LOWER KEY STAGE 2 CYCLE A (2019-20, 2021-22)) AND CYCLE B (2020-21,2022-23)

SUBJECT	THE HEART OF THE SOUTH DOWNS YEAR 3	LIFE ON THE EDGE YEAR 3	RACE AROUND THE WORLD YEAR 3	WATERWAYS OF THE WORLD YEAR 4	ROOM WITH A VIEW YEAR 4	BE FIT, BE GREEN YEAR 4
GEOGRAPHY	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Name and locate countries of the UK, 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. Use the eight points of a compass, *basic grid references* symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.	Human geography, including types of settlement and land use, economic activity including trace links, and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of physical geography including rivers, mountains, volcanoes and earthquakes and the water cycle.	Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn (including day and night) Locational Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography - describe and understand key aspects of physical geography, including rivers, and the water cycle	KMRM: Geographical skills and fieldwork: 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.	Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	Describe and understand key aspects of physical geography including climate zones, biomes and vegetations belts.					

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HISTORY	STONE AGE: changes in Britain from the Stone Age to the Iron Age / to become Tudors	SAXONS: Britain's settlement by Anglo-Saxons and Scots	MAYAN CIVILISATION: a non-European society that provides contrasts with British history – Mayan civilization c. AD 900	ANCIENT EGYPT: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	TUDORS: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 / to become Stone Age	

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SCIENCE	ROCKS (Y3): Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. LIGHT (Y3): Pupils should be taught to: recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that	FORCES AND MAGNETS (Y3): Pupils should be taught to: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which	PLANTS (Y3): Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ANIMALS INCLUDING HUMANS (Y3): pupils should be taught to:	SOUND (Y4): Pupils should be taught to: identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. ELECTRICITY (Y4): Pupils should be taught to: identify common appliances that run on electricity	STATES OF MATTER (Y4): Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	ANIMALS INCLUDING HUMANS (Y4): Pupils should be taught to: 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. LIVING THINGS AND THEIR HABITATS (Y4): Pupils should be taught to: 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

	there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.	poles are facing.	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.	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.		environments can change and that this can sometimes pose dangers to living things.

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ART	HOCKNEY: look at the work of David Hockney e.g. a photo montage begin to experiment with colour to create more abstract colour palettes SEURAT: consider the work of Seurat (pointillism – colour) use a variety of brushes and experiment with ways of marking with them experiment with watercolour, exoring intensity of colour to develop shades PHOTOGRAPHY: use a variety of ways to record ideas including digital cameras and iPads include increased detail within work – draw on a range of scales	TEXTILE AND COLLAGE: HOKASAI: consider woodprint artists use roller and ink printing. Use simple block shapes formed by children blend two colours when printing mix and match colours (create palettes to match images) lighten and darken tones using black and white Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	SCULPTURE: use pipe cleaners/wire to create sculptures e.g. figures of athletes collage newspaper sports person: develop individual and group collages, working on a range of scales create a collage using fabric as a base think of more abstract ways of showing views (e.g. collage sportsperson) Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their	MODROC SEA CREATURES: develop use of 'modroc' PRINTING & TESSALATION: using roller and inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their	SKETCHING OF TUDOR HOUSES: record drawings from observation experiment with different tones using graded pencils TBC Develop individual and group collages, working Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and	POP ART: Look at the patterns/optical illusions created by OP artist Bridget Riley (colour) CLAY: Ancient Greek pots – develop confidence working with clay adding greater detail and texture Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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,

	Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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	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	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	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	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	painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

D.T.	THE HEART OF THE SOUTH DOWNS YEAR 3	LIFE ON THE EDGE YEAR 3	RACE AROUND THE WORLD YEAR 3	WATERWAYS OF THE WORLD YEAR 4	ROOM WITH A VIEW YEAR 4	BE FIT, BE GREEN YEAR 4
	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.	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]	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.	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]	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products	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.

<table>
<tr><td>COMPUTING</td><td colspan="6">Pupils should be taught to:
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
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
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
MPS uses the iCompute Scheme of work to fulfil the above NC requirements (see below)</td></tr>
<tr><td></td><td>THE HEART OF THE SOUTH DOWNS
YEAR 3</td><td>LIFE ON THE EDGE
YEAR 3</td><td>RACE AROUND THE WORLD
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YEAR 4</td></tr>
<tr><td></td><td>Y3 iSafe
6 weeks – staying safe online

Y3: iProgram
6 weeks - Games and animation development

Y4 iSafe – staying safe online

Y4 iProgram – making shapes and navigating mazes</td><td>Y3: LKS2 iAlgorithm
3 weeks - Sorting and splitting – How problems can be solved more easily

Y3 iSimulate – exploring computer simulations

Y4 iData – introduction to data representation

Y4 iAnimate – introduction to animation</td><td>iConnect – computer networking including using web browsers and search engines safely and effectively

iDo We Do
Sessions 1-5
Robotics with Lego WeDo / or / Y3 iPads – programme with Kodable

iDo We Do
Sessions 1-5
Robotics with Lego WeDo

iProgram Unit 3 – programming puzzle solutions</td><td>Y3 iSafe
6 weeks – staying safe online

Y3: iProgram
6 weeks - Games and animation development

Y4 iSafe – staying safe online

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R.E.	MPS follows the West Sussex Agreed Syllabus for RE and uses the resources Understanding Christianity and The Emmanuel Project to provide an enquiry based approach to the children's study of Christianity and other world faiths.					
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	2a.2 What is it like to follow God? 2a.3 What is the Trinity?	2a.4 What kind of world did Jesus want? Judaism - Why do Jews celebrate the Feast of the Passover?	Judaism - How can a synagogue help us to understand the Jewish faith? 2a.1 What do Christians learn from the Creation story?	2a.2 What is it like to follow God? 2a.3 What is the Trinity?	2a.4 What kind of world did Jesus want? Judaism - Why do Jews celebrate the Feast of the Passover?	Judaism - How can a synagogue help us to understand the Jewish faith? 2a.1 What do Christians learn from the Creation story?

FRENCH	THE HEART OF THE SOUTH DOWNS YEAR 3	LIFE ON THE EDGE YEAR 3	RACE AROUND THE WORLD YEAR 3	WATERWAYS OF THE WORLD YEAR 4	ROOM WITH A VIEW YEAR 4	BE FIT, BE GREEN YEAR 4
	Fabulous Family Greetings What's your name? How are you? Numbers to 30 How old are you? Stories/songs/games My family Describing and answering Questions about family Feminine/Masculine	**Léon le caméléon** Greetings What's your name? How are you? Numbers to 30 Colours Adjectives Story/songs/games Comparative	**Monsters, Magic and Mayhem** Greetings How are you? What's your mum/dad's name? Numbers to 40 Colours Songs and games Description Parts of the body Adjectives agreement Creative writing	**All Aboard** Greetings Self-presentation Numbers to 40 Transport Where do you live? French speaking countries Songs and games Colours Continents Feminine/Masculine	**Out of this world** Greetings Self-presentation Numbers to 60 Solar system Describe: colour/size **Money in your pocket** French culture Songs and games Likes/dislikes Games and toys How much?	**My Portrait** What's your name? How are you? Days, months, birthday French culture Songs and games **Sportastic** Numbers to 60 Sports and timetable Songs and games Healthy eating Feminine/Masculine