

Mousehole School - Lower Key Stage 2 Curriculum (years 3 and 4)

By the end of year 6 all children will have been taught the following subject specific areas. The titles below link to specific bodies of knowledge in each subject for each phase. More detail of what will be learnt in each of these bodies of knowledge can be found in our curriculum progressions.

| Science and technology | Humanities | Creativity | Health and well being | Learning Skills |
|--|---|---|---|--|
| Science | Geography | Art and Design | Physical Education | Expect to connect |
| Animals including humans | United Kingdom Study | Drawing | Associated Real PE curriculum | I can work well as a team leader and member |
| Plants | European Study | Painting | Yoga programme at KS1 (weekly sessions) | I notice when others do not achieve success and am supportive |
| Rocks | Explorers | Printing | To know and use a variety of mindfulness techniques and begin to understand their effect on mental health. | The reflective perspective |
| Forces and magnets | History | Textiles, Collage and 3D | Play competitive games, modified where appropriate. | I can look back and learn from my mistakes and successes |
| Sound | Stone Age to Iron Age | Digital Media | Perform dances using a wider range of movement patterns. | I can use what I have learnt to improve my ideas and learning |
| Light | Ancient Egypt | Music | Take part in outdoor and adventurous activity challenges | Empathy and Equity |
| States of matter | Romano British | Play and perform in solo and ensemble contexts, using voice and instruments | Relationships and Sex Education (links to science curriculum) | I recognise we are all unique and celebrate this |
| Computing (Kapow Curriculum) | Anglo Saxons, Scots and Vikings | Improvise and compose music | Describe the main stages of the human lifecycle and to understand the physical and emotional changes as the body approaches puberty | I can put myself in someone else's shoes and show empathy |
| Emailing (Seesaw) - Annual - 5 | Medieval Britain | Listen with attention to detail | Establish some basic facts about puberty, reproduction and pregnancy | Believe in Me |
| Journey inside a computer - 5 | Industrial Britain & The British Empire - Local, national and international. | Use and understand musical notations | To recognize and challenge stereotypes | I know its ok to make mistakes and learn from these |
| Top trumps into investigating weather (databases) - 8 | Religious Education | Appreciate a wide range of high-quality music drawn from different traditions | Understanding personal space, different types of touch and how to deal with unwanted touch | I can look for solutions to overcome problems in my learning |
| Digital Literacy - iMovie - 4 | Learning about and from Christianity | History of music | To understand different families and family structures | Think Big |
| Programming, further coding and computational thinking: Scratch - 10 | Learning about and from Judaism | Design and technology (Kapow Curriculum) | Beach and Harbour Skills | I can ask some good questions to help my thinking |
| Networks and the internet - 5 | Learning about and from Islam | Eating seasonally + (analyse & investigate a range of products) | To assess and manage risk in and near the sea | I can extract key information and use this to help my learning |
| | Learning about and from Hinduism | Pneumatic toys (computing link?) | Be able to swim 25m using a range of strokes | Wander and Wonder |
| | Languages | Castles/Pavillions | To know some of the basic principles of water rescue | I can ask good questions about things that really interest and puzzle me |
| | We currently cover all required elements of the National Curriculum in Spanish and are developing a more detailed and rigorous languages curriculum for each phase. | Cushions/Fastenings | To recognise different sea states and consider associated risks | I can use a range of skills to search for the answers to my questions |
| | | Static Electricity/Torches | | |
| | | Woodland Skills (Year 4 Spring term) | To know when the tide is in or out and know it takes approximately 12.5 hours for a tide to go through its cycle. | |
| | | Identify trees (woodland trust leaf ID) | | |
| | | To tie basic knots | | |
| | | To use a knife to shape wood | | |
| | | To assess and manage risks associated with the above | | |