

## Troon School KS2 Topic based curriculum overview

<b>LKS2 2015-2016</b> <b>Hazel and Oak</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p style="text-align: center;"><b>The Wild West</b></p> <p><u>Curriculum links</u></p> <p><b>Literacy:</b>  <u>Fiction</u>            Stories from other cultures            Adventure story  <u>Non-fiction</u>            Information texts            Poetry</p> <p><b>Maths:</b>            Y3 Abacus            Y4 Abacus</p> <p><b>Science:</b>  <u>Plants</u>            - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p style="text-align: center;"><b>Metal Mayhem</b></p> <p><u>Curriculum links</u></p> <p><b>Literacy:</b>  <u>Fiction</u>            Stories set in imaginary worlds            Playwriting  <u>Non-fiction:</u>            Instruction writing            Persuasive writing</p> <p><b>Maths:</b>            Y3 Abacus            Y4 Abacus</p> <p><b>Science:</b>  <u>Forces and Magnets</u>            - Compare how things move on different services            - Notice that some forces need contact between two</p>	<p style="text-align: center;"><b>The Romans</b></p> <p><u>Curriculum links</u></p> <p><b>Literacy:</b>  <u>Fiction:</u>            Legends            Stories set in Historical settings  <u>Non-fiction:</u>            Recount,            diary entry,            newspaper            Poetry</p> <p><b>Maths:</b>  <b>Y3 Abacus</b>  <b>Y4 Abacus</b></p> <p><b>Science:</b>  <u>Rocks</u>            - Compare and group together different kinds of rocks on the</p>

<ul style="list-style-type: none"> <li>- Explore the requirements of plants for life and growth (air, light, water, nutrients, and room to grow) and how they vary from plant to plant</li> <li>- Investigate the way water is transported within plants</li> <li>- Explore the part that flowers play in the life cycle of flowering plant, including pollination, seed formation and seed dispersal.</li> </ul> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>ICT:</b> <b><u>We are historians</u></b></p> <ul style="list-style-type: none"> <li>- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>	<p>objects, but magnetic forces can act a distance</p> <ul style="list-style-type: none"> <li>- Observe how magnets attract or repel each other and attract some materials and not others</li> <li>- 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.</li> <li>- Describe magnets as having two poles</li> <li>- Predict whether two magnets will attract or repel each other depending on which poles are facing</li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>- Notice that light is reflected from surfaces</li> </ul>	<p>basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> <li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- Recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>ICT:</b> Espresso coding</p> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals. Including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> </ul> <p><b>History:</b> <b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion in 55-54BC</li> <li>- The Roman Empire by AD42 and the power of its army</li> <li>- Successful invasion by Claudius and conquest, including Hadrian's</li> </ul>
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<p><b>Geography:</b>  <u>Locational and place knowledge</u>  - Locate the world countries using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  - identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle  - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America</p> <p><u>Geographical skills and fieldwork</u>  - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  - Use the eight points of a</p>	<ul style="list-style-type: none"> <li>- Recognise that light from the sun can be dangerous and there are ways to protect their eyes.</li> <li>- Recognise that shadows are formed when the light from the light source is blocked by a solid object.</li> <li>- Find patterns in the way that the size of shadows change.</li> </ul> <p><b>ICT: coding</b>  We are comic writers/animators  Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content.</p> <p><b>Geography:</b>  Locational and place knowledge  Geographical skills and fieldwork  <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> </p>	<p>Wall</p> <ul style="list-style-type: none"> <li>- British resistance, for example, Boudica</li> <li>- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> <li>-</li> </ul> <p><b>Geography:</b>  Comparison of Italy and UK  <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe</li> </ul> </p> <p><b>PHSE:</b>  <b>Music: Recorder and Music Express</b></p> <p><b>PE:</b>  <b>Swimming</b>  <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> </ul> </p>
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<p>compass to build knowledge of the United Kingdom and the wider world.</p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>- Develop chronological knowledge</li> <li>- A non-European society that provides contrasts with British history</li> <li>- Know and understand significant aspects of the History of the wider world, colonisation of a non-European society.</li> </ul> <p><b>PHSE:</b></p> <p><b>Music:</b> Recorders and music express</p> <p><b>PE:</b> <b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>- Use a range of strokes effectively</li> </ul>	<p><b>PHSE:</b></p> <p><b>Music:</b> Recorders and music express</p> <p><b>PE:</b> <b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>- Perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Tag rugby</b></p> <ul style="list-style-type: none"> <li>- Play competitive games, modified where appropriate, and apply basic principles suitable</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>- Perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Use running, jumping, throwing and catching in isolation and in combination.</li> <li>- Develop flexibility, strength, technique, control and balance.</li> </ul> <p><b>RE: Islam</b></p> <p><b>Art/DT:</b></p> <ul style="list-style-type: none"> <li>- Record observations and use them to review and revisit ideas</li> <li>- To improve mastery of art and design techniques</li> </ul>
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<p>[for example, front crawl, backstroke and breaststroke].</p> <ul style="list-style-type: none"> <li>- Perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Develop flexibility, strength, technique, control and balance.</li> <li>- Perform dances using a range of movement patterns.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>RE: Christianity</b>  Why is the Bible important to Christians now and in the past?  <u>Uses of the bible</u>  Its use in personal devotion. In public worship:  -how it is read in services in different</p>	<p>for attacking and defending.</p> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>RE: Christianity</b></p> <p><b>DT:</b>  Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)  Prepare a savoury dish using a cooking techniques</p> <p><b>French:</b>  <b>Class Reader: The Iron Man</b>  <b>Visits:</b></p>	<p><b>French:</b></p> <p><b>Class Reader:</b></p> <p><b>Visits: Carnglaze Caverns</b></p>
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<p>Christian traditions</p> <ul style="list-style-type: none"> <li>- How the Gospels have special status</li> <li>- Use of psalms as both readings and as songs for worship</li> <li>- Readings for festivals that focus on particular events in the life of Jesus in some churches.</li> </ul> <p>As a basis of art song and worship.</p> <p>How do Christians celebrate significant life events?</p> <p><u>The church</u></p> <p>How the church celebrates its identity: Baptism and confirmation, Ordination and Worship</p> <p>The Christian Way of Life</p> <p>-Birth, marriage, death - and the way funerals are conducted, All souls day.</p> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- Record observations and use them to review and revisit ideas</li> <li>- To improve mastery of art and design techniques</li> </ul> <p><b>DT:</b></p>		
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<ul style="list-style-type: none"> <li>- Generate, develop, model and communicate ideas through discussion and annotated sketches</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities.</li> <li>- Evaluate ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- Investigate and analyse a range of existing products</li> <li>- Prepare and cook a savoury dish using a range of cooking techniques</li> </ul> <p><b>Class reader:</b>  Pochontas  Hiawatha poem  Powows</p> <p><b>Visits:</b></p>		
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Trip to the woods Residential trip Barn dance		
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