

**The Willows LKS2 Curriculum Overview 2022-23**

	<b>Year 3 Autumn</b>	<b>Year 3 Spring</b>	<b>Year 3 Summer</b>	<b>Year 4 Autumn</b>	<b>Year 4 Spring</b>	<b>Year 4 Summer</b>
<b>IPC Topic</b>	Scavengers & Settlers	Temples, Tombs and Treasures	Food and Farming	Active Planet	Inventions that changed the world	Vanishing Rainforests
<b>Host Country</b>	NORWAY	EGYPT	ZIMBABWE	ITALY	USA	BRAZIL
<b>Outdoor learning, trips, visits</b>	Butser Ancient Farm	Ashmolean Museum	Englefield Estate	Natural History Museum	Brooklands Air Museum	The Living Rainforest
<b>Science</b>	How Humans Work	Material World	Shake It	Land, Sea and Sky	Feel the Force	Time and Place, Earth and Space
<b>Design &amp; Technology</b>	How to design, make and evaluate Anglo Saxon buckles	How to design, make and evaluate an Egyptian shaduf (a device with a lever that was used to remove water from the Nile)	Sustainable fast-food packaging. Designing our own milkshake brand and packaging.	<b>Design, make and evaluate their own pizzas</b> Skills – grate, peel, chop, kneading, rolling, grating, cutting/peeling/dicing/slicing	Moving Toy/Glider	Design, make and evaluate a Rainforest Beanbag Toy
	Anglo-Saxon soup - Veg dish – mash/dice/slice					
<b>Art</b>	Continuous line drawing Mini project – drawing feathers	Showing light and dark and casting shadow Drawing by touch and feel	3D drawing – using charcoal and chalk to create light and shadow	Proportions and position of features on a face	Human form and proportion	Still life drawing – plants, fruit
	Mixed media	Learning to use coloured inks with the “dry” technique	Using watercolour pencils – 3D effects	Skin tone	Exploring backgrounds	Colour collage - <b>MATISSE</b>
	Aboriginal Art – dreamtime paintings <b>CLIFFORD POSSUM TJAPALTJARRI</b>	Egyptian wall paintings	3D work – papier mâché <b>CLAES OLDENBURG</b>	String Printing	3D work – clay <b>ALBERTO GIACOMETTI BARBARA HEPWORTH</b>	Tiger in a tropical storm <b>HENRI ROUSSEAU</b>
<b>ICT &amp; Computing</b>	<b>My Online Life:</b> It meets the objectives as set out by UKCCIS ‘Education for a Connected World Framework’	<b>PowerPoint:</b> Children will learn to use the basic functions of PowerPoint including text boxes, images, shapes, sounds and transitions to create and share information relating to their IPC topic	<b>Dancing Robots:</b> The children will use some of Scratch Jr’s more advanced coding blocks to create their own interactive dancing robot game. The children will learn the important skills of critical thinking, problem solving and debugging.	<b>Hour of Code:</b> The class will sign up for Hour of Code and work through various challenges. The class will also choose to take part in global coding events.	<b>Wizard School:</b> The children will undertake a series of creative challenges based around the Harry Potter books.	<b>My Online Life:</b> It meets the objectives as set out by UKCCIS ‘Education for a Connected World Framework’.
	<b>Online Detectives:</b> To support children in mastering advanced internet searching. They will learn to improve their searches while they try to solve puzzles/challenges	<b>Typing/Functional Skills Keyboard Adventures:</b> Children will master the art of using a keyboard and short cuts with a series of fun activities				<b>Rainforests:</b> The children will explore rainforests through new Virtual Reality (VR) apps.
						<b>Typing/Functional Skills Word processing –</b> Children will develop their word processing skills in order to write formal letters of persuasion for their IPC topic Rainforests

<b>Music</b>	Steel Pans	Steel Pans	Steel Pans	Notating Pitch	Instruments	Rhythms – Samba
	Disco	A. R. Rahman	Indian Classical	90's Indie	Beethoven	Trinidadian Calypso
	Funk	Handel	Music from host countries - Norway, Egypt and Zimbabwe	Jazz	Hildegard	Music from host countries - Italy, USA and Brazil
<b>MFL</b>	<b>Getting To Know You All About Me</b>	<b>Food Glorious Food</b>	<b>Family and Friends</b>	<b>All Around Town</b>	<b>Going Shopping</b>	<b>What's The Time?</b>
<b>RSHE Education</b>	Being a good friend	Responsibilities and boundaries	Sleep, food and hygiene	Influences and personal choices	Solving friendship difficulties	Right and responsibilities
	Valuing and respecting one another	Different types of committed relationships	Coping with feelings and when things change	Personal safety & Hygiene	Identity and diversity	Families and another relationships

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<b>Indoor PE</b>	Gym	Indoor Team Games	Dodgeball	SWIMMING	SWIMMING	Fencing
	Dance	Badminton	Seated Volleyball		Dance (Romans)	Archery
<b>Outdoor PE</b>	Rounders	Basketball	Tennis	Hockey	Football	Golf
	Football	Kwik Cricket	Athletics	Tag Rugby	Netball	Athletics
<i>Indicates sports identified as a focus for teacher CPD from sports leader and external coaches</i>						
<i>Indicates CPD delivered through joint planning process</i>						

<b>RE</b>	<b>Year 3 Autumn</b>	<b>Year 3 Spring</b>	<b>Year 3 Summer</b>	<b>Year 4 Autumn</b>	<b>Year 4 Spring</b>	<b>Year 4 Summer</b>
	<b>KS2 RE VOCABULARY UNIT</b> – a focus on developing children's understanding of key RE vocabulary	<b>Christianity</b> Exploring its origins, special places linked to Christianity, key festivals, symbols, the Christian holy book and the main beliefs held by Christians.	<b>Hinduism</b> - Exploring its origins, core beliefs, festivals, special places, different holy books, key Hindu symbols and their meanings. Including visits to a local temple	<b>Did Jesus really do</b> Learning Objective: <i>to explore at least two miracles of Jesus and evaluate them</i>	<b>Food and Fasting</b> Exploring how food is used in everyday life, and within specific religions. <b>Reflection end point - should believers give things up?</b> Reflect and answer the question, drawing on what they have explored and learnt about food/fasting across different religions	<b>Pilgrimages</b> Exploring what pilgrimage is and the role it plays in the six main world religions <b>Reflection end point - Is a holy journey necessary for believers?</b> Reflect and answer the question, drawing on what they have explored and learnt about pilgrimages across different religions
				<b>Is light a good symbol for celebration?</b> Key Concepts: Light; Belief; Advent; Diwali; Chanukah. Learning Objective: <i>to understand the significance of light as a symbol of belief</i>		