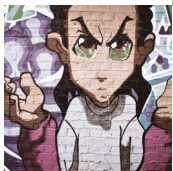




# Kehelland Village School Curriculum Planning

## Curriculum Sequence

### Summer 1: Class 2 Year groups: 2, 3 and 4

Curriculum topic			Explicit coverage				
 Urban Pioneers							
Geography	Music	Art and Design	Computing	PSHE/RSE	Modern Foreign Language	Physical Education	Religious Education
<b>Intent</b> Children will be able to use maps to find familiar places and they will explore different features of the local community.	<b>Intent</b> Children will create sounds to represent three contrasting landscapes: seaside, countryside and city.	<b>Intent</b> Children will be able to explore, create and review different forms of urban art.	<b>Intent</b> Children will be able to explain what a network is and how computing systems work.	<b>Intent</b> Children will understand how groups contribute to a community and about rules and rights within communities.	<b>Intent</b> Children will be able to recognise several items of clothing in French understanding the indefinite article, possessive adjective and correct adjectival agreement.	<b>Intent</b> Children will be able to develop their fundamental movement skills of dynamic balance on a line.	<b>Intent</b> Children will be able to identify some Hindu deities and make clear links between some stories and what Hindus believe about God.
<b>Engage:</b> 1. I can use a map to locate the local area. 2. I can learn about physical and human features of our local area. 3. I can identify different types of	<b>Engage:</b> 1. I can sing a traditional British folk song and create a seaside soundscape. 2. I can perform a countryside soundscape. 3. I can recreate the sounds I	<b>Engage:</b> 1. I can use a digital camera or tablet to take close up photographs of patterns and shapes found in an urban landscape.	<b>Engage:</b> <b>Kapow Y3 Planning</b> 1. I can explain what a network is. 2. I can understand how a file is shared between two	<b>Engage:</b> <b>Kapow Y3/4 RSE Citizenship cycle A</b> 1. I can understand the environmental benefits of recycling.	<b>Engage:</b> <b>Kapow Y3 Planning</b> 1. I can recognise some clothing vocabulary and different forms of the indefinite article.	<b>Engage:</b> Over 6 weeks I can develop my skills of dynamic balance and apply them in a range of activities.	<b>Engage:</b> 1. I can understand that 'Aum' represents Brahman and know the story of Svetaketu. 2. I can learn about the Trimurti and what they



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<p>services within the local area. 4. I can collect and record evidence of how adults in the local community get to work. 5. I can evaluate what the local area is like.</p>	<p>might hear in a city. 4. I can work in a group to choose a setting for which to compose a piece of music. 5. I can compose a piece of music that takes me on a journey from the seaside to the countryside to the city.</p>	<p>2. I can talk about the similarities and differences between examples of urban art. 3. I can make a detailed pencil sketch of a monument or statue. 4. I can use pencil techniques to create a graffiti design in the style of graffiti found in Berlin. 5. I can write a personal review of a piece of urban art.</p>	<p>devices on a network. 3. I can learn about the internet through role-play and draw a map of the web. 4. I can understand different routers are needed when viewing a website. 5. I can learn how packet data is transferred.</p>	<p>2. I can understand community groups and the contribution they make. 3. I can begin to understand how democracy works in the local area. 4. I can understand why we have rules and the consequences of breaking them. 5. I can begin to understand the UN convention on the rights of the child.</p>	<p>2. I can use position of colour adjectives and adjectival agreement. 3. I can learn some new clothing related vocabulary. 4. I can describe an outfit using multiple adjectives, ensuring correct adjectival position and agreement. 5. Children design, describe and present their own catwalk outfit to the class.</p>		<p>suggest God is like. 3. I can explore more Hindu gods and goddesses and learn about puja. 4. I can explore the story of Rama and Sita and Diwali and link to the idea of the Trimurti. 5. I can learn about 'atman' and make a set of school rules for a world where everyone has an 'atman'.</p>
<p><b>Express:</b> Outcome /Composite Children will be able to investigate and evaluate their local area and provide information for visitors and tourists.</p>	<p><b>Express:</b> Outcome /Composite Children will be able to perform a piece of music that takes them on a journey through Britain.</p>	<p><b>Express:</b> Outcome /Composite Children will be able to make an evaluation of some urban art.</p>	<p><b>Express:</b> Outcome /Composite Children will create their own visual maps to explain how the internet works.</p>	<p><b>Express:</b> Outcome /Composite Children will use role play, technology and visual representations to show their learning.</p>	<p><b>Express:</b> Outcome /Composite Children will be able to give a presentation to the class using their new vocabulary and grammar.</p>	<p><b>Express:</b> Outcome /Composite Children will be able to apply their dynamic balance skills to a range of activities.</p>	<p><b>Express:</b> Outcome /Composite Children will be able to make links between beliefs about God and how Hindus live.</p>



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English			Maths		Science	
Reading	Writing	GPS	Skills	Content	Skills	Content
<b>Intent</b> Children will be able to use VIPERS to deepen their understanding of the class read.	<b>Intent</b> Children will be able to create a leaflet aimed at attracting younger visitors to a local town centre.	<b>Intent</b> Children will be able to apply taught grammar features to their written work.	<b>Intent</b> Children will be able to <ul style="list-style-type: none"> <li>• understand fractions and decimals as appropriate</li> <li>• learn the times tables up to 12x</li> <li>• understand length and perimeter as appropriate</li> <li>• understand statistics to the appropriate level</li> </ul>		<b>Intent</b> Children will learn about common electrical appliances and how to construct simple series circuits. Children will learn about the different components of a circuit. The children will also learn about conductors and insulators and know that metals are very good electrical conductors.	
Sequence of lessons 1. Before reading - engage with the world of the novel 2. Chapter 1 2. Chapters 2/3 3. Chapters 4/5 4. Chapters 6, 7, 8 5. Chapters 9 to end	Sequence of lessons 1. Read a variety of leaflets for local towns identifying the main features. 2. Create a toolkit for writing a leaflet. 3. Make a plan, outlining key information to include in a leaflet aimed at attracting younger visitors to their city or town centre.	Sequence of lessons 1. Possessive apostrophes 2. Express time, place and cause using conjunctions, adverbs and prepositions 3. Progressive form of verbs in the present and past tense. 4. Prefixes 5. Fronted adverbials	Sequence of lessons 1. Fractions and decimals 2. Length and perimeter 3. Length and perimeter 4. Statistics 5. Statistics	Ongoing key number fact fluency	Sequence of lessons 1. I can identify common appliances that run on electricity. 2. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 3. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the	Sequence of lessons 1. Explore whether different appliances are mains or battery powered, order and sort a range of appliances. 2. Construct and test how a circuit works, making predictions and testing their methods. 3. Identify complete and incomplete circuits.



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	4. Use ICT to set out their leaflet, incorporating text, diagrams, maps and photographs. 5. Evaluate their leaflets considering similarities and/or differences.				lamp is part of a complete loop with a battery. 4. I can recognise some common conductors and insulators, and associate metals with being good conductors. 5. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	4. Test different materials and sort them into conductors and insulators.  5. Learn the purpose of a switch and conduct an experiment on making switches.
<b>Express:</b> Outcome /Composite Children will be able to use VIPERS to improve their reading comprehension.	<b>Express:</b> Outcome /Composite Children will produce a persuasive leaflet for display.	<b>Express:</b> Outcome /Composite Children will understand and be able to use the grammatical features listed.				<b>Express:</b> Outcome /Composite Children will have a good understanding of circuits and be able to construct a complete circuit.

Reading experiences this half term:

Class Reading	Paired Reading	Guided Reading
'The family from one end street' by Eve Garnett	School reading/library books Reading comprehension cards	Twinkl 60 second reads Literacy Shed plus reading comprehensions and mini-VIPERS Ashley Booth - Towns, cities and villages (Y3)

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