

LOWER KEY STAGE 2 CURRICULUM MATRIX

CYCLE 2022- 2023

Bolton-le-Sands
Church of England
Primary School





BOLTON-LE-SANDS CURRICULUM MATRIX

	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	Roman Britain	Volcanoes and Earthquake/Italy	A non-European society
ENQUIRY QUESTION	What did the Romans do for us? Who is in charge?	Would you live next to a Volcano?	How do other societies in history compare to British history? Why do we create art?
KEY LEARNING	Romans invaded and ruled Britain	How are volcanoes formed. Why we have earthquakes.	Maya Civilisation
PHILOSOPHICAL CONCEPTS	Power Progress Influence	Myth Power Natural disaster	Society Class
KEY TEXTS	Roman Invasion by Jim Eldridge	The Firework Maker's Daughter by Philip Pullman	The Chocolate Tree and The Hero twins (Mayan myths)
AUTHENTIC OUTCOMES	Visit to Vindolanda to see museum Re-in act battle formations Understanding of technology developed by the Romans Create their own model digestive system	Greater understanding of the geology of our earth. Impact major global events on Humans.	Maya Civilisation – parent day

<p>RELIGIOUS EDUCATION</p>	<p>Harvest – Jewish festival of Sukkot What can we learn from the way Jewish people celebrate their Harvest? Know that Harvest is celebrated by people of all faiths and none. Know that Harvest is mentioned throughout the Old Testament. Describe and explain the Jewish Festival of Sukkot</p> <p>Called by God Give children an opportunity to consider what it means to be called by God and the responses people have made to that call. Know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word. Describe the impact responding to God’s call has on a believer’s life.</p> <p>Christmas, God with us. Give children the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now. <i>Know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.</i></p>	<p>Jesus the Son of God Deepen the children’s understanding of Jesus, who he was, his teaching and behaviour. Use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man. <i>Know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.</i></p> <p>Easter exploring the sadness and joy of Easter Explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week. Discover how the services held in churches during Holy week reflect the sadness and joy. Develop further the pupils’ understanding of the concept of salvation. <i>Know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.</i></p>	<p>Which rules do we follow? Give pupils an opportunity to consider the value and purpose of rules. Examine Christian rules for living and the source of these rules. Encourage pupils to reflect upon their own lifestyle and the influences upon it. Consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions. Be able to make comparisons and identify the similarities and difference between the rules for living in Christianity and two other world faiths.</p> <p>What is Prayer? Ensure that the children know that prayer is a way of communicating with God. Know that Christians believe that God listens and responds. Know that prayer is an important part of the life of a believer and explain why.</p>
<p>PSHE</p>	<p>Me and My Relationships Describe and explain how different words can express the intensity of feelings and how feelings can affect our physical state Explain what we mean by a ‘positive, healthy relationship’ Recognise that there are times when they might need to say ‘no’ to a friend and describe appropriate assertive strategies for saying ‘no’ Demonstrate successful strategies for working on a collaborative task as a team Identify a wide range of feelings and recognise that different people can have different feelings in the same situation</p>	<p>Keeping myself safe Define the terms ‘danger’, ‘risk’ and ‘hazard’ and explain the difference between them and suggest simple strategies for managing risk Identify images that are safe/unsafe to share online, Know and explain strategies for safe online sharing and understand and explain the implications of sharing images online without consent Define what is meant by the word ‘dare’ and suggest strategies for managing dares Understand that medicines are drugs, suggest alternatives to taking a medicine when unwell as well as strategies for limiting the spread of infectious diseases</p>	<p>Being my best Appreciate their own uniqueness and recognise that there are times when they will make the same choices as their friends and times when they will choose differently Give examples of choices they make for themselves and choices others make for them Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health to be able to plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide Understand the ways in which they can contribute to the care of the environment (using some or all of the</p>

	<p>Demonstrate a range of feelings through their facial expressions and body language and recognise that their feelings might change towards someone or something once they have further information Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from</p> <p>Valuing Difference Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise Understand that they have the right to protect their personal body space, recognise how others' non-verbal signals indicate how they feel when people are close to their body space and suggest people they can talk to if they feel uncomfortable with other people's actions towards them Recognise that they have different types of relationships with people they know and give examples of features of these different types of relationships List some of the ways that people are different to each other, recognise potential consequences of aggressive behaviour and suggest strategies for dealing with someone who is behaving aggressively List some of the ways in which people are different to each other and define the word respect and demonstrate ways of showing respect to others' differences Understand and identify stereotypes, including those promoted in the media</p>	<p>Understand some of the key risks and effects of smoking and drinking alcohol Describe stages of identifying and managing risk and suggest people they can ask for help in managing risk Understand that we can be influenced both positively and negatively and give examples of consequences of behaving in an unacceptable, unhealthy or risky way</p> <p>Rights and Responsibilities Explain how different people in the school and local community help them stay healthy and safe and what their responsibilities are; suggest ways they can help the people who keep them healthy and safe Understand and identify human rights and responsibilities Understand the reason we have rules, suggest and engage with ways that they can contribute to the decision-making process in school and recognise that everyone can make a difference within a democratic process Recognise that reports in the media can influence the way they think about a topic and form and present their own opinions based on factual information and express or present these in a respectful and courteous manner Explain the role of the bystander and how it can influence bullying or other anti-social behaviour and consequently recognise that they can play a role in influencing outcomes of situations through their actions Understand some of the ways that various national and international environmental organisations work to help take care of the environment and the value of this Define the terms 'income' and 'expenditure'; List and prioritise some of the items and services of expenditure in the school and in the home Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT', understand how a</p>	<p>seven Rs) and suggest ways the Seven Rs recycling methods can be applied to different scenarios Suggest ways in which different people support the school community and identify qualities and attributes of people who support the school community What is meant by first aid; basic techniques for dealing with common injuries; how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>Growing and changing Describe some of the changes that happen to people during their lives; explain how the Learning Line can be used as a tool to help them manage change more easily; suggest people who may be able to help them deal with change Understand how the onset of puberty can have emotional as well as physical impact and suggest reasons why young people sometimes fall out with their parents Identify parts of the body that males and females have in common and those that are different; know the correct terminology for their genitalia; understand and explain why puberty happens Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls and identify some of the ways to cope better with periods Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; recognise how different surprises and secrets might make them feel; know who they could ask for help if a secret made them feel uncomfortable or unsafe Understand that marriage is a commitment to be entered into freely and not against someone's will; recognise that marriage includes same sex and</p>
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HISTORY	<p>Romans in Britain Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Understanding some significant aspects of history – nature of ancient civilisations. Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. Place events from period studied on timeline Use terms related to the period and begin to date events.</p> <p><i>Britain's settlement by the Anglo Saxons and Scots (discrete)</i> <i>Describe how some of the things I have studied from the past affect/influence life today.</i> <i>Use evidence to build up a picture of a past event</i> <i>Choose relevant material to present a picture of one aspect of life in time past</i> <i>Ask questions and find answers about the past.</i> <i>Observe small details – artefacts, pictures</i></p>		<p>History of a non-European society compared to British history. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Know who the Maya people were and when and where in the world they lived. Explain the religious beliefs of the Maya people Understand what life was like for the different classes of Mayan people. Understand what they invented and know how this shaped their nation. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</p>

GEOGRAPHY	<p>Roads – Hadrian's wall Communicate geographical information through a range of methods including the use of ICT (including digital maps, plans, graphs and presentations).</p> <p>Key Geography Knowledge and Skills Name and locate a wider range of places in their locality, the UK and wider world (including some globally significant features). Be able to identify the countries of the United Kingdom Be able to identify Italy, Spain, France and Germany on a map of Europe. Be able to identify on a map key modern city including Rome and London, as well as the Thames and the Tiber.</p>	<p>Locational knowledge Compare another European country (Italy).</p> <p>Human and physical geography Identify (and describe) similarities, differences and patterns when comparing (investigating different) places and features (environments and people).</p> <p>Geographical skills and fieldwork Use a range of sources including digital maps, atlases, globes and satellite images (and Ordnance Survey maps) to research and present geographical information.</p>	<p>Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Human and physical geography describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
SCIENCE	<p>Humans and other animals, including teeth. 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</p> <p>Living things and Habitats 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 and have an impact on living things.</p>	<p>Electricity 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 a lamp will light in a simple series circuit, based on whether 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 a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p>	<p>Humans and other animals, nutrition, skeleton, diet, movement. 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</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. 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>	
DESIGN TECHNOLOGY	<p>Textiles Create a Roman purse/bag. Prepare pattern pieces as templates for their design Select from techniques for different parts of the process Use appropriate finishing techniques</p>	<p>Structure and mechanism Model of a Volcano containing electrical circuit to light a bulb.</p>	<p>Food technology understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
ART	<p>Texture Further plan and develop Experience surface patterns/textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction Creating coat of arms/ Creating shields</p>	<p>Form Further plan and develop Experience surface patterns/textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction</p>	<p>Printing Use relief and impressed printing Record textures/patterns Monoprint Colour mix through overlapping colour prints.</p>
ENGLISH	<p>Fiction: Myths – Folk tales and Roman myths Writing – children will write their own version</p> <p>Novel as a theme – Roman Invasion by Jim Eldridge Writing – Story based on a plot structure from the focus text or from the point of view of a character or a new character created.</p> <p>Non-Fiction: Recount Biography</p>	<p>Fiction: Fables – The Orchard Book of Aesop’s Fables by Michael Morpurgo Writing – Fable based on model text with innovation of characters and events.</p> <p>Non-fiction: Explanation Texts – a range of texts looking at the Anglo-Saxons/volcanoes and tectonic plates/a feature of Italy...</p>	<p>Fiction: Narrative – issues with dilemmas Writing – Narrative based on model text with innovation of character/s and events.</p> <p>Non-fiction: Persuasive writing</p> <p>Poetry: Classic poetry</p>

	<p>Writing – a recount of our trip and battle at Vindolanda</p> <p>Poetry: Poetry on a theme – Christmas Writing – Children will write a creative poem based on a theme.</p>	<p>Writing – A written explanation of a process/how something works or is made</p> <p>Discussion; For and Against Writing – Children will write a discussion which includes conjunctions, complex sentences and features of discussion</p> <p>Poetry: Poems - Kennings, cinquain Writing – Children will write a poem with a structure which includes appropriate language</p>	<p>Writing – Oral presentation of a poem learned by heart as a class or a small group and/or create their own descriptive poems.</p>
MUSIC	<p>Glockenspiel Glockenspiels teaching units 1 and 2 Charanga Year 3 and 4 Autumn 2 Reading notation, coordination skills playing glockenspiels. Improvising and memorising tunes.</p> <p>Singing and performing Romans 8 topical songs to teach children facts about lifestyle. Music Express song bank – Just like a Roman Christmas songs for school Christmas services</p>	<p>In the past Origins of pitch notation are explored as children make hand signals and compose 3 note melodies. They learn basic dance steps and lead to a performance.</p> <p>Singing and performing Listening and appraising songs. Learning different genres of songs English and Scottish folk songs A variety of songs to listen to, to learn and sing. Blue bells of Scotland Donkey riding and elephant song French national Anthem and Frere Jacques Chinese anthem</p>	<p>Animal crackers Listen and appraise different composers and eras of music. Perform bird songs Pupils perform a range of simple birdsongs, all based on a limited range of notes and repeated musical patterns. Children will create their own piece of Descriptive music to represent and describe an animal, which is then put together to form a “Class Carnival of the animals”.</p>
COMPUTING	<p>E safety I know that anything I post online can be seen by others. I choose websites and games that are appropriate for my age. I can help my friends make good choices about the time they spend online.</p> <p>Information technology – handling data</p>	<p>IT computer technology in our lives I can tell you whether a resource I am using is on the internet, the school network or my own device. I can identify key words to use when searching safely on the World Wide Web. I think about the reliability of information I read on the World Wide Web. I can tell you how to check who owns photos, text and clipart.</p>	<p>E safety I can talk about why I need to ask a trusted adult before downloading files and games from the internet. I comment positively and respectfully online. Computer Science - Programming I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p>

	<p>I can talk about the different ways data can be organised.</p> <p>I can search a ready-made database to answer questions.</p> <p>I can collect data to help me answer a question. I can add to a database.</p> <p>I can make a branching database.</p> <p>I can use a data logger to monitor changes and can talk about the information collected</p>		<p>I can create a hyperlink to a source on the World Wide Web.</p>		<p>I can use an efficient procedure to simplify a program.</p> <p>I can use a sensor to detect a change which can select an action within my program.</p> <p>I know that I need to keep testing my program/animation while I am putting it together.</p> <p>I can use a variety of tools to create a program/animation.</p> <p>I can recognise an error in a program and debug it.</p> <p>I can recognise that an algorithm will help me sequence more complex programs.</p> <p>I recognise that using algorithms will also help solve problems in other learning such as maths, science and design technology.</p>	
MATHEMATICS	<p>Year 3 Autumn 1</p> <p>Place value, addition and subtraction</p> <p>Length and perimeter</p> <p>Statistics</p> <p>Addition and subtraction</p>	<p>Year 3 Autumn 2</p> <p>Multiplication tables (3x and 4x)</p> <p>Multiplication</p> <p>Division</p> <p>Time</p> <p>3D shape</p>	<p>Year 3 Spring 1</p> <p>Place value, addition and subtraction</p> <p>Multiplication</p> <p>Fractions</p> <p>Division</p> <p>Volume, capacity and mass</p>	<p>Year 3 Spring 2</p> <p>2-D shape</p> <p>Addition, subtraction and statistics</p> <p>Fractions</p> <p>Position and direction</p> <p>Time</p>	<p>Year 3 Summer 1</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>2-D shape</p> <p>Decimal and place value</p> <p>3-D shape</p>	<p>Year 3 Summer 2</p> <p>Place value</p> <p>Calculation</p> <p>Fractions</p> <p>Statistics</p> <p>Time</p>
	<p>Year 4 Autumn 1</p> <p>Place value, addition, and subtraction</p> <p>Length and perimeter</p> <p>Statistics</p> <p>Addition and subtraction</p>	<p>Year 4 Autumn 2</p> <p>Multiplication</p> <p>Division</p> <p>Time</p> <p>3-D shape</p>	<p>Year 4 Spring 1</p> <p>Place value</p> <p>Multiplication</p> <p>Division</p> <p>Addition and subtraction</p> <p>Fractions</p>	<p>Year 4 Spring 2</p> <p>Addition and subtraction and money</p> <p>2-D shape and sorting</p> <p>Position and direction</p> <p>Area</p> <p>Statistics</p> <p>Measures</p>	<p>Year 4 Summer 1</p> <p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p>	<p>Year 4 Summer 2</p> <p>Fractions</p> <p>2-D and 3-D shape</p> <p>Statistics</p> <p>Place value</p>
FRENCH	<p>Welcome to school Super learners</p> <p>Ask and answer several questions about myself</p> <p>Recall numbers to 10 and classroom instructions</p> <p>Say and read some numbers between 0 and 20</p> <p>Remember days of the week and months of the year</p> <p>Say and write names of rooms in a school</p>		<p>Family tree and faces</p> <p>Know some important facts about Epiphany in France</p> <p>Say 4 family member nouns in French</p> <p>Write personal information about a family member in French</p> <p>Understand and say parts of the face in French</p>		<p>Feeling unwell / Jungle animals</p> <p>Recall parts of the body</p> <p>Explain why I don't feel well or what hurts</p> <p>Understand and remember some jungle animal nouns</p> <p>Understand adjectives to describe jungle animals</p>	

	<p>Say and write the nouns for some classroom objects</p> <p>My local area, your local area Write my own Firework poem Read and understand useful commands and instructions Say, understand and write some useful instructions Say and recognise places in a town Ask 'Where is...?' with shop names in French</p>	<p>Understand simple sentences, numbers and face parts Write simple sentences to describe an alien</p> <p>Celebrating carnival / body parts Understand and say aloud animal nouns Understand and respond to and say body parts nouns and commands Understand and say nouns for different face parts Describe an alien using nouns, numbers and colours I have learnt</p>	<p>Write a simple sentence to describe a jungle animal Understand and write simple phrases and sentences to describe a dragon or a unicorn</p> <p>Summertime Say the types of weather Play games with the weather phrases Say flavours of ice cream Pronounce flavours and spot sounds in flavours</p>
PHYSICAL EDUCATION	<p>Dance – Romans Create and perform sequences of actions (6) with control and precision. Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Basketball Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, catching a ball. To know to move into a space to receive a ball. To pass to a ball to a player in space when playing an invasion game.</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Gymnastics Create and perform sequences of actions (4-6) smoothly. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, hands, and feet. Jumps – Straight, straddle, pike, tuck Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll Apparatus</p> <p>Net & Wall Ready Position. Underarm throw. Overarm throw. Hold a racket. Strike a ball with a racket.</p>	<p>Striking & Fielding Bowl underarm. Strike a ball off a tee. Catch a ball. Field a ball and return it quickly.</p> <p>Athletics- Running, Throwing and Jumping Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy. Throwing – push, pull and sling Hop, step and jump</p>



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