

Badger Class Lower Key Stage Two - Curriculum Planner Year B						
Blue Text = Year 3Green Text = Year 4						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Romans and Volcanoes		Light and sound		Rainforests/Brazil	
English Guided Reading Texts	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.	Texts 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	Texts 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 To use their phonic knowledge to decode quickly and accurately. To apply their growing knowledge of root words, prefixes and suffixes. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. Common exception words To begin to read Y3/Y4 exception words. To read all Y3/Y4 exception words Comprehension To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Asking questions to improve their understanding of a text 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 identifying main ideas drawn from more than one paragraph and summarising these. Vocabulary</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 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 To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 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. To justify predictions from details stated and implied. To retrieve and record information from non- fiction texts. To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p>		<p>Reading - Decoding and fluency To use their phonic knowledge to decode quickly and accurately. To apply their growing knowledge of root words, prefixes and suffixes. 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To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. Comprehension To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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.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). To identify how language, structure and presentation contribute to meaning. 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To begin to use appropriate intonation and volume when reading aloud. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show aware-ness of the audience when reading aloud.</p>	

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English Texts	Texts: Escape from Pompeii Non-fiction texts about the Romans.		Text: ‘The Lost Happy endings The Pied Piper		Text: The Great Kapok Tree Non-fiction text about Rainforests	
WRITING	<p>Purpose</p> <p>Write clearly structured narratives, in sections, that include character descriptions and some dialogue.</p> <p>Begin to write for different purposes.</p> <p>Write coherent, fictional narratives, creating characters, settings and plot using paragraphs to organise ideas.</p> <p>Write for a range of purposes, using simple devices to structure the writing and support the reader.</p> <p>Word Structure/spelling</p> <p>Formation of nouns using a range of prefixes, (such as super-, dis-,mis-) and suffixes (such as -ly -ous).</p> <p>Use of the forms <i>a or an according to whether or not he next word begins with a consonant or a vowel.</i></p> <p>To begin to use word banks/simple dictionaries to support their spelling choices.</p> <p>To spell homophones correctly.</p> <p>Formation of nouns using a range of prefixes, (such as il- im- inter-sub) and suffixes (such as -ation, -ally)</p> <p>The grammatical difference between the plural and possessive <i>s</i></p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>To spell further homophones and near- homophones correctly.</p> <p>Sentence Structure/Grammar</p> <p>To write a mixture of grammatically accurate simple and multi-clause sentences which are accurately punctuated.</p> <p>To use an increasing variety of sentence openings.</p> <p>To express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>To use noun phrases expanded by adjectives.</p> <p>First and third person are used mostly consistently.</p> <p>Present and past tense is usually used consistently.</p> <p>To extend the range of multiclause sentences by using a wider variety of coordinating and subordinating conjunctions.</p> <p>To use a wide and varied range of sentence openings independently.</p> <p>To use an increasing range of adverbials and fronted adverbials accurately.</p> <p>To use noun phrases expanded by modifying adjectives, nouns and prepositional phrases.</p> <p>First and third person are used consistently and confidently.</p> <p>Present and past tense, including the progressive form, is usually correctly chosen and used consistently throughout a piece of writing.</p> <p>Text Structure and Organisation</p> <p>Beginnings to use paragraphs to group similar information/related material together.</p> <p>In non-narrative texts, the use of headings and subheadings to organise and present information clearly.</p> <p>Effective use of paragraphs to organize ideas around a theme to aid cohesion.</p> <p>In non-narrative texts, the simple overall structure of the text type is used appropriately.</p> <p>Organisational devices which aid presentation are independently chosen and used effectively.</p> <p>Punctuation</p> <p>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.</p> <p>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.</p> <p>Terminology</p> <p>Word family, conjunction, adverb, preposition, direct speech, inverted commas, consonant, vowel, clause, subordinate clause, prefix, pronoun, possessive, determiner.</p>					

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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</p> <p>* a three-digit number and tens</p> <p>* 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 & 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</p> <p>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.</p> <p>MULTIPLICATION AND DIVISION OF 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>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Investigations: measure liquids, make careful observations and explain how some solids behave like liquids.</p> <p>Do all materials melt at the same temperature? Are all changes of state reversible?</p> <p>Can we speed up evaporation?</p>		<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of the shadows change.</p> <p>Investigations: How do shadows change during the course of a day? Which is the most reflective material?</p> <p>Does the material used affect the shape and nature of the shadow?</p> <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sound travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the objects that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Investigations: Which materials provide the best insulation against sound?</p>		<p>Living Things and Their Habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help, group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose danger to living things</p> <p>Investigations: How are living things classified?</p> <p>What are the impacts to living things if the environment changes?</p> <p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant)</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Investigations: Children plan their own scientific enquiry into the requirements of plants for life.</p> <p>How is water transported within plants?</p> <p>What are the functions of different parts of flowering plants?</p>	
DESIGN & TECHNOLOGY	<p>Make a catapult (Cross curriculum linked to Forest School)</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>Design products considering its purpose and the user/s. Design products for a given purpose or specific user. Design is fit for purpose.</p> <p>Begin to draw annotated sketches of a design. Draw an annotated sketch of a design with increasing detail.</p> <p>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.</p> <p>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>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>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>Investigate existing products considering its purpose.</p> <p>Investigate existing products considering its purpose and user/s.</p> <p>Start to evaluate their products against their design criteria for purpose.</p> <p>Evaluate their products against their design criteria for purpose and identify improvements.</p>		<p>Design and Make a Musical instrument</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>Design products considering its purpose and the user/s. Design products for a given purpose or specific user. Design is fit for purpose.</p> <p>Begin to draw annotated sketches of a design. Draw an annotated sketch of a design with increasing detail.</p> <p>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.</p> <p>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>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>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>Investigate existing products considering its purpose.</p> <p>Investigate existing products considering its purpose and user/s.</p> <p>Start to evaluate their products against their design criteria for purpose.</p> <p>Evaluate their products against their design criteria for purpose and identify improvements.</p>			

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ART	DRAWING and SKETCHBOOKS - 6 week introduction to drawing (2023) Storytelling through drawing (2025) To use different grades of pencils to create lines of different thicknesses. To use different media to shade an area (beginning to vary pressure applied). To use pattern. To become proficient at selecting the appropriate grade of pencil to create lines of different thicknesses To use different media to shade an area (beginning to vary pressure applied). To use pattern.		WORKING IN THREE DIMENSIONS - Making Animated Drawings To select an appropriate tool to shape and form from malleable media. To develop the representation of shape and form. Use tools to create texture to the surface of malleable media. To become more proficient at representing shape, form and texture in their work.		SURFACE AND COLOUR - Working with shape and colour Using different thickness of brushes (beginning to make appropriate choice of brush for task). To mix primary and secondary colours and record resulting tertiary colours. To experiment with creating mood with colour. To select the appropriate thickness of brush to create the desired effect. To become proficient at mixing secondary and tertiary colours by using the correct amounts of each colour. To mix and match colour to create an atmosphere and light effects.	
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. Describe and understand key aspects of climatic zones, biomes and the water cycle To describe and understand key aspects of some physical features e.g. volcanoes To understand the key human and physical geography referring to land use and settlements.				Locational Knowledge To locate the equator and the Northern and Southern Hemispheres. To develop their understanding of climatic zones and to locate the Tropics of Cancer and Capricorn. 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. Describe and understand key aspects of climatic zones, biomes and the water cycle Identify and discuss environmental issues to an area being studied. Develop a deeper understanding of environmental issues to an area being studied	

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HISTORY	<p>CHRONOLOGY</p> <p>Independently mark the time studied on a timeline, with appropriate intervals given.</p> <p>Independently mark the time studied and, some events from that time, on a timeline, with appropriate intervals given.</p> <p>Begin to independently place evidence from the periods studied in chronological order</p> <p>Securely place evidence from the periods studied in chronological order.</p> <p>Use dates relating to the passing of time.</p> <p>Understand more complex terms e.g. BC/AD (BCE/CE) and begin to date events.</p> <p>RANGE AND DEPTH OF HISTORICAL KNOWLEDGE</p> <p>Find out about everyday lives of people in the time studied.</p> <p>Note connections and contrasts between the everyday lives of people in the times studies.</p> <p>Recall some features of an ancient civilisation. Develop a broad understanding of ancient civilisations</p> <p>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</p> <p>Begin to suggest reasons for, and describe the results of, people’s actions and events.</p> <p>Give reasons for, and describe the results of historical events, situations and changes</p> <p>Identify people or events which were historically significant and begin to suggest why they are significant</p> <p>Begin to compare significant people and events and suggest which causes and consequences are most significant</p> <p>Identify primary and secondary sources of evidence. Compare sources of evidence to help me to identify reliable information.</p> <p>HISTORICAL ENQUIRY</p> <p>Begin to comment on usefulness and accuracy of different sources of evidence. Begin to suggest why there are different accounts ond interpretations of the past..</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 algorithm as the given instructions</p> <p>Understand an algorithm as the given instructions</p> <p>Create and combine instructions to produce a simple expected outcome. Begin to describe this as a program.</p> <p>Create and combine instructions which have been decomposed into smaller steps to produce an expected outcome. Describe this as a program.</p> <p>Use logical reasoning to predict what will happen for a short set of instructions.</p> <p>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</p> <p>With support, organise and present ideas in different ways using simple technologies.</p> <p>Begin to independently organise and present ideas in different ways using simple technologies chosen for purpose.</p> <p>With support, manipulate digital content to achieve for a purpose.</p> <p>Independently, make choices about purposefully presenting digital content.</p> <p>To begin to independently save and retrieve a file or information on a device.</p> <p>Independently organise information on a device.</p> <p>TECHNOLOGY IN OUR LIVES/USES OF TECHNOLOGY BEYOND SCHOOL</p> <p>Begin to choose appropriate technologies for a given purpose.</p> <p>Choose the appropriate technology for a given purpose.</p> <p>Begin to identify the benefits of technology and the opportunities for communication and collaboration (including selected websites and applications).</p> <p>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 B						
Blue Text= Year 3 Progression Green Text= Year 4 Progression						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Romans and Volcanoes		Light and Sound		Rainforests/Brazil	
RE	<p>Thinking about God (Unit 2.3d)</p> <p>What do people believe about God?</p> <p>Explore 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.</p> <p>Discuss and offer opinions on what texts might mean to believers.</p> <p>Relate Make clear links between religious text, beliefs and practices (Noah and the Flood).</p> <p>Apply 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.</p>	<p>What is trinity? (Understanding Christianity 2.a3, digging deeper)</p> <p>Explore Explore a wider variety of forms of religious literature found in a range of sacred books identify characteristics of each genre.</p> <p>Relate 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) .</p> <p>Apply 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)</p>	<p>What kind of world did Jesus want? (Understanding Christianity 2a.4)</p> <p>Explore Explore a wider variety of forms of religious literature found in a range of sacred books identify characteristics of each genre.</p> <p>Discuss and offer opinions on what texts might mean to believers.</p> <p>Relate Show understanding of the ways of belonging to religions and what these involve.</p> <p>Apply 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.</p>	<p>Why do Christians call the day Jesus died ‘Good Friday’. (Understanding Christianity 2a.5)</p> <p>Explore 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.</p> <p>Discuss and offer opinions on what texts might mean to believers.</p> <p>Relate Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times.</p> <p>Apply 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.</p>	<p>What do Christians learn from the creation story (Understanding Christianity 2a.1)</p> <p>Explore 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.</p> <p>Discuss and offer opinions on what texts might mean to believers.</p> <p>Relate Make clear links between religious text, beliefs and practices.</p> <p>Apply 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.</p>	<p>What is special to Muslims? 2.4c Study of a chosen religion.</p> <p>Explore Discuss and offer opinions on what texts might mean to believers.</p> <p>Relate Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times</p> <p>Apply Ask questions about the significant experiences of key figures from religions studied and suggest ways that we may learn from their lives</p>
PSHE	<p>Me and my relationships</p> <p>Recognising feelings and bullying</p> <p>Assertive skills</p> <p>I can talk about how feelings change and be different for others.</p> <p>I can read different emotions by a persons body language.</p> <p>I can say 'no' in a calm and controlled way.</p> <p>I can name some qualities or strategies that help team work. I am aware of others and their needs when working together.</p> <p>I can say what to do if I am, or a friend is, hurt or bullied by another person.</p> <p>I can recognise the qualities of a healthy relationship</p>	<p>Valuing difference</p> <p>Recognising and celebrating difference (Including religions and culture differences)</p> <p>Understanding and challenging stereo types</p> <p>Be aware how differences sometimes cause conflict but can also be something to celebrate.</p> <p>begin to manage conflict by using negotiation and compromise.</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>Demonstrate ways of showing respect to others' differences.</p> <p>Explain why it’s important to challenge stereotypes that might be applied to themselves or others.</p>	<p>Keeping myself safe</p> <p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use) influences</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Give examples of people or things that might influence them to take risks and make decisions.</p> <p>Give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>Explain what might happen if people take unsafe or inappropriate risks.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>Rights and Responsibilities</p> <p>Decisions about spending money</p> <p>Media influence Making a difference (different ways of helping others or the environment)</p> <p>Name some responsibilities and rights that I have.</p> <p>Share ideas and make decisions that effect others.</p> <p>Give my own opinion based on facts, opinions and other influences.</p> <p>Give examples of how I can support others as a bystander.</p> <p>Explain how others have a financial responsibility to their families and community. Give examples of choices and decisions with money that will affect me.</p>	<p>Being my best</p> <p>Having choices and making decisions about my health</p> <p>Taking care of my enviornment</p> <p>Say how being unique makes everyone special, different and valuable.</p> <p>Give examples of choices I make and the choices others make for me.</p> <p>Plan a healthy, balanced meal.</p> <p>Give examples of the ways people can look after their physical and mental well-being.</p> <p>Give different examples of some of the things that I do already to help look after my environment.</p>	<p>Growing and changing</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p> <p>Body changes during puberty</p> <p>Describe how change can make a person feel (both negative and positive) Explain why young people can have mixed up feelings when they go through puperty. Explain why puberty happens.</p> <p>Talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>Explain why some people choose to get married, have a civil ceremony or live together.</p>

Badger Class Lower Key Stage Two - Curriculum Planner Year B						
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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Romans and Volcanoes		Light and sound		Rainforests/Brazil	
MUSIC	<p>Performing Songs and music linked with topics of Romans and Volcanoes Compose Fanfares based on major chords using tuned/untuned percussion <i>Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</i></p> <p>Perform, demonstrating changes in dynamics, pitch, tempo and articulation. Demonstrate the difference between pulse and rhythm. Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. Understand and respond to visual cues for starting and stopping. Can direct others to start and stop using gestures. Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</p> <p>Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</p> <p>Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</p> <p>Reflecting and evaluating <i>Make constructive comments on own and others’ music to develop compositions and performances.</i> <i>Make constructive comments on own and others’ music to develop compositions and performances discussing some of the inter-related dimensions of music.</i></p> <p>Rehearsing and performing as part of an ensemble and individually to accompany Harvest and Christmas performances. Listening and comparing Christmas music by famous composers – Mozart, Tchaikovsky, Anderson.</p>		<p>Aural Awareness</p> <p>Variety of music – listening sheets to give personal reflections and learn about key composers in history – focus on Haydn, Mozart, Beethoven - Classical period (BBC 10 Pieces). Recognise 2 / 3 / 4 beat metre.</p> <p>Recognise and describe how sounds are made on different instruments. Sing and recognise short melodic shapes and rhythmic patterns from memory. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. Recognise different metres (e.g. 3 time and 4 time). <i>Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</i> <i>Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</i> <i>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</i> <i>Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</i> <i>Recognise different metres (e.g. 2, 3 or 4 time).</i></p> <p>Reflecting and evaluating <i>Make constructive comments on own and others’ music to develop compositions and performances.</i> <i>Make constructive comments on own and others’ music to develop compositions and performances discussing some of the inter-related dimensions of music.</i> <i>Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</i> <i>Identify how composers use the inter-related dimensions of music to create effects and mood.</i> <i>Ask questions about music in other cultures and traditions.</i></p> <p>Exploring sound colours. Learn songs and compose music based on major and minor scales (5 notes) and simple chords – how these affect character of music eg. Frere Jacques / Mahler symphony No. 1 3rd movt.</p>		<p>Improvise around given scales – eg Indian raga, Chinese pentatonic Sing songs in 2 / 3 / 4 beat metre, with a melody and counter melody linked to Countries and animals in the Rain Forest Whole class instrument tuition and performing – recorder: reading staff notation and performing as an ensemble.</p> <p>Performing Compose Fanfares based on major chords using tuned/untuned percussion <i>Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</i> Perform, demonstrating changes in dynamics, pitch, tempo and articulation. Demonstrate the difference between pulse and rhythm. Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. Understand and respond to visual cues for starting and stopping. Can direct others to start and stop using gestures. Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). <i>Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</i> <i>Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</i> <i>Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</i> <i>Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</i> <i>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</i> <i>Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</i> <i>Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</i></p> <p>Composing and improvising</p> <p><i>Make four-bar rhythms in groups, pairs or individually.</i> <i>Improvise with increasing confidence. (e.g. using 2 – 3 notes).</i> <i>Contribute to a group composition which has a definite start, performance and finish and playing own part.</i> <i>Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</i> <i>Adds pitch names to rhythmic notation to make melodies.</i> <i>Understand how changes in pitch can be shown on a graphic score.</i> <i>Understand graphic scores and how more than one sound can play at a time to create texture.</i> <i>Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</i> <i>Construct a piece with a simple structure (e.g. Binary or Ternary).</i> <i>Improvise with increasing confidence (e.g. using 2 – 3 notes).</i> <i>Can add own words to an existing tune to make a new song.</i> <i>Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</i> <i>Add pitch names to rhythmic notation to make more complex melodies</i> <i>Begin to show an awareness of how changes in pitch can be shown on a stave.</i> <i>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</i></p>	

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	Romans and Volcanoes		Light and sound		Rainforests/Brazil	
PE	Tag Rugby Fitness and strengthening Invasion Games Principles Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/ roles within a team – apply game principles Decision making on when to score a try. Defend Prevent opposition from scoring tries by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/ roles within a team Awareness of try line and managing the defence of this Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up –loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net		Gymnastics Dance Agility Moving the body from one position to another (changing direction). Balance Centre of gravity over the base of support. Linking & mirroring with another person. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Rotation: Roll – use log roll, egg roll, teddy bear roll, arch and dish roll Jump – on, off, over apparatus, linked jumps Sequencing: Connecting Movements– thinking about level and direction Transition - move from one movement to another seamlessly. Apparatus: Small – using objects when moving and balancing Large – jump on and off low platforms Working together: Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect. Dance Perform different styles of dance clearly and fluently Refine and improve dances adapting them to include use of space, rhythm and expression. Adapt their skills to meet the demands of a range of dance styles. Incorporate levels and flight in to movement patterns and dances. Create and use compositional ideas confidently such as pathways, step patterns and unison. Recognise and comment on dances suggesting ways to improve. Work collaboratively in groups to compose short dances.		Dodgeball Athletics (track/field) Cricket Multi Skills Locomotion skills Run - identifying space to move into to receive the ball Avoid - monitoring opposition and moving accordingly to remain in space and maintain possession Jump - block, intercept, receive object off target/on the move Ball manipulation skills Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - varying movements to outwit opponent Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net	

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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. 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 and 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 to 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>DESIGN AND TECHNOLOGY FOCUS</u> Design and make a catapult 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. 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 an appropriate tool from a wider range of tools to perform practical tasks. 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><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 and make decisions when selecting the correct knot for the job.</p> <p><u>Fire and cooking</u> Light a small individual fire and add sticks to keep it going in small group with adult supervision. Work as a group to 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 craftwork</u> Spit painting onto rocks—Ribena/crushed berries or leaves</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. 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.</p> <p><u>Geographical skills and navigation</u> Use 4 compass points confidently and begin to use a 8 compass points. Use a 8 compass points to follow and give directions. (North, North-East, East, South-East, South, South, West, West, North-West) Y4 <u>Geographical skills—Human &physical</u> Describe and understand key aspects of water cycles, climatic zones Describe and understand rivers and mountains To understand the key human and physical geography of the local area.</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 and make decisions when selecting the correct knot for the job.</p> <p><u>Fire and cooking</u> Light a small individual fire and add sticks to keep it going in small group with adult supervision. Work as a group to prepare and light a fire with adult support if needed/supervision if children are able to light fire. Y4 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 craftwork</u> Clay sculptures—faces, pots etc</p>	