

SOUTH HIENDLEY PRIMARY SCHOOL  
LOWER KS2 TOPIC OVERVIEW 2018-2019

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	TRIBAL TALES	MIGHTY METALS	PREDATOR!	TREMORS	GODS AND MORTALS	HEROES & VILLAINS
HISTORY	Prehistoric Britain from the Stone Age to the Iron Age	N/A	N/A	Ancient Rome - Pompeii	Ancient Greece	N/A
GEOGRAPHY	Fieldwork; human and physical geography; using maps and aerial images	N/A	Fieldwork; using maps to locate countries and continents	Volcanoes and earthquakes	Ancient and modern-day Greece; geographical features; using maps	N/A
SCIENCE	Plants; light; working scientifically	Forces and magnets; working scientifically	Food chains; fossils; plants parts and functions; water transportation in plants; skeletal systems; working scientifically	Rocks	N/A	N/A
D&T	Tool design and making; building structures	Product evaluation; using research to inform design; selecting materials; making vehicles; building an Iron Man; using electrical circuits	Selecting and using materials (collage and textiles)	Structures	Moving parts; model making	Puppet making; flip books
ART & DESIGN	Neolithic art; clay beakers; Iron Age jewellery	Embossed pattern and pictures; making jewellery	3-D scale models	Sculpture; photography	3-D sculpture; Greek art and design	Sculpture; illustration
COMPUTING	N/A	Creating spreadsheets; using presentation software	Algorithms; flow diagrams; online research; using logical reasoning; graphics	Presenting information	Using presentation software	Web searches

			software; digital presentations			
MUSIC	N/A	Performing using metal objects for instruments	N/A	Composition	N/A	Singing & performance; comparing music; listening and appreciation; notation; composition; rhythm
PE	N/A	Using PE equipment to explore forces	Comparing performances; competitive games (attack and defence tactics)	Outdoor and adventure challenges	Athletics; battle formation; dance	N/A
ENGLISH	Information books; adventure stories; fact files; letters; poetry using similes and metaphors	Non-chronological reports; explanations; instructions; list poetry; recounts	Recounts; leaflets; poetry; dilemma stories; speeches	Recounts; historical narrative; narrative using personification; newspaper reports; poetry	Character profiles; diary writing; instructions and commands; myths and legends; character descriptions	Biography; dialogue; riddles; fairy tales; comic strips
SET NOVEL	<i>STIG OF THE DUMP CLIVE KING</i>	<i>THE IRON MAN TED HUGHES</i>	<i>THE SHEEP-PIG DICK KING-SMITH</i>	<i>THE FIREWORK- MAKER'S DAUGHTER PHILIP PULLMAN</i>	<i>GREEK MYTHS FOR YOUNG CHILDREN HEATHER AMERY</i>	<i>101 DALMATIONS DODIE SMITH</i>
PSHE	Thinking about the lives of others	N/A	N/A	Topical issues	Resolving differences;	Moral issues and dilemmas; role models; good deeds; organisations that help people; values and goals

### YEAR 3 SCIENCE CURRICULUM

#### PLANTS

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## **ANIMALS INCLUDING HUMANS**

Pupils should be taught to:

- 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 other animals have skeletons and muscles for support, protection and movement.

## **ROCKS**

Pupils should be taught to:

- 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 within rock
- recognise that soils are made from rocks and organic matter.

## **LIGHT**

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

## **FORCES AND MAGNETS**

Pupils should be taught to:

- 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4	POTIONS	I AM WARRIOR!	ROAD TRIP USA	TRADERS AND RAIDERS	BURPS, BOTTOMS AND BILE	1066
HISTORY	Historic use of potions	The Roman Empire and its impact on Britain	Native Americans	Anglo-Saxons and Vikings	N/A	1066 - The Norman Conquest
GEOGRAPHY	N/A	Comparing Britain and Italy; using maps; locational knowledge; human and physical geography	Using World and US maps; human and physical geography	Using maps; settlements; Europe	N/A	Human and physical features in the local area
SCIENCE	States of matter	N/A	Electricity	N/A	Teeth types; tooth decay and hygiene; the digestive system; working scientifically	N/A
D&T	Product development	Shields and helmets; Roman food; Roman design	Preparing US dishes; model making; totem pole design	Jewellery and weapon making; models of Anglo-Saxon homes; clay rune stones	Healthy foods; textiles; working models	Making Norman helmets; designing drawbridges and castles; Making a Domesday Book
ART & DESIGN	Design; clay work; crayon art; photography	Drawing; sculpture; mosaic; jewellery making	Native American dream catchers; weaving; journey sticks	Patterns and print making; sketch books	N/A	The Bayeux Tapestry; drawing; embroidery
COMPUTING	Presenting information	N/A	Collaborative databases and spreadsheets; using logical reasoning; writing programmes; effective online research; digital presentations	Animation; digital images	Digital images; algorithms; video	Searching the web; online maps; creating presentations
MUSIC	Improvising	N/A	Traditional and cultural music	Singing and composing lyrics	Composing lyrics	N/A

PE	Dance	Competitive games; building strength and agility	N/A	Competitive games; attack and defence skills	N/A	Target games; attacking and defending games
ENGLISH	Labels & instructions; letter writing; play scripts; poetry; non-chronological reports	Soliloquies; historical narrative; play scripts; instructions; invitations and menus; letters	Postcards; emails; diary writing; myths and legends; poetry	Reports; character profiles; myths and legends; poetry; historical narrative	Fact files; explanatory texts using idioms; fantasy narrative; slogans; persuasive texts	Job applications; Kennings; diaries; play scripts; letters
SET NOVEL	<i>ALICE'S ADVENTURES IN WONDERLAND LEWIS CARROLL</i>	<i>THIEVES OF OSTIA CAROLINE LAWRENCE</i>	<i>THE INDIAN IN THE CUPBOARD LYNNE REID BANKS</i>	<i>ERIC THE VIKING TERRY JONES</i>	<i>DEMON DENTIST DAVID WALLIAMS</i>	<i>I WAS THERE 1066 JIM ELDRIDGE</i>
PSHE	N/A	Recognising achievements	Expressing opinions; stereotypes and discrimination	N/A	Healthy bodies	Dealing with conflict

## YEAR 4 SCIENCE CURRICULUM

### LIVING THINGS AND THEIR HABITATS

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

### ANIMALS INCLUDING HUMANS

Pupils should be taught to:

- 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.

### STATES OF MATTER

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- 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 (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## **SOUND**

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

## **ELECTRICITY**

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical 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 battery
- 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.