Replicate some of the techniques used by notable artists, artisans and designers
Create original pieces that are influenced by studies of others</td><td>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Linked to R.E. also – i.e. Hindu gods and festival of light.
Use a number of brush techniques using think and thin brushes to produce shapes, textures, patterns and lines
Create and combine shapes to create recognisable</td></tr>
<tr><td colspan="4">To create sketch books to record their observations and use them to review and revisit ideas – Pencil, pastels, paint, collage and mod-roc.
Using the full range of media to study, replicate and be inspired by great works by a chosen artist. Studying sections and the history as well as the emotions and story connected – Take One Picture!
Adapt and refine ideas as they progress
Use different hardnesses of pencils to show line, tone and texture</td></tr>
<tr><td>PSHE
Citizenship
British Values
BTBYCB</td><td>New Beginnings Empathy, self-awareness, motivation, social skills.</td><td>Getting On & Falling Out/ Say No to Bullying
Managing feelings, empathy, social skills.</td><td>Going for Goals
Empathy, self-awareness, social skills.</td><td>Good to Be Me
Motivation, self-awareness.</td><td>Relationships
Self-awareness, managing feelings, empathy.</td><td>Changes
Motivation, social skills, managing feelings.</td></tr>
<tr><td colspan="5">British Values, Community – What communities are we members of? School Rules, working together etc… Rights – Children's rights and responsibilities Democracy – School Councillors, being heard at school, at home and further afield. How is the country governed? Responsibility – Financial? Links to summer fayre? Links to rights. School ethos and environment.</td></tr>
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Subjects	Cycle B					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Themes						
E & E SS / FF	1. Visit from 'Make Your Own History' – Stone – Iron Age. 2. Christmas / Winter day - free.		1. A Walk Around Newmarket for comparison. 2. A visit to an art exhibition linked to artist study – local.		1. Roman Day – Dressing up, activities and visit from 'Roman Tours' or free. 2. Improving the local environment – planting up the school/local area (OAP home etc)	
History	**Changes in Britain from the Stone Age to the Iron Age.**				**The Roman Empire and its impact on Britain.**	
	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. Understand the concept of change over time, representing this, along with evidence, on a time line *About the movement and settlement of people in different periods of British history, and the impact these have had.*				Describe the social, ethnic, cultural or religious diversity of past society Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, e.g. Boudica. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. *How significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past.*	
Geography	**Linked to the concept of settlement in Stone Age through to Iron Age GB -** Why did settlements grows where they did?		**Extreme Earth – Disasters!** Map/Atlas work and a knowledge of the World. Using world maps to identify areas of extremes – climate, volcanoes, rainforests, earthquakes		**Linked to the concept of settlement for the Romans –** why did they come to GB and other areas? Also trade routes.	
	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		**Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere etc.** **Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. (water cycle picked up in States of Matter)** Ask and answer geographical questions about the physical and human characteristics of a location		**Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	
Science	**Forces & Magnets**	**Sound**	**Living Things & Habitats**	**Living Things & Habitats**	**Light**	**Light**
	Compare how things move on different surfaces **Notice that some forces need contact between two objects, but magnetic forces can act at a distance** **Observe how magnets attract or repel each other and attract some materials and not others** **Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials** **Describe magnets as having two poles** **Predict whether two magnets will attract or repel each other,**	**Identify how sounds are made, associating some of them with something vibrating** **Recognise that vibrations from sounds travel through a medium to the ear** **Find patterns between the pitch of a sound and features of the object that produced it** **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**	**Recognise that living things can be grouped in a variety of ways** **Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment** Give reasons for classifying plants and animals based on their specific characteristics **Recognise that environments can change and that this can sometimes pose dangers to living things**		**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** **Recognise that light from the sun can be dangerous and that there are ways to protect their eyes** **Recognise that shadows are formed when the light from a light source is blocked by a solid object** **Find patterns in the way that the size of shadows change**	

	depending on which poles are facing					
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RE	**RE Week** **YEAR 3: Judaism** Religion, family and the community **YEAR 4: Buddhism** **Journey of life & death; Inspirational people**		**RE Week** **YEAR 3: Islam** Worship, pilgrimage & sacred places **YEAR 4: Christianity** Religion & the individual		**RE Week** **YEAR 3: Christianity** Teaching and Authorities **YEAR 4: Hinduism** Religion, family and the community	
PE	**Outdoor - Games**	**Indoor - Dance**	**Indoor - Gymnastics**	**Indoor - Games**	**Outdoor - OAA**	**Outdoor - Athletics**
	1. to control and coordinate their bodies and movements with increasing skill and confidence **2. to follow and apply more complex rules in a range of competitive and cooperative games and physical activities** **3. to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards** **4. to use tactics, strategies and compositional ideas to achieve set objectives and improve performance** **5. to recognise ways in which stamina and flexibility can be improved through daily physical activity**					
Music	**Music Express and Sing Up** • **play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression** • **improvise and compose music for a range of purposes using the inter-related dimensions of music** • **listen with attention to detail and recall sounds with increasing aural memory** • **use and understand staff and other musical notations** • **appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians** • **develop an understanding of the history of music.** • Sing from memory with accurate pitch • Maintain a simple part within a group • Pronounce words within a song clearly • Compose and perform melodic songs • Use sound to create abstract effects • Create repeated patterns with a range of instruments • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music • Evaluate music using musical vocabulary to identify areas of likes and dislikes • Understand layers of sounds and discuss their effect on mood and feeling					
DT	**Make a magnet game**	**Model Settlements & Contour maps**	**Linked to Science – outdoor sculpture and art.**		**Roman**	**Food Technology**

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Art	**Cave Paintings & Winter (Christmas)**		**Artist Study**		**Romans**	
	To create sketch books to record their observations & use them to review and revisit ideas – Pencil, pastels, paint, collage and mod-roc (make a cave wall)	**To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials** (e.g. pencil, charcoal, paint, clay)	**Using the full range of media to study, replicate and be inspired by great works by a chosen artist.** Studying sections and the history as well as the emotions and story connected – Take One Picture!		Clay work – making tiles and painting mosaics. Making roman oil lamp etc.	**To learn about great artists, architects and designers in history** – great Roman architecture and the famous mosaics, wall paintings.
PSHE Citizenship British Values BTBYCB	**New Beginnings** Empathy, self-awareness, motivation, social skills.	**Getting On & Falling Out/ Say No to Bullying** Managing feelings, empathy, social skills.	**Going for Goals** Empathy, self-awareness, social skills.	**Good to Be Me** Motivation, self-awareness.	**Relationships** Self-awareness, managing feelings, empathy.	**Changes** Motivation, social skills, managing feelings.
	British Values, Community – What communities are we members of? School rules, working together etc **Rights –** Children's rights and responsibilities **Democracy –** School councillors, being heard at school, at home and further afield. How is the country governed? **Responsibility –** Financial? Links to summer fayre? Links to rights. School ethos and environment.					