

Badger Class Lower Key Stage Two - Curriculum Planner Year A						
Blue Text = Year 3 Progression                      Green Text = Year 4 Progression						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Stone Age to Iron Age		Ancient Egyptians		Healthy Me	
English  Guided Reading Texts	While I sleep. Hot Spots and Other Extreme Places to Live. <i>Mary Anning</i> <i>Death of the Dinosaurs.</i>	King Kafu and the Moon  The Song of Sky and Sand.	Zoo News Volcano Alert! When You Were My Age King Kafu and the Seasons The Mystery of the Red Moon	Can You Change the World? Not A Word' When the Lights Went Out Hummingbird' The Race to the Pole' Leaving Home	The Fountain of Gold The Snow Queen' All About Snow Pigeons Rule the Roost!' Nanuck's Tale The Secret in the Attic'	Escape from Black Mountain Seán and the Sea-Maiden' Odysseus and the Monster Real Sea Monsters
READING	<p>Reading - Decoding and fluency</p> <p>To use their phonic knowledge to decode quickly and accurately.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with in-creasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>Common exception words</p> <p>To begin to read Y3/Y4 exception words.</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> <p>Comprehension</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Vocabulary</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>Inference and prediction</p> <p>To ask and answer questions appropriately, including some simple inference ques-tions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To retrieve and record information from non- fiction texts.</p> <p>To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>		<p>Reading - Decoding and fluency</p> <p>To use their phonic knowledge to decode quickly and accurately.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>Common exception words</p> <p>To begin to read Y3/Y4 exception words.</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> <p>Comprehension</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To discuss and compare texts from a wide variety of genres and writers. 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To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Vocabulary</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>Inference and prediction</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To retrieve and record information from non- fiction texts.</p> <p>To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>Plays and performing</p> <p>To prepare and perform poems and play scripts that shows some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	

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English Texts	How To Wash a Woolly Mammoth Non—fiction texts about the Stone Age The stone Age Boy Fossil Girl		The Egyptian Cinderella Non-fiction books about The Ancient Egyptians		The Incredible Book Eating Boy Oliver and the seawigs Non-fiction texts about Teeth and the Digestive System	
WRITING	Purpose Write clearly structured narratives, in sections, that include character descriptions and some dialogue. Begin to write for different purposes. Write coherent, fictional narratives, creating characters, settings and plot using paragraphs to organise ideas. Write for a range of purposes, using simple devices to structure the writing and support the reader. Word Structure/spelling Formation of nouns using a range of prefixes, (such as super-, dis-,mis-) and suffixes (such as -ly -ous). Use of the forms <i>a or an according to whether or not he next word begins with a consonant or a vowel.</i> To begin to use word banks/simple dictionaries to support their spelling choices. To spell homophones correctly. Formation of nouns using a range of prefixes, (such as il- im- inter-sub) and suffixes (such as -ation, -ally) The grammatical difference between the plural and possessive s To use the first two or three letters of a word to check its spelling in a dictionary. To spell further homophones and near- homophones correctly. Sentence Structure/Grammar To write a mixture of grammatically accurate simple and multi-clause sentences which are accurately punctuated. To use an increasing variety of sentence openings. To express time, place and cause using conjunctions, adverbs and prepositions. To use noun phrases expanded by adjectives. First and third person are used mostly consistently. Present and past tense is usually used consistently. To extend the range of multiclaue sentences by using a wider variety of coordinating and subordinating conjunctions. To use a wide and varied range of sentence openings independently. To use an increasing range of adverbials and fronted adverbials accurately. To use noun phrases expanded by modifying adjectives, nouns and prepositional phrases. First and third person are used consistently and confidently. Present and past tense, including the progressive form, is usually correctly chosen and used consistently throughout a piece of writing. Text Structure and Organisation Beginning to use paragraphs to group similar information/related material together. In non-narrative texts, the use of headings and subheadings to organise and present information clearly. Effective use of paragraphs to organize ideas around a theme to aid cohesion. In non-narrative texts, the simple overall structure of the text type is used appropriately. Organisational devices which aid presentation are independently chosen and used effectively. Punctuation Beginning to use inverted commas to punctuate direct speech.    Commas usually used in lists consistently.    Apostrophes to indicate possession with single nouns.    Apostrophes to indicate possession with single nouns. Accurate use of inverted commas and other punctuation to indicate direct speech.    Commas after fronted adverbials used consistently.    Apostrophes to indicate possession with single and plural nouns.    Apostrophes to indicate possession with single and plu- ral nouns. Terminology Word family, conjunction, adverb, preposition, direct speech, inverted commas, consonant, vowel, clause, subordinate clause, prefix, pronoun, possessive, determiner.					

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MATHS	<p>NUMBER AND PLACE VALUE—COUNTING</p> <p>Count from 0 in multiples of 4, 8, 50 and 100; Find 10 or 100 more or less than a given number</p> <p>count backwards through zero to include negative numbers, count in multiples of 6, 7, 9, 25 and 1 000 .Find 1 000 more or less than a given number</p> <p>COMPARING NUMBERS</p> <p>compare and order numbers up to 1 000. Order and compare numbers beyond 1 000</p> <p>compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)</p> <p>IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS</p> <p>Identify, represent and estimate numbers using different representations</p> <p>READING AND WRITING NUMBERS (including Roman Numerals)</p> <p>Read and write numbers up to 1 000 in numerals and in words - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>UNDERSTANDING PLACE VALUE</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths (copied from Fractions)</p> <p>ROUNDING Round any number to the nearest 10, 100 or 1 000</p> <p>Addition and Subtraction—Mental Calculations</p> <p>add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds</p> <p>Written Methods</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>PROBLEM SOLVING</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>MEASUREMENT - Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g)</p> <p>measure the perimeter of simple 2-D shapes. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. find the area of rectilinear shapes by counting squares</p>		<p>MULTIPLICATION &amp; DIVISION FACTS</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Recall multiplication and division facts for multiplication tables up to 12 × 12</p> <p>MENTAL CALCULATION</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also in Written Methods)</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p> <p>WRITTEN CALCULATION</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>PROPERTIES OF NUMBERS - recognise and use factor pairs and commutativity in mental calculations</p> <p>INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>PROBLEM SOLVING</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>STATISTICS</p> <p>Interpret and present data using bar charts, pictograms and tables</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>solve one-step and two-step questions [e.g. ‘How many more?’ and ‘How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES count up and down in tenths, count up and down in hundredths</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>COMPARING - compare numbers with the same number of decimal places up to two decimal places ROUNDING INCLUDING DECIMALS - Round decimals with one decimal place to the nearest whole number</p> <p>EQUIVALENCE - Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4; 1/2; 3/</p> <p>ADDITION AND SUBTRACTION OF FRACTIONS –Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7. Add and subtract fractions with the same denominator. MULTIPLICATION AND DIVISION OF</p> <p>DECIMALS - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>PROBLEM SOLVING - solve problems that involve all of the above. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Solve simple measure and money problems involving fractions and decimals to two decimal places</p>		<p>IDENTIFYING SHAPES AND THIER PROPERTIES</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>DRAWING AND CONSTRUCTING</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>COMPARING AND CLASSIFYING</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>ANGLES</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>MEASUREMENT - MEASURING and CALCULATING</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>TELLING THE TIME</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating)</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Convert between different units of measure (e.g. hour to minute)</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>measure, compare, add and subtract: volume/capacity (l/ml)</p> <p>estimate, compare and calculate different measures,</p>	

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SCIENCE	<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped in rock Recognise that soils are made from rocks and organic matter <b>Investigations:</b> Children choose a property of rocks to investigate—permeability, hardness, durability or density <b>Investigation into different types of soil</b></p> <p><b>Electricity</b> Identify common appliances that run on electricity Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a batter Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. <b>Investigations:</b> Which materials are good conductors of electricity?</p>		<p><b>Forces and Magnets</b> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p><b>Investigations:</b> Which surface/materials create the most friction? Which magnet is the strongest?</p>		<p><b>Animals, including humans</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement</p> <p><b>Animals, including humans</b> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey <b>Investigations:</b> Why are teeth so different? What happens to your food when it is digested?</p>	
DESIGN & TECHNOLOGY	<p><b>Cooking and nutrition—Cook a ‘hunter-gatherer’ crumble’</b> Understand seasonality, and know where and how a variety of ingredients are grown. Prepare and cook food using a range of cooking techniques <b>To select and use an appropriate tool to prepare dishes.</b> To select and use an appropriate tool from a wider range of tools to prepare dishes.</p> <p><b>Make a Woolly Mammoth</b> Begin to select appropriate materials for a given purpose according to their functional properties. Select appropriate materials for a given purpose according to their functional properties.</p> <p><b>Make a light up Christmas decoration</b> Begin to use research to develop design criteria to inform the design of a functional, appealing product. Use research to develop design criteria to inform the design of a functional, appealing product. Design products considering its purpose and the user/s. Design products for a given purpose or specific user. Design is fit for purpose. Begin to draw annotated sketches of a design. Draw an annotated sketch of a design with increasing detail. To select and use an appropriate tool to perform practical tasks. To select and use and appropriate tool from a wider range of tools to perform practical tasks. Begin to select appropriate materials for a given purpose according to their functional properties. Select appropriate materials for a given purpose according to their functional properties. To begin to know how to make improvements to a structure/mechanical system. To know how to make improvements to a structure/mechanical system. Start to evaluate their products against their design criteria for purpose. Evaluate their products against their design criteria for purpose and identify improvements.</p>		<p><b>Make a Shaduf</b> To select and use an appropriate tool to perform practical tasks. To select and use and appropriate tool from a wider range of tools to perform practical tasks. To begin to know how to make improvements to a structure/mechanical system. To know how to make improvements to a structure/mechanical system.</p>		<p><b>Cooking and nutrition—Design and make a new breakfast product (granola)</b> Design dishes based on a healthy and varied diet.</p> <p>Begin to use research to develop design criteria to inform the design of a functional, appealing product. Use research to develop design criteria to inform the design of a functional, appealing product.</p> <p>To select and use an appropriate tool to prepare dishes. To select and use an appropriate tool from a wider range of tools to prepare dishes.</p> <p>Start to evaluate their products against their design criteria for purpose. Evaluate their products against their design criteria for purpose and identify improvements.</p> <p><b>Create Packaging for their product - See Computing</b> Use computer-aided design for their packaging.</p>	



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ART	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay)To create sketch books to record their observations and use them to review and revisit ideas. <b>Cave Paintings</b> To use different media to shade an area (beginning to vary pressure applied). To become proficient at shading an area in different media by varying the pressure applied. <b>Stonehenge paintings</b> Using different thickness of brushes (beginning to make appropriate choice of brush for task). To select the appropriate thickness of brush to create the desired effect. To experiment with creating mood with colour. To mix and match colour to create an atmosphere and light effects. <b>Create a clay tile to commemorate achievements in the Stone Age</b> To select an appropriate tool to shape and form from malleable media.		To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay) To create sketch books <b>to record their observations</b> and use them to review and revisit ideas. <b>Draw self-portraits for death masks</b> To use different media to shade an area (beginning to vary pressure applied). To become proficient at shading an area in different media by varying the pressure applied. To use pattern To become proficient at using pattern.		To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay) To learn about great artists, architects and designers in history Artist <b>Matisse (still life/fruit)</b> To use different grades of pencils to create lines of different thicknesses. To become proficient at selecting the appropriate grade of pencil to create lines of different thicknesses. To mix primary and secondary colours and record resulting tertiary colours. To become proficient at mixing secondary and tertiary colours by using the correct amounts of each colour.	
GEOGRAPHY			Locational Knowledge Locate some of the world’s countries focusing on Europe and at least 1 other continent. Name some of the world’s major cities. Place Knowledge To understand similarities and differences through the study of human and physical geography between 2 contrasting places. To identify/predict similarities and differences between 2 contrasting places by linking geographical concepts. Geographical skills and fieldwork Use maps, atlases, globes and digital/ computer mapping to locate places with support. To independently use maps, atlases, globes and digital/ computer mapping to locate places. Enquiry skill Retrieval of information from non-fiction books, pictures, internet. Investigate places using maps, satellite images and aerial photographs.		Geographical skills and fieldwork To know and use simple compass directions (North, South, East and West). To use the 8 points of the compass to give directions. To collect and record fieldwork data in a variety of ways. To collect, record and present fieldwork data in a variety of ways. Enquiry skill Locate and name continents and oceans and oceans confidently on a world map. Locate and name some key countries and cities on a world map. Know why a key is needed and use a key and begin to use standard symbols to create maps.	

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HISTORY	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> Late Neolithic hunter-gatherers and early farmers, for example Skara Brae, Bronze Age religion, technology and travel, for example Stonehenge, Iron Age hill forts, tribal kingdoms, farming, art and culture (some of this is taught during the Roman invasion of Britain)</p> <p>CHRONOLOGY Independently mark the time studied on a timeline, with appropriate intervals given. Independently mark the time studied and, some events from that time, on a timeline, with appropriate intervals given. Begin to independently place evidence from the periods studied in chronological order Securely place evidence from the periods studied in chronological order. Use dates relating to the passing of time. Understand more complex terms e.g. BC/AD (BCE/CE) and begin to date events.</p> <p>RANGE AND DEPTH OF HISTORICAL KNOWLEDGE Find out about everyday lives of people in the time studied. Note connections and contrasts between the everyday lives of people in the times studies. Recall some features of an ancient civilisation. Develop a broad understanding of ancient civilisations identify and confidently describe similarities and differences between some people, events and beliefs in the period of history being studied.</p> <p>INTERPRETATION OF HISTORY Begin to suggest reasons for, and describe the results of, people’s actions and events. Give reasons for, and describe the results of historical events, situations and changes Identify people or events which were historically significant and begin to suggest why they are significant Begin to compare significant people and events and suggest which causes and consequences are most significant Identify primary and secondary sources of evidence. Compare sources of evidence to help me to identify reliable information.</p> <p>HISTORICAL ENQUIRY Begin to choose a source to find the answers to questions relating to change, similar, difference, cause and significance. Choose a source to find the answers to questions relating to change, similar, difference, cause and significance. Begin to devise historically valid questions.</p>		<p><b>Ancient Egyptians</b> The achievements of the earliest civilizations—an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; <b>Ancient Egypt</b>; the Shang Dynasty of Ancient China</p> <p>CHRONOLOGY Independently mark the time studied on a timeline, with appropriate intervals given. Independently mark the time studied and, some events from that time, on a timeline, with appropriate intervals given. Begin to independently place evidence from the periods studied in chronological order Securely place evidence from the periods studied in chronological order. Use dates relating to the passing of time. Understand more complex terms e.g. BC/AD (BCE/CE) and begin to date events.</p> <p>RANGE AND DEPTH OF HISTORICAL KNOWLEDGE Find out about everyday lives of people in the time studied. Note connections and contrasts between the everyday lives of people in the times studies. Recall some features of an ancient civilisation. Develop a broad understanding of ancient civilisations identify and confidently describe similarities and differences between some people, events and beliefs in the period of history being studied.</p> <p>INTERPRETATION OF HISTORY Begin to suggest reasons for, and describe the results of, people’s actions and events. Give reasons for, and describe the results of historical events, situations and changes Identify people or events which were historically significant and begin to suggest why they are significant Begin to compare significant people and events and suggest which causes and consequences are most significant Identify primary and secondary sources of evidence. Compare sources of evidence to help me to identify reliable information.</p> <p>HISTORICAL ENQUIRY Begin to choose a source to find the answers to questions relating to change, similar, difference, cause and significance. Choose a source to find the answers to questions relating to change, similar, difference, cause and significance. Begin to devise historically valid questions.</p>			
COMPUTING	<p>ONLINE SAFETY/COMMUNICATION</p> <p>With support use own usernames and passwords for online resources and keep them safe.</p> <p>Independently use own usernames and passwords for online resources. Understand the potential consequences of sharing personal information online.</p> <p>Discuss what is not considered to be age-appropriate content.</p> <p>Recognise that online content that could be upsetting/unsafe/could affect others.</p> <p>Understand stranger danger in context of online safety across all online technologies.</p> <p>Recognise that online content that could be upsetting/unsafe/could affect others and be aware of CEOP.</p>		<p>PROGRAMMING/ALGORITHMS</p> <p>Understand an <b>algorithm</b> as the given instructions Understand an <b>algorithm</b> as the given instructions</p> <p>Create and combine instructions to produce a simple expected outcome. Begin to describe this as a <b>program</b>.</p> <p>Create and combine instructions which have been decomposed into smaller steps to produce an expected outcome. Describe this as a <b>program</b>.</p> <p>Use logical reasoning to predict what will happen for a short set of instructions. Use logical reasoning to predict what will happen for a short set of instructions decomposing into smaller steps, work with variables (repeat, action, sound).</p>		<p>MULTIMEDIA/USING TECHNOLOGY - Linked to Granola packaging With support, organise and present ideas in different ways using simple technologies. Begin to independently organise and present ideas in different ways using simple technologies chosen for purpose. With support, manipulate digital content to achieve for a purpose. Independently, make choices about purposefully presenting digital content. To begin to independently save and retrieve a file or information on a device. Independently organise information on a device. TECHNOLOGY IN OUR LIVES/USES OF TECHNOLOGY BEYOND SCHOOL Begin to choose appropriate technologies for a given purpose. Choose the appropriate technology for a given purpose. Begin to identify the benefits of technology and the opportunities for communication and collaboration (including selected websites and applications). Identify and begin to evaluate the benefits of a wider range of technologies for communication and collaboration (with some self-selected websites and applications)</p>	

Badger Class Lower Key Stage Two Curriculum Planner Year A Blue Text= Year 3 Progression      Green Text= Year 4 Progression						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Stone Age to Iron Age		Ancient Egyptians		Healthy Me	
RE	<b>What is it like to follow God? (2a.2 Understanding Christianity)</b>  <b>Explore</b> Explore the origins of texts and understand where they fit onto a timeline. Explore a wider variety of forms of religious literature found in a range of sacred books identify characteristics of each genre. Discuss and offer opinions on what texts might mean to believers. <b>Relate</b> Make clear links between religious text, beliefs and practices (Noah and the Flood). <b>Apply</b> Make links with religious teachings and what we see in the world around us. Ask questions about the significant experiences of key figures from religion studied and suggest ways that we may learn from their lives.	<b>What is trinity (2a.3 Understanding Christianity)</b>  <b>Explore</b> Explore a wider variety of forms of religious literature found in a range of sacred books identify characteristics of each genre. <b>Relate</b> Identify the main characteristics of an act of worship and discuss about the importance of worship for believers . Show an understanding of how religious beliefs ideas and feelings can be expressed in a variety of forms (e.g. symbols and artwork representing the Trinity) . <b>Apply</b> Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to the wider world around us. Show understanding of the ways of belonging to religions and what these involve (e.g. baptism, 5Ks)	<b>How do people of faiths use artefacts to help them worship?</b> <b>2.3c Symbols of worship.</b> <b>Explore</b> Explore a variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre.  Discuss and offer opinions on what texts might mean to believers. <b>Relate</b> Identify the main characteristics of an act of worship and discuss about the importance of worship for believers . Show an understanding of how religious beliefs ideas and feelings can be expressed in a variety of forms (e.g. symbols and artwork representing the Trinity) . <b>Apply</b> Ask questions about the significant experiences of key figures from religions studied and suggest ways that we may learn from their lives .	<b>Why do Christians call the day Jesus died 'Good Friday'? (2a.5 Understanding Christianity)</b>  <b>Explore</b> Explore the origins of texts and understand where they fit onto a timeline. Explore a wider variety of forms of religious literature found in a range of sacred books identify characteristics of each genre. Discuss and offer opinions on what texts might mean to believers. <b>Relate</b> Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times. <b>Apply</b> Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to how we think and live.	<b>When Jesus left, what was the impact of Pentecost? (2a.6 Understanding Christianity)</b>  <b>Explore</b> Explore the origins of texts and understand where they fit onto a timeline. Explore a wider variety of forms of religious literature found in a range of sacred books identify characteristics of each genre. Discuss and offer opinions on what texts might mean to believers. <b>Relate</b> Make clear links between religious text, beliefs and practices.  <b>Apply</b> Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to the wider world around us.	<b>What makes a good leader? 2.1c Religious Leaders</b>  <b>Relate</b> Show understanding of the ways of belonging to religions and what these involve.  <b>Apply</b> Ask questions about the significant experiences of key figures from religions studied and suggest ways that we may learn from their lives .
PSHE	<b>Me and My relationships - Co operation/friendships</b>  Communicate feelings and use this to try to manage own emotions.  Collaborate with a team to achieve a goal.  To accept I may not always agree with others.  To listen and share opinions respectively.  To know and say why friends may fall out and how they can make up.  To know how to look friends and stay friends.	<b>Valuing difference</b>  <b>Recognising and Respecting</b>  Give examples of different types of family and respect these differences.  Give examples of different community groups and what is good about having different groups.  Give respectful language and communication skills when discussing with others.  Talk about examples in the classroom where respect and tolerance have helped to make it a happier, safer place.  Name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. Suggest ways to deal with bullying and prejudice.	<b>Keeping Myself Safe</b> <b>Managing risk, staying safe on line, Drugs and their risks.</b>  Know how to make a situation less risky or not risky at all.  Demonstrate strategies for dealing with a risky situation.  Identify some key risks from and effects of cigarettes and alcohol.  Give examples of strategies for safe browsing online.  Identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs	<b>Rights and responsibilities</b> <b>Skills needed to develop when growing up. Helping and being helped.</b>  Identify people who help me in different ways.  Spot 'facts' and 'opinions' to help me share ideas.  Make a plan.  Choose a method.  Identify different times and reasons to spend money.  I can give examples of how people earn money.	<b>Being my best</b> <b>Keeping myself healthy</b> <b>Celebrate and developing skills</b>  Know foods that make a balanced meal.  Explain how washing hands can prevent infections spreading.  Describe how food, water and air get into the body and blood.  Set goals and make a plan to develop a new skill.	<b>Growing and changing</b> <b>Keeping safe</b> <b>Relationships</b>  Explain what body space is and how it feels when someone is too close to me.  Talk about some of the different relationships they have.  Know what qualities a healthy positive relationship has.  Begin to describe how a girls and boys body will change when it reaches puberty.  Begin to know what happens to a woman's body when the sperm does not meet the egg









Badger Class Lower Key Stage Two - Curriculum Planner Year A						
Blue Text = Year 3 Progression			Green Text = Year 4 Progression			
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Stone Age to Iron Age		Ancient Egyptians		Healthy Me	
FOREST SCHOOL	<p><u>Play/exploring</u> Climb trees Create something using wood Make sculptures Make up outdoor games and teach it to others Go on Treasure hunts Plan and play team games/activities Plan and create own treasure hunt for other groups</p> <p><u>Using Tools</u> In KS2, children will develop their skills when using tools and become more independent - this will be judged on an individual basis and the teacher/leader will decide if a child is ready physically, mentally and socially. As in Year 3 skills will develop and children will become more independent when using tools.</p> <p><u>Knot tying</u> Children to use basic and more sophisticated taught knots independently or with little support. Children to use basic and more sophisticated taught knots independently ad make decisions when selecting the correct knot for the job.</p> <p><u>Fire and cooking skills</u> Light a small individual fire and add sticks to keep it going in small group with adult supervision. Work as a group t o prepare and light a fire with adult support if needed/supervision if children are able to light fire. Come up with ideas for cooking on the fire and create menu/plan. Come up with ideas for cooking on the fire and create menu/plan.</p> <p><u>Art and Design Craft skills</u> Use Charcoal to draw Cave paintings-cultural art work Clay sculptures-faces, pots</p>		<p><u>Play/exploring</u> Climb trees Create something using wood Make sculptures Make up outdoor games and teach it to others Go on Treasure hunts Plan and play team games/activities Plan and create own treasure hunt for other groups</p> <p><u>Using Tools</u> In KS2, children will develop their skills when using tools and become more independent - this will be judged on an individual basis and the teacher/leader will decide if a child is ready physically, mentally and socially. Introduction to knives for whittling- 1:1 and then in 2's with adult supporting. As in Year 3 skills will develop and children will become more independent when using tools.</p> <p><u>Knot tying</u> Children to use basic and more sophisticated taught knots independently or with little support. Children to use basic and more sophisticated taught knots independently ad make decisions when selecting the correct knot for the job.</p> <p><u>Fire and cooking skills</u> Light a small individual fire and add sticks to keep it going in small group with adult supervision. Work as a group t o prepare and light a fire with adult support if needed/supervision if children are able to light fire. Come up with ideas for cooking on the fire and create menu/plan.</p>		<p><u>Shelter Work</u> Create a tarpaulin shelter in the woodland area. Design and build varying dens and shelters using natural and/found materials as well as tarpaulin/man made material. Y4 Work as a group/team to make a shelter and evaluate each member's contribution. Compare others shelters and start to think about improvements they could make and also what they have done successfully. Compare and evaluate own and others shelters in relation to their sturdiness, durability, weather proofing, waterproofing and whether it is fit for purpose. Y4</p> <p><u>Play/exploring</u> Climb trees Create something using wood Make sculptures Make up outdoor games and teach it to others Go on Treasure hunts Plan and play team games/activities Plan and create own treasure hunt for other groups</p> <p><u>Using Tools</u> In KS2, children will develop their skills when using tools and become more independent - this will be judged on an individual basis and the teacher/leader will decide if a child is ready physically, mentally and socially. As in Year 3 skills will develop and children will become more independent when using tools.</p> <p><u>Knot tying</u> Children to use basic and more sophisticated taught knots independently or with little support. Children to use basic and more sophisticated taught knots independently ad make decisions when selecting the correct knot for the job.</p> <p><u>Fire and cooking skills</u> Light a small individual fire and add sticks to keep it going in small group with adult supervision. Work as a group t o prepare and light a fire with adult support if needed/supervision if children are able to light fire. Come up with ideas for cooking on the fire and create menu/plan.</p>	