

Witton Church Walk
LKS2 Curriculum Overview

LKS2	Autumn A Where my wellies take me	Spring A A Day in the life of	Summer A Voyage of discovery	Autumn B Growing up global	Spring B Seeds of change	Summer B I wonder...science
English	 <p><u>Book list suggestions:</u> Where my Wellies take me The Egyptian Cinderella by Shirley Climo The story of Tutankhmun Egypt Magnified Flotsam Tadeo Jones (short film)</p>	 <p><u>Book list suggestions:</u> Theseus and the minotaur by Hugo Lupton Leon and the place between by Graham Baker Smith The Nowhere Emporium by Ross Mackenzie Leo and the Gorgans Curse Greek Myths Beasts of Olympus</p>	 <p><u>Book list suggestions:</u> Stone Age Boy (Y3 recommendation) Stig of the Dump by Clive King UG The First Drawing by Mordicai Gerstein The lost village of Skara Brae by Mick Bower The Stone Age: Hunters, gatherers and woolly mammoths Wolf Brother by Michelle Paver (UKS 2 recommendations- read sections/ use for reading sessions)</p>	 <p><u>Book list suggestions:</u> Above: Sky Hawk by Gill Lewis (lead text) Circle by Jeannie Baker (introductory text) Above and Below by Patricia Hegarty Migration by Mike Unwin The Lighthouse Rain Before Rainbows Cotton Rock Bear and The Piano Tin Forest The Lost Words Below: Blue John by Berlie Doherty Town is by the sea by Joanne Schwartz</p>	 <p><u>Book list suggestions:</u> Escape from Pompeii by Christina Balit Across the Roman Wall by Theresa Breslin See you later, Gladiator by Jon Scieska The time travelling cat and the Roman Eagle by Julia Jarman A Roman girl's diary La Luna (short film) Roman Handbook Non-Chronological</p>	 <p><u>Book list suggestions:</u> The rhythm of the rain by Graham Baker Smith The Water Horse by Dick King Smith A River by Marc Martin This morning I met a whale by Michael Morpurgo Big Blue Whale by Nicola Davies</p>
Geography	<p>Human and Physical Geography</p> <p>NC objective: Describe and understand key aspects of physical geography,</p>	<p>Geographical Skills and Fieldwork</p> <p>NC objective: Use maps, atlases, globes and digital/computer mapping</p>		<p>Locational knowledge</p> <p>NC objective: Locate the world's countries using maps, to focus on Europe, including the location of Russia and</p>	<p>Human and Physical Geography</p> <p>NC objective: Describe and understand key aspects of human geography, including</p>	<p>Geographical skills and fieldwork</p> <p>NC objective: Use fieldwork to observe, measure, record and present the</p>

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	including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	to locate countries and describe features studied. Locational knowledge NC objective: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		North and South America. Concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Place knowledge NC objective: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in European country and a region within North or South America. Locational knowledge NC objective: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Locational Knowledge NC objective: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. NC objective: Use the eight points of a compass, four and six grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.
History	Ancient Ancients (approx. 3000 years ago) - The achievements of the earliest civilizations. NC objective: An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer;	Ancient Greece NC objective: A study of Greek life and achievements and their influence on the western world.	Chronology (Stone age to 1066) NC objective: To include: Stone age to Iron age, Romans, Anglo-Saxons, Vikings. (could include; late Neolithic hunter-gatherers and early farmers, for example, Skara		Chronology (Stone age to 1066) (The Roman Empire and its impact on Britain) NC objective: To include: Stone age to Iron age, Romans, Anglo-Saxons, Vikings.	Local History Study (with a focus on Chester) NC objective: A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066.

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	The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.		Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.)		(could include; late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.)	
Science	<p>Forces and Magnets</p> <p>NC objective: Compare how things move on different surfaces.</p> <p>NC objective: Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>NC objective: Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>NC objective: 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.</p> <p>NC objective: Describe magnets as having two poles.</p> <p>NC objective: Predict whether two magnets will</p>	<p>Animals</p> <p>NC objective: 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.</p> <p>NC objective: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Light</p> <p>NC objective: Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>NC objective: Notice that light is reflected from surfaces.</p> <p>NC objective: Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>	<p>Investigation</p> <p>NC objective: Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>NC objective: Setting up simple practical enquiries, comparative and fair tests.</p> <p>NC objective: Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>NC objective: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>NC objective: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>Electricity</p> <p>NC objective: Identify common appliances that run on electricity.</p> <p>NC objective: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>NC objective: 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.</p> <p>NC objective: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>NC objective: Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Rocks and Soils</p> <p>NC objective: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>NC objective: Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>NC objective: Recognise that soils are made from rocks and organic matter.</p> <p>Plants</p> <p>NC objective: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>NC objective: Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how</p>	<p>Investigation</p> <p>NC objective: Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>NC objective: Setting up simple practical enquiries, comparative and fair tests.</p> <p>NC objective: Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>NC objective: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>NC objective: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>







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	<p>attract or repel each other, depending on which poles are facing.</p> <p>States of Matter</p> <p>NC objective: Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>NC objective: 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).</p> <p>NC objective: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>NC objective: Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>NC objective: Find patterns in the way that the size of shadows change.</p>	<p>NC objective: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>NC objective: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>NC objective: Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>NC objective: Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Sound</p> <p>NC objective: Identify how sounds are made, associating some of them with something vibrating.</p> <p>NC objective: Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>NC objective: Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>NC objective: Find patterns between the volume of a</p>	<p>Living Things and Their Habitats</p> <p>NC objective: Recognise that living things can be grouped in a variety of ways.</p> <p>NC objective: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>NC objective: Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>they vary from plant to plant.</p> <p>NC objective: Investigate the way in which water is transported within plants.</p> <p>NC objective: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>NC objective: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>NC objective: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>NC objective: Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>NC objective: Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Animals including humans</p> <p>NC objective: Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>NC objective: Identify the different types of teeth in humans and their simple functions.</p> <p>NC objective: Construct and interpret a variety of food chains, identifying</p>
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			<p>sound and the strength of the vibrations that produced it.</p> <p>NC objective: Recognise that sounds get fainter as the distance from the sound source increases.</p>			producers, predators and prey.
Computing	<p>Multimedia</p> <p>NC –select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>-Text -Graphics - Presentation/Publisher</p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable</p>	<p>Programming and Development</p> <p>NC – design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>NC - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC - use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable</p>	<p>Data and Data Representation</p> <p>NC –select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of</p>	<p>Multimedia</p> <p>NC –select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>-Create a story -Video</p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of</p>	<p>Programming and Development</p> <p>NC – design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>NC - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC - use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range</p>	<p>Online</p> <p>NC – Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>NC - Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable</p>

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	behaviour; identify a range of ways to report concerns about content and contact. - Sharp - Think Before You Share	behaviour; identify a range of ways to report concerns about content and contact. - Safer Internet Day	ways to report concerns about content and contact. - Alert - Check it's Real	ways to report concerns about content and contact. - Secure - Protect your stuff	of ways to report concerns about content and contact. - Safer Internet Day - Kind - Respect each other	behaviour; identify a range of ways to report concerns about content and contact. - Brave - When in doubt discuss
Art	<p>Painting</p>  <p>NC objective: Improve their mastery of art and design techniques, including painting with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Sketchbooks</p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>Collage</p>  <p>NC objective: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>Printing</p>  <p>NC objective: Improve their mastery of art and design techniques with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Sketchbooks</p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>Drawing</p>  <p>NC objective: Improve their mastery of art and design techniques, including drawing with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Sketchbooks</p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>Textile</p>  <p>NC objective: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>Sculpture</p>  <p>NC objective: Improve their mastery of art and design techniques, including sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Sketchbooks</p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>
Artist	Monet					
DT	What are the best materials to make a boat? Designing	STEM Parent workshop Partnership project Whole school Make a rocket	Link to Healthy Living week Can they design their own multicultural picnic?	Making Bird Feeders RSPB Partnership project Designing	Deconstruct, design, and make a chariot – wheels and axel, linking with project and texts	Link to Healthy Living week Can they design their own multicultural picnic?

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	<p>NC objective: Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups. Children can develop and communicate their ideas through discussion, annotated sketches, prototypes and computer aided design.</p> <p style="text-align: center;">Making</p> <p>NC objective: Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing. Use prior knowledge to accurately select from and use a wide range of materials and components, including construction materials textiles and ingredients.</p> <p style="text-align: center;">Evaluating</p> <p>NC objective: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own criteria. And consider the views of others to improve their work. Understand how significant events and people have impacted on design and technology and have helped to shape our world.</p>	<p style="text-align: center;">Designing</p> <p>NC objective: Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups. Children can develop and communicate their ideas through discussion, annotated sketches, prototypes and computer aided design.</p> <p style="text-align: center;">Making</p> <p>NC objective: Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing. Use prior knowledge to accurately select from and use a wide range of materials and components, including construction materials textiles and ingredients.</p> <p style="text-align: center;">Evaluating</p> <p>NC objective: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own criteria. And consider the views of others to improve their work. Understand how significant events and</p>	<p style="text-align: center;">Food Technology</p> <p>NC objective: Understand and apply the principles of a healthy varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know how a variety of ingredients are grown, reared, caught and processed.</p>	<p>NC objective: Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups. Children can develop and communicate their ideas through discussion, annotated sketches, prototypes and computer aided design.</p> <p style="text-align: center;">Making</p> <p>NC objective: Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing. Use prior knowledge to accurately select from and use a wide range of materials and components, including construction materials textiles and ingredients.</p> <p style="text-align: center;">Evaluating</p> <p>NC objective: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own criteria. And consider the views of others to improve their work. Understand how significant events and people have impacted on design and technology and have helped to shape our world.</p>	<p style="text-align: center;">Technical Knowledge</p> <p>NC objective: Apply prior knowledge of how to strengthen, stiffen and reinforce more complex structures.</p> <p>NC objective: Understand and use mechanical systems their products. (For example, gears, pulleys, cams, levers and linkages).</p>	<p style="text-align: center;">Food Technology</p> <p>NC objective: Understand and apply the principles of a healthy varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know how a variety of ingredients are grown, reared, caught and processed.</p>
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	<p>Technical Knowledge</p> <p>NC objective: Apply prior knowledge of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>people have impacted on design and technology and have helped to shape our world.</p> <p>Technical Knowledge</p> <p>NC objective: Understand and use mechanical systems their products. (For example, gears, pulleys, cams, levers and linkages).</p>				
Music	<p>Performing</p> <p>NC objective: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>- Perform Christmas songs</p>	<p>Use and understand</p> <p>NC objective: Use and understand staff and other musical notations.</p> <p>- Easter Service Songs</p>	<p>History of Music</p> <p>NC objective: Develop an understanding of the history of music.</p> <p>- Music Festival</p>	<p>Compose</p> <p>NC objective: Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- Christmas songs - Music Festival</p>	<p>Appreciate</p> <p>NC objective: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>- Easter Service Songs</p>	<p>Listening</p> <p>NC objective: Listen with attention to detail and recall sounds with increasing aural memory.</p>
PSHCE	Get HeartSmart	Don't forget to let love in	Too much selfie isn't healthy	Don't hold on to what's wrong	Fake is a mistake	No way through isn't true
PE	<p>Fielding and Striking/ Net and Wall</p> <p>NC objective: Apply basic principles and techniques in racket skills, serving, returning and rallying in sports such as tennis, volleyball, badminton.</p> <p>Games (Invasion)</p> <p>NC objective: Play competitive games, modify</p>	<p>Gymnastics</p> <p>NC objective: Develop flexibility, strength, technique, control and balance.</p> <p>Dance</p> <p>NC objective: Perform dances using a range of movement patterns.</p>	<p>Swimming</p> <p>Athletics</p> <p>NC objective: Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Games (Invasion)</p> <p>NC objective: Play competitive games, modify where appropriate and apply basic principles for attacking and defending.(basketball, football, hockey.</p> <p>Gymnastics</p> <p>NC objective: Develop flexibility, strength, technique, control and balance.</p>	<p>Dance</p> <p>NC objective: Perform dances using a range of movement patterns.</p> <p>Fielding and Striking/ Net and Wall</p> <p>NC objective: Apply basic principles and techniques in racket skills, serving, returning and rallying in</p>	<p>Swimming</p> <p>Athletics</p> <p>NC objective: Use running, jumping, throwing and catching in isolation and in combination.</p>

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	where appropriate and apply basic principles for attacking and defending.(basketball, football, hockey.				sports such as tennis, volleyball, badminton.	
Trips and WOW days	Liverpool World Museum River Walk Liverpool Trip (linking to History)	Residential Y4 STEM-Greek Temples-Visitor Museum Science and Industry	Wood Matters Stone Age Enrichment Wood Matters Enrichment	Residential Y4	Chester Trip-Romans	
Art Gallery & Places of worship	Mosque visit			Sikh -Gurdwara Tate Museum- Liverpool		