

# CURRICULUM COVERAGE: LOWER SCHOOL

15-16 16-17



SCIENCE	TERM					
AT 1 INVESTIGATIONS	AUT	SPR	SUM	AUT	SPR	SUM
<b>BIOLOGY</b>						
Y3 Plants: functions, requirements for life, water transportation, life cycle, seed dispersal.						
Y3 Animals including humans: skeletons and nutrition.						
Y4 Living things and their habitats: grouping, naming and identifying classification keys.						
Y4 Animals including humans: digestive system, teeth, food chains.						
<b>CHEMISTRY</b>						
Y3 Rocks: compare and group, formation of fossils and soils.						
Y4 States of matter: solids, liquids and gases, changes of states and water cycle.						
<b>PHYSICS</b>						
Y3 Light: light to see, reflected light, dangers of the sun, shadows.						
Y3 Forces and magnets: forces on surfaces and magnets.						
Y4 Sound: how sounds are made, travel, pitch, volume, distance.						
Y4 Electricity: appliances, constructing simple and series circuits, conductors, insulators.						
<b>HISTORY</b>						
<b>BRITISH HISTORY (taught chronologically)</b>						
Y3 Stone Age to Iron Age Britain including: hunter gatherers, early farmers, Bronze Age religion, technology and travel, Iron Age hill forts.						
Y4 Roman Empire and impact on Britain: Julius Caesar's attempted invasion, Roman Empire and successful invasion, British resistance e.g. Boudicca, Romanisation of Britain.						
<b>BROADER HISTORY STUDY</b>						
Y3 A local history study; e.g. a depth study linked to a studied period, a study over a period of time, a post 1066 study of relevant local history.						
Y4 Earliest ancient civilisations, i.e. Ancient Sumer, Indus Valley, Ancient Egypt or Shang Dynasty of Ancient China.						
<b>GEOGRAPHY</b>						
Locate world's countries, focussing on Europe & Americas (focus on key physical & human features).						
Study a region of the UK (NOT local area).						
Use 8 points of compass, symbols and keys.						
Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links etc.						
Use fieldwork to observe, measure and record.						
<b>COMPUTING</b>						
Design and write programs to achieve specific goals including solving problems.						
Use logical reasoning.						
Understand computer networks.						
Use internet safely and appropriately.						
Collect and present data appropriately						
<b>ART &amp; DESIGN</b>						
Use sketchbooks to collect, record and evaluate ideas.						
Improve mastery of techniques such as drawing, painting and sculpture with varied materials.						
Learn about great artists, architects and designers.						
<b>DESIGN &amp; TECHNOLOGY</b>						
Use research and criteria to develop products which are fit for purpose.						
Use annotated sketches and prototypes to explain ideas.						
Evaluate existing products and improve own work.						
Use mechanical systems in own work.						
Understand seasonality; prepare and cook mainly savoury dishes.						

MFL	TERM					
	AUT	SPR	SUM	AUT	SPR	SUM
Listen and engage	<b>COVERED BY ITALIAN AND FRENCH ENRICHMENT SESSIONS</b>			<b>COVERED BY MRS LORENZINI'S WEEKLY FRENCH LESSONS</b>		
Ask and answer questions						
Speak in sentences using familiar vocabulary						
Develop appropriate pronunciation						
Show understanding of words and phrases						
Appreciate stories, songs, poems and rhymes						
Broaden vocabulary						
<b>MUSIC</b>						
Use voice and instruments with increasing accuracy, control and expression	Red	Red	Red	Green	Green	Green
Improvise and compose music	White	Red	White	White	Green	Green
Listen with attention to detail	White	Red	White	Green	Green	Green
Appreciate live and recorded music	Red	White	Red	White	Green	Green
Begin to develop understanding of history	White	White	Red	White	White	Green
<b>PE</b>						
Use running, jumping, catching and throwing in isolation and in combination	Red	Red	Red	Green	Green	Green
Play competitive games, modified as appropriate	Red	Red	Red	Green	Green	Green
Develop flexibility and control in gym, dance and athletics	Red	Red	Red	Green	Green	Green
Compare performances to achieve personal bests	Red	Red	Red	Green	Green	Green
Swimming proficiency at 25m	White	White	White	Green	Green	Green
<b>PSHE</b>						
Y3 Myself and My Relationships 9 – Beginning and Belonging	Red	White	White	White	White	White
Y3 Myself and My Relationships 10 – My Emotions	White	Red	White	White	White	White
Y4 Myself and My Relationships 11 – Family and Friends	White	White	Red	White	White	White
Y4 Myself and My Relationships 12 - Anti-bullying	Red	White	White	White	White	White
Y4 Myself and My Relationships 13 – Managing Change	White	White	Red	White	White	White
Y3 Citizenship 6 – Working Together	White	White	White	Green	White	White
Y3 Citizenship 7 – Diversity and Communities	Red	White	White	White	White	Green
Y4 Citizenship 8 – Rights, Rules and Responsibilities	White	Red	White	Green	White	White
Y3 Healthy and Safer Lifestyles 11 – Managing Risk	Red	White	White	Green	White	White
Y3 Healthy and Safer Lifestyles 12 – Safety Contexts	Red	White	White	Green	White	White
Y3 Healthy and Safer Lifestyles 13 – Sex and Relationships Education	White	White	Red	White	White	Green
Y3 Healthy and Safer Lifestyles 14 – Healthy Lifestyles	White	White	Red	White	White	Green
Y4 Healthy and Safer Lifestyles 15 – Drug Education	White	White	White	White	White	Green
Y4 Healthy and Safer Lifestyles 16 – Personal Safety	Red	White	White	Green	White	White
Y4 Healthy and Safer Lifestyles 17 – Sex and Relationships Education	White	White	White	White	White	Green
Y4 Economic Wellbeing 2 – Financial Capability	White	White	White	White	Green	White
<b>RE: See RE long term plans</b>						