

**The Willows LKS2 Curriculum Overview 2023-24**

	<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	Island Life	Active Planet	Inventions that changed the world	Vanishing Rainforests
<b>Host Country</b>	NORWAY	EGYPT	TRINIDAD & TOBAGO	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	Let's Plant It	Feel the Force	Time and Place, Earth and Space
			The Nature of Life	Making Waves		
<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 used to remove water from the Nile)	Sustainable packaging. Designing egg boxes and packaging.	<b>Design, make and evaluate their own pizzas</b> Skills – grate, peel, chop, kneading, rolling, grating, cutting/peeling/dicing/slicing	Design, make and evaluate a Cam Toy	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>	iPads – Book Creator Netbooks – Book creator	Netbooks – PowerPoint iPads & Netbooks -	iPads – Book creator, scratch, Lightbot, Mr Jump	iPads – Book creator Netbooks or iPads – Hour of code (website)	iPads – Green screen, book creator,	Netbooks: Word iPads: Book creator
	<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 Temples, Tombs and Treasures	<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 can also choose to take part in global coding events	<b>My Online Life:</b> This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	<b>Rainforests:</b> The children will explore rainforests through new Virtual Reality (VR) apps. They will also create their own interactive learning games for younger children to play.
	<b>Online Detectives:</b> Children will master the art of advanced internet searching. They will learn new tricks to improve their searches while they try to solve puzzles and challenges					<b>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	Music of the Amazon (IPC)
	Disco	A. R. Rahman	Trinidadian Calypso	90's Indie	Beethoven	Indian Classical
	Funk	Handel	Music from host countries - Norway, Egypt and Trinidad	Jazz	Hildegard	Music from host countries - Italy, USA and Brazil
<b>MFL</b>	<b>Getting To Know You</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>All About Me</b>		<b>All About Me</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>	<i>Warm Up – Monkey in the Middle</i>	<i>Warm Up – The Chicken Dance</i>	<i>Warm Up – Handclap</i>	<i>Warm Up – Handclap</i>	<i>Warm Up – Witch Doctor</i>	SWIMMING
	Gym	Indoor Team Games	Dodgeball	Fencing	Archery	
	<i>Warm Up – Firework</i>	<i>Warm Up – Good 4 U</i>	<i>Warm Up – Crazy Frog</i>	<i>Warm Up – I'm Good</i>	SWIMMING	
	Line Dancing	Badminton	Seated Volleyball	Dance (Romans)		
<b>Outdoor PE</b>	Rounders	Basketball	Golf	Hockey	Orienteering	Tennis
	Football	Kwik Cricket	Athletics	Tag Rugby	Netball	Athletics

<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.  <i>Including visits to a local Church</i>	<b>Hinduism</b> - Exploring its origins, core beliefs, festivals, special places, different holy books, key Hindu symbols and their meanings.  <i>Including visits to a local Hindu temple</i>	<b>Did Jesus really do miracles?</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>		