

The Curriculum at St Paul's CE Primary School

The LKS2 Curriculum at St Paul's CE Primary School

<i>Subject</i>	<i>Year Three</i>	<i>Year Four</i>
<i>Science</i>	<p><i>Working Scientifically</i></p> <p><i>Can generate scientific questions from their observations.</i></p> <p><i>With support can make accurate scientific recordings.</i></p> <p><i>Can use secondary evidence to formulate answers to scientific questions.</i></p> <p><i>Can display collected data in the forms of simple tables and graphs (with support).</i></p>	<p><i>Working Scientifically</i></p> <p><i>Can plan a range of scientific investigations that provide data to answer scientific questions.</i></p> <p><i>Can make accurate and systematic recordings using observations and a range of scientific recording equipment including data loggers.</i></p> <p><i>Understand the importance of secondary sources in answering questions that cannot be done so practically.</i></p> <p><i>Can display gathered data in a range of ways and use it to answer posed questions</i></p> <p><i>With support, can use a range of ways to communicate scientific data and conclusions to others.</i></p> <p><i>Can suggest ways that data and conclusions may be communicated to others.</i></p>

Biology

Knows that most plants need water and light to grow.

Knows the structure of plants and can identify the following:

roots, leaves, stem/trunk and flowers on a range of plants.

Knows that water is taken in by the roots.

Knows that flowers attract insects and that this helps with reproduction.

Know that food contains substances that are useful to our bodies.

Can explain which parts of the body the skull and rib cage protect.

Knows that when mammals move they are using their muscles.

Can group animals using simple given criteria.

Can use data to predict to predict outcomes to other investigations and, with support, identify further scientific questions.

Can identify when their results are in line with the findings of others and when they differ. Can link this to the concept being tested.

Biology

Knows the functions provided by different parts of a flowering plant

Can identify the basic needs that a plant has for life (air, light, water, nutrients and room to grow) and identify variations between plants.

Can make scientific observations to state how water is transported in a plant.

Can identify some of the nutrients that mammals need to survive and that these come from the food they eat.

Can identify the role plants play in pollination, seed formation and seed dispersal.

Can identify foods that contain given nutrients.

Can suggest how an animal might be affected by a given environmental change – what might happen to polar bears if the temperature at the North Pole increased.

With support, can use simple classifications keys

Can name the main parts of the human digestive system.

Can name the different types of human teeth.

Can explain in words animal feeding relationships

Chemistry

Uses the terms solid, liquid or gas when describing materials.

Can state that water is a liquid that can be turned into a solid or gas.

Understands that water in puddles has been turned into a gas and has not disappeared.

Can explain how the skeleton provides support and protection for mammals.

Can explain in simple terms how muscles are used when a mammal moves.

Can group living things in a variety of ways and use classification keys to identify a variety of organisms.

Can explain how environmental changes can impact on the organisms of a habitat.

Can explain how the main parts of the human digestive system work.

Can identify the different types of human teeth and their relative functions.

Can construct and interpret food chains.

Chemistry

Uses states of matter to classify materials and understand how states of matter can be changed (including associated temperatures)

Understands the terms evaporation and condensation and how these are present in the water cycle

Can make simple observations about rocks.

Understands that fossils were animals that became trapped within rocks

Knows that soil is formed from rocks and the remains of living things.

Physics

Knows that light helps us to see things.

Can identify what happens when a torch is shone on a mirror,

Knows that they shouldn't look directly into the sun and that sunglasses help protect our eyes from the sunlight.

Knows that a shadow takes on the same shape of the object it is based on.

Knows that a shadow can change size and observe this during an experiment.

Knows that an object may travel at different speeds over different surfaces.

Can use magnets to test if materials are magnetic or not.

Can describe what happens when magnets are pushed

Can compare rocks based on their physical appearance (including the use of a microscopic lens).

Groups rocks based on their physical appearances.

Can explain in simple terms how soil is formed and identify visible differences between soils.

Physics

Can state that light is required to see objects and that darkness refers to an absence of light.

Can explain what happens to light when it hits a reflective surface.

Knows that light from the sun is dangerous and suggests measures that can be taken to protect eyes from the sun.

Can explain how shadows form and investigate patterns in a shadow's changing size.

Can use scientific evidence to compare how an object moves on different surfaces.

Can classify everyday objects as magnetic or not magnetic based on their testing.

Can name some magnetic materials.

	<p>together.</p> <p>Can identify basic forces that are acting on everyday objects – hand pushing a door, wind blowing leaves, gravity on us.</p>	<p>Knows that magnets have a north and south pole and use this to predict if magnets will attract or repel each other.</p> <p>Through exploring, can state that acting forces need to contact the object that they are acting upon and that magnetic forces are the exception to this rule.</p> <p>Knows that sounds are caused by vibrating materials and travel in waves to the human ear.</p> <p>Understands the links between pitch and the vibrating object, volume and the strength of the vibrations, and distance from source.</p> <p>Knows the names of basic electrical components and uses these components to construct circuits.</p> <p>Can diagnose problems in simple electrical circuits</p> <p>Can identify materials as conductors or insulators using this understanding to make switches that control components in series circuits.</p>
Computing	<p>1. understands the need for computer programs to be sequenced.</p>	<p>1. using more than one programming application:.</p> <ul style="list-style-type: none"> Can sequence programs correctly

2. explain, in simple term, how a program works.
3. understands that if a program does work it needs to be debugged.
4. identify some parts of the program need to make the whole.
5. identify the inputs and outputs in the programs of others.
6. with support is able to use a limited range of software application to produce digital content relevant to topic learning.
7. knows how to use search engines to find information and images.
8. understands that the internet is a network of computers sharing information.
9. identify some uses of the internet: world wide web; skype; email; online gaming.
10. is aware that the internet can be dangerous.
11. identify the ways they use the internet
12. understands that they need to be safe when they use the internet.

- Can explain how their programs and the programs of others work
 - Can identify and fix bugs in their programs
2. understands that more complex programs need to be broken into smaller sections, each with own goals
 3. write programs using inputs and outputs
 4. use selection and repetition statements where appropriate to make the programs concise
 5. use a range of software applications to produce digital content to support topic learning, using
 - Presentation software;
 - Podcast software
 - Digital Image Software
 - Animation Software
 - Animation Software
 6. use a range of search engines to find required information by identifying key words.
 7. understands why results are ranked and ordered
 8. understands that information on the internet may not be

		<p>true</p> <p>9. understands what the internet and the world wide web are and the differences between them.</p> <p>10. understand how web-pages are creates and can modify text and images on existing pages.</p> <p>11. describe how they make use of online technologies and the associated potential dangers.</p> <p>12. explain measures they can take to keep themselves safe online.</p> <p>13. identify what to do if the feel unsafe online</p>
Art	<p>1. Gather and review information, references and resources related to their ideas and intentions.</p> <p>2. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>3. Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>4. Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p>	<p>1. Select and use relevant resources and references to develop their ideas.</p> <p>2. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p>3. Investigate the nature and qualities of different materials</p>

	<p>5. Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p> <p>6. About and describe the work of some artists, craftspeople, architects and designers.</p> <p>7. Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>and processes systematically.</p> <p>4. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes).</p> <p>5. Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>6. Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>7. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>
<p>Design and Technology</p>	<p>1. With support, gather information about needs and wants, and develop design criteria with guidance to inform the design of products that are fit for purpose, aimed at particular individuals or groups</p> <p>2. With guidance, generate, develop, model and communicate ideas through discussion and, as appropriate, annotated</p>	<p>1. Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups</p> <p>2. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams</p>

sketches and exploded diagrams

3. With support, order the main stages of making

4. With support, use tools and equipment to cut, shape, join and finish

5. Use materials and components, including construction materials and electrical components, according to their functional properties with support

6. Investigate and analyse an existing battery - powered products with support

7. With support, evaluate their ideas and products against a design criteria and identify the strengths and areas for improvement in my work

8. Share an understanding of and start to use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers

9. Begin to apply their understanding of computing to program and control their products with guidance

10. Use some technical vocabulary relevant to the project, with prompts if necessary

3. Order the main stages of making

4. Select from and use tools and equipment to cut, shape, join and finish with some accuracy

5. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities

6. Investigate and analyse a range of existing battery - powered products

7. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work

8. Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers

9. Apply their understanding of computing to program and control their products

10. Know and use technical vocabulary relevant to the project

Music

1. copy a rhythmic phrase
2. clap the rhythm of a song whilst others tap the pulse
3. can tap the metre of songs
4. play on beat one in a given metre
5. play the metre of a song whilst others play the rhythm
6. say and tap eight beat phrase rhythms
7. clap two ostinato rhythms simultaneously
8. play two ostinatos simultaneously
9. sing and play in class
10. play as part of an ensemble
11. begin to use different tempo and dynamics
12. choose the most appropriate way to perform a song
13. begin to sing in parts
14. create a rhythmic phrase (binary form A B)
15. create a simple melodic phrase
16. improvise rhythmic phrases of equal lengths in pairs
17. work in pairs to structure a piece using two simple musical ideas
18. create an ostinato to reflect the mood suggested by a

1. improvise rhythmic phrases
2. clap the rhythm of a song whilst others tap the metre
3. tap the metre of songs
4. play on beat one in a given metre
5. play the metre of a song whilst others play the rhythm
6. say and tap eight beat phrase rhythms
7. clap two ostinato rhythms simultaneously
8. play an ostinato accompaniment to a song
9. improvise rhythms in the metre of 3
10. play as part of an ensemble with an awareness of what is happening in the group
11. use different tempo and dynamics
12. choose the most appropriate way to perform a song and choose appropriate instrumental sounds to accompany a song
13. sing in parts
14. organise musical phrases in a simple structure (Ternary Form A B A)
15. create a melodic phrase
16. create a simple up and down tune

	<p>painting, poem or other external stimuli and structure them in an appropriate manner</p> <p>19. recognise individual key instruments in a piece of music</p> <p>20. play simple tunes by ear</p> <p>21. sing parts of a song from memory</p> <p>22. play the tune of a four phrase, five note song moving in step</p> <p>23. play the tune of a 8 note song by ear</p> <p>24. trace the shape of an 8 note song</p> <p>25. identify phrases of a song</p> <p>26. read and play 4 and 8 beat rhythm notation (crochets, crochet rest, quavers)</p> <p>27. sing simple melodic phrases from staff notation (3 notes - E, G, A)</p>	<p>17. create and vary an ostinato to evoke three contrasting moods suggested by a stimulus and combine this with accompaniments to structure a continuous piece</p> <p>18. pick out key individual instruments in a piece of music</p> <p>19. play simple tunes by ear</p> <p>20. sing a song from memory</p> <p>21. trace the steps of a tune and match it to convention notation</p> <p>22. analyse the phrase structure of a song</p> <p>23. read and play 4 and 8 beat rhythm notation (crochets, crochet rest, quavers)</p> <p>24. read and play pitch notation (Use notation from middle note C to High Note C)</p>
PE	<ol style="list-style-type: none"> 1. Sustain physical effort. 2. Concentrate for sustained periods of time. 3. Follow instructions relating to the lesson. 4. Stay on task for sustained period of time. 5. Work with others. 	<ol style="list-style-type: none"> 1. Sustain physical effort. 2. Concentrate for sustained periods of time. 3. Follow instructions relating to the lesson. 4. Stay on task for sustained period of time. 5. Work with others.

	<ol style="list-style-type: none"> 6. Evaluate others work. 7. Use a tactic in a game 8. Decide the best space to be in during a game. 9. Follow rules 10. Catch and throw. 11. Hit a ball with a bat 12. Plan and perform a sequence of movements that follow one rule. 13. Improve my performance based on feedback. 14. Roll, travel, balance in different ways. 15. Change rhythm, speed, level and direction in a dance. 16. Dance with control and coordination. 17. Make a sequence by linking movements. 18. Use a dance to create a mood. 	<ol style="list-style-type: none"> 6. Evaluate others work and say how to make improvements. 7. Throw and catch accurately. 8. Hit a ball accurately and with control. 9. Keep possession of a ball. 10. Use tactics in a game. 11. Work in a controlled way. 12. Plan and create sequences that show change in speed and direction. 13. Include a range of shapes in my sequences. 14. Create a sequence with 3 movements. 15. Use dance to communicate an idea. 16. Express freely ideas from a stimulus. 17. Take a lead when working in a group. 18. Repeat, remember and perform phrases with control.
History	<ol style="list-style-type: none"> 1. with support, begin to understand the broad chronology of major events in the U.K and some key event in the wider world from ancient civilisation to the present day. 2. with support, locate and place the period of time they have 	<ol style="list-style-type: none"> 1. understand the broad chronology of major events in the U.K and some key events in the wider world from ancient civilisation to the present day. 2. locate and place the periods of time they have studied on a

studied on a time line.

3. use vocabulary related to the passing of time.

4. with support, tell you what they know and understand about the main events, people and changes in the topics they have studied

- Stone age to iron age
- Roman Britain
- Britain's settlers (Anglo Saxons and Scots)
- Greek civilisation

5. with support, describe some of the changes that have taken place between the past and the present

6. understand that there were reasons for these changes

7. speak about some of the different ways in which the past is represented

8. ask simple questions about the past using sources of information

9. understand that there are different ways that they can show what they know about the past

time line

3. use vocabulary related to the passing of time

4. tell you what they know and understand about the main events, people and changes in the topics they have studied.

- Stone age to iron age
- Roman Britain
- Britain's settlers (Anglo Saxons and Scots)
- Greek civilisation

5. give you a few reasons for and results of changes that took place in the past

6. explore different ways in which they can find out about the past.

7. work things out from different sources of information to answer questions about the past

8. present their knowledge and the information they have found out in different ways

9. use historical terms and dates correctly in their work

Geography

1. name and locate the world's seven continents and five oceans on a map/globe
2. name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
3. name and locate neighbouring European countries and talk about what the European Union is.
4. describe a place in the Northern and Southern hemisphere.
5. explain why people may choose to live in one place rather than another.
6. describe the features of different locations and talk about similarities and compare them to where you live.
7. talk about measures of rainfall and temperature in relation to a place.
8. talk about the 4 main points of a compass in relation to a place.
1. locate the tropic of Cancer and Capricorn.
2. explain the difference between the British Isles, Great Britain and The United Kingdom.
3. name the countries that make up the European Union.
4. find at least six cities in the UK on a map.
5. plan a journey to a place in England
6. carry our research to discover features of villages, towns and cities.
7. name and locate some of the main islands that surround the United Kingdom.
8. name the areas of the origin of the main ethnic groups in the United Kingdom and in our school.
9. explain why people may be attracted to live in cities.
10. identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic zones, GMT and time zones,
11. describe the characteristics of the above areas.
12. collect and accurately measure information (eg. Rainfall,

		<p>temperature, wind speed, noise levels etc.)</p> <p>13. use fieldwork to observe and record the physical/ human features of the local area, including sketch maps, plans, graphs and digital technologies.</p> <p>14. use resources to identify the key physical/human features of a location.</p> <p>15. use the eight points of the compass, four figure grid references, symbols and a key to communicate my knowledge of the local area, the United Kingdom and the wider world.</p>
<p>Religious Education</p>	<p>1. describe some religious ideas from stories</p> <p>2. describe some religious beliefs, teachings and events</p> <p>3. describe some religious objects</p> <p>4. describe some religious places</p> <p>5. describe some religious practices</p> <p>6. describe the messages or meanings of some religious symbols</p> <p>7. describe my feelings to other people</p> <p>8. know that other people have feelings</p> <p>9. talk about how my feelings may be similar to characters in religious stories</p>	<p>1. show what I know about religious beliefs, ideas and teachings</p> <p>2. show what I know about:</p> <ul style="list-style-type: none"> - Religious objects and how they are used - Religious places and how they are used - Religious people and how they behave within religious practices and life styles <p>3. identify religious symbolism in literature and in the arts</p> <p>4. show that I understand that personal experiences and feelings can influence my attitudes and actions</p> <p>5. ask questions that have no universally agreed answers</p>

	<p>10. ask a range of questions about puzzling aspects of life</p> <p>11. suggest answers including religious ones</p> <p>12. know the effect of actions on others when I am thinking about moral dilemmas</p>	<p>6. explain how shared beliefs about what is right or wrong affect people's behaviour</p>
PSHE	<p>1) Make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise)</p> <p>2) Identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions)</p> <p>3) Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and wellbeing</p> <p>4) Identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety)</p> <p>5) Identify positive ways to face new challenges (for example the transition to secondary school)</p> <p>6) Demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates)</p> <p>7) Express their views confidently and listen to and show respect for the views of others</p> <p>8) Explain how their actions have consequences for themselves and others</p> <p>9) Describe the nature and consequences of bullying, and can express ways of responding to it</p> <p>10) Respond to, or challenge, negative behaviours such as stereotyping and aggression</p> <p>11) Know why and how rules and laws that protect themselves and others are made and enforced, why different rules are</p>	

	<p>needed in different situations and how to take part in making and changing rules (British values)</p> <p>12) Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>13) Talk about a range of jobs, and explain how they will develop skills to work in the future</p> <p>14) Describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves (British values)</p>
<p>Foreign Language</p>	<ol style="list-style-type: none"> 1. Pronounce Pinyin with tones clearly 2. Know how to greet people and understand classroom languages 3. Initiate conversations when working with partners, to introduce themselves and ask questions about others 4. Pronounce the names of common animals 5. Play simple games using animal names 6. Know the names of different body parts 7. Sing simple songs using body part names 8. Know the names of the months and seasons of the year 9. Understand traditions for celebrating Chinese New Year 10. Use common greetings when chatting with a friend