

The Willows LKS2 Curriculum Overview 2021-22

	Year 3 Autumn	Year 3 Spring	Year 3 Summer	Year 4 Autumn	Year 4 Spring	Year 4 Summer
IPC Topic	Scavengers & Settlers	Temples, Tombs and Treasures	Food and Farming	Active Planet	Inventions that changed the world	Vanishing Rainforests
Host Country	NORWAY	EGYPT	ZIMBABWE	ITALY	USA	BRAZIL
Outdoor learning, trips, visits	Butser Ancient Farm	Ashmolean Museum	Englefield Estate	Natural History Museum	Brooklands Air Museum	The Living Rainforest
Science	How Humans Work	Material World	Shake It	Land, Sea and Sky	Feel the Force	Time and Place, Earth and Space
Design & Technology	How to design, make and evaluate Anglo Saxon brooches and 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. Design, make and evaluate a tasty and appealing dish.	Design, make and evaluate their own pizzas Skills – grate, peel, chop, kneading, rolling, grating, cutting/peeling/dicing/slicing	Moving Toy/Glider	Design, make and evaluate a mask that represents an animal and is secure enough to wear for a dance.
Art	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 - MATISSE
	Aboriginal Art – dreamtime paintings CLIFFORD POSSUM TJAPALTJARRI	Egyptian wall paintings	3D work – papier mâché CLAES OLDENBURG	String Printing	3D work – clay ALBERTO GIACOMETTI BARBARA HEPWORTH	Tiger in a tropical storm HENRI ROUSSEAU
ICT & Computing	My Online Life: 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’..	T Shirt Designer: The children will become illustrators and design their own Egyptian t-shirts.	Dancing Robots: 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.	Hour of Code: 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.	Wizard School: The children will undertake a series of creative challenges based around the Harry Potter books.	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’..
Music	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

MFL	Getting To Know You All About Me	Food Glorious Food	Family and Friends	Getting To Know You All About Me	Food Glorious Food	All Around Town
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RSHE Education	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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Indoor PE	Gym	Indoor Team Games	Dodgeball	SWIMMING	SWIMMING	Fencing
	Dance	Badminton	Seated Volleyball		Dance (Romans)	Archery
Outdoor PE	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>						

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