

<p>RE</p>	<p>Discovery RE: GOD Y4 Summer 2 – Do people need to go to church to show they are Christians?</p> <ul style="list-style-type: none"> I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian’s special place has on him/her. 	<p>Understanding Christianity: GOSPEL 2a.4 – What kind of world did Jesus want?</p> <ul style="list-style-type: none"> Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man’s neighbour). They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work. <p>Discovery RE: CHRISTMAS Y4 Autumn 2 – What is the most significant part of the nativity story for Christians today?</p> <ul style="list-style-type: none"> I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me. 	<p>Discovery RE: HINDUISM Y3 Autumn 1 – Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <ul style="list-style-type: none"> I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus. 	<p>Understanding Christianity: SALVATION 2a.5 – Why do Christians call the day Jesus dies ‘Good Friday’?</p> <ul style="list-style-type: none"> Pupils will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper: Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection. Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday They know that for some Christians today standing up for your faith can risk ridicule and even persecution. 	<p>Understanding Christianity: PEOPLE OF GOD 2a.2 – What is it like to follow God?</p> <ul style="list-style-type: none"> Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army. 	<p>Discovery RE: HINDUISM Y3 Summer 1 – How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. <p>Y3 Summer 2 – Would visiting the River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.
<p>Keevil Characteristics</p>	<p>Communication is key for expressing ideas, thoughts and beliefs.</p>	<p>Communication is key for expressing ideas, thoughts and beliefs.</p>	<p>Communication is key for expressing ideas, thoughts and beliefs.</p>	<p>Communication is key for expressing ideas, thoughts and beliefs.</p>	<p>Communication is key for expressing ideas, thoughts and beliefs.</p>	<p>Communication is key for expressing ideas, thoughts and beliefs.</p>

History	<p>A Local Study</p> <ul style="list-style-type: none"> ❖ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		<p>Ancient Egypt</p> <ul style="list-style-type: none"> ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Ancient Greece</p> <ul style="list-style-type: none"> ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world 	
Keevil Characteristics	<ul style="list-style-type: none"> ❖ a local history study <p><i>Examples (non-statutory)</i></p>		<p>Communication is important for sharing and presenting learning. Teamwork is required for group activities.</p>	<p>Communication is important for sharing and presenting learning. Teamwork is required for group activities.</p>	
Geography	<ul style="list-style-type: none"> ▪ a depth study linked to one of the British areas of study prior to 1066 ▪ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p>Mapwork</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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) ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 			
Keevil Characteristics		<p>Communication is important for sharing and presenting learning. Teamwork is required for group activities.</p>			

<p>Art and Design</p>	<p>Colour-mixing: Kandinsky + Klee</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			<p>Printing</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 		
<p>Keevil Characteristics</p>	<p>Diligence to produce a polished finished piece of work to the best of their ability. Resilience to keep going even when it's tricky.</p>			<p>Diligence to produce a polished finished piece of work to the best of their ability. Resilience to keep going even when it's tricky.</p>		
<p>Design Technology</p>		<p>Moving Creatures</p> <p><i>Design</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities <p><i>Evaluate</i></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Pop-up Books</p> <p><i>Design</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment 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design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities <p><i>Evaluate</i></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	<p>Food Tech – Smoothies</p> <ul style="list-style-type: none"> 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 <p><i>Design</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities <p><i>Evaluate</i></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<p>Keevil Characteristics</p>		<p>Problem-solving and diligence to produce an item that is fit for purpose.</p>	<p>Problem-solving and diligence to produce an item that is fit for purpose.</p>		<p>Problem-solving and diligence to produce an item that is fit for purpose.</p>	<p>Problem-solving and diligence to produce an item that is fit for purpose.</p>

Keevil CE Aided Primary School Curriculum Map – LOWER KEY STAGE 2 Year 2

<p>Computing</p>	<p>e-safety</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Word skills</p> <ul style="list-style-type: none"> 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>Programming</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		<p>Programming</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
<p>Keevil Characteristics</p>	<p>Team-work and communication to agree on ways to use computers safely and listen to the opinion of others.</p>	<p>Communication to present and share information.</p>		<p>Problem-solving to produce and de-bug programming</p>		<p>Problem-solving to produce and de-bug programming</p>
<p>Music</p>						
<p>Keevil Characteristics</p>	<p>Diligence to produce a quality performance. Resilience to keep going even when it's tricky.</p>	<p>Diligence to produce a quality performance. Resilience to keep going even when it's tricky.</p>	<p>Diligence to produce a quality performance. Resilience to keep going even when it's tricky.</p>	<p>Diligence to produce a quality performance. Resilience to keep going even when it's tricky.</p>	<p>Diligence to produce a quality performance. Resilience to keep going even when it's tricky.</p>	<p>Diligence to produce a quality performance. Resilience to keep going even when it's tricky.</p>

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Additional Activities	Gym	Gym 1 minute silence for Remembrance Day Operation Christmas Child Children in Need cake sale Craft Club – Teacher-led after school club (Louisa) Christmas Concert Visit from Trowbridge Museum Team “Victorian workshop” Trip to the Fleet Air Arm Museum	Swimming Comic Relief Day Sharing Worship World book day author visit – Maudie Smith Possible trip to Bristol Museum – Ancient Egyptian workshop and exhibit	Swimming Danywenallt trip Judasim Workshop with Jane Silver-Corren	P.E. Possible trip to a Hindu Temple, or a visit from a Hindu follower	P.E. Visit from a Greek Warrior! Sports Day Transition Days
All Keevil Characteristics	All topics and lessons will have a core of Learning. The characteristics mentioned for each term are the focus KC, of course there will be elements of the others and these will be mentioned during the lesson as appropriate.					