










HEARTS Curriculum – Termly Summary



Lower Key Stage 2 (3/4) Spring Term A

<p>History</p> 	<p>Within this topic, the children will learn about the Tudor dynasty and the impact key events have had on modern day life. They will study significant people, including Henry VIII, Queen Elizabeth, Sir Francis Drake and Sir Walter Raleigh. They will learn how the Tudors came into power, through the War of the Roses, how Henry VIII initiated the English Reformation and the impact of the Spanish Armada. The theme of cause and effect will be covered in these sessions with children considering how these decisions can still be felt today. During the focus of Queen Elizabeth I, they will identify symbols which were used as propaganda and how they supported the maintaining of power.</p> <p>This topic builds upon the children’s prior knowledge of the Maya and the Roman civilisations (Year 4) where they have learned how the past affects them in the modern day and how leaders created meaningful change – both positive and negative. This topic allows the children to explore the HEARTS value of truth; they will learn that truth can be recreated every time a new source is made.</p> <p>Later, in Upper Key Stage 2, the children will learn about other significant eras and the impact they have had in history, including WW2 and the Victorians. During these topics the children will learn about Queen Victoria and the impact of the Industrial Revolution and Winston Churchill – how he inspired a nation through World War 2.</p>
<p>Science</p> 	<p>The focus of this topic is electricity and for children to explore and understand about it. They will be creating their own circuit using different items including; a battery, wires, a bulb and a switch. Children will then develop this further by looking at conductors and insulators, as well as explaining how these can impact our environment (link to Autumn term), and what we can do to support this further. Children will be given the opportunity to explore electricity, using trial and error to support them when working out how to get their circuit to work, as well as ideas discussed as a class to support them further. This topic will build on the children's skills and knowledge of working scientifically as they will be using scientific equipment and performing tests.</p>
<p>Religious Education (RE)</p> 	<p>Children will learn what Jewish people believe about God, their different celebrations during the year and how this impacts their lives and beliefs. They will be able to ask questions and suggest answers about what might be important during Jewish celebrations today. Children will be able to appreciate and offer suggestions about the importance of forgiveness, making connections with Christianity in their previous learning. In key stage 1, children have learnt about Judaism and visited a Synagogue, looking at key items within the place of worship. This will develop further in this unit by learning more about what they symbolise and why these items are important. This unit will progress their understanding further by exploring in more depth what Jewish people learn from the concepts and the teachings of the Torah. Knowledge gained within this unit and previously in key stage 1 will be built upon in upper key stage 2 when children will enquire and express differences between faith and science.</p>
<p>Computing</p> 	<p>Year 3 – Spring 1 - Branching Databases</p> <p>In this unit, children will develop their understanding of what a branching database is and how to create one. This will build upon prior knowledge from key stage 1 of recording and representing data in a tally chart and to enter data onto a computer. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Children will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p> <p>Year 3 – Spring 2 - Sequencing Sounds</p> <p>Previously, in key stage 1, children were taught to describe a series of instructions as a sequence and create different algorithms for a range of sequences using the same commands. This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most children. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Children also apply stages of program design through this unit.</p>

	<p>Year 4 – Spring 1 - Programming – Repetition in Shapes This unit builds upon prior learning of creating a project from a task description and implement an algorithm as code. Is the first of the two programming units in Year 4 and looks at repetition and loops within programming. Children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p>Year 4 – Spring 2 - Data Logging Previously, in key stage 1 and year 3, children learned to plan the structure of a branching database and creating and testing an identification tool. In this unit, children will consider how and why data is collected over time. They will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Children will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. They will spend time using a computer to review and analyse data. Towards the end of the unit, children will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>
<p>Art and design</p> 	<p>Children will be given the opportunity to appreciate a wide range of portraits while making links to the Tudor and Elizabethan times. Children will develop their understanding of use of colour, building upon what they learnt previously when they studied Romero Britto’s pop art. The children will develop their sketching skills, building upon the skills they learnt in KS1 where they made simple sketches of things they had observed. They will also develop skills which will support them for future learning in UKS2 where they learn more about using colour to convey messages (Mondrian) and develop their sketching skills further.</p>
<p>Design Technology (DT)</p> 	<p>Children will learn to investigate, design and make their own torch that is fit for purpose. This will include exploring what makes a good torch and how the electrical circuits are used to ensure it works. Children will develop their understanding of electrical circuits and how these are made, linked to the work this term in science. This will include making their own circuit using a switch and combining components together. In order to make their own torch, children will need to consider a design criteria that ensures that the torch is durable, provides light, reliable and is able to be switched on and off. This unit will build on previous knowledge of joining and combining materials in EYFS and key stage 1 as well as using tools and different materials.</p>
<p>Physical Education (PE)</p> 	<p>Spring 1 Children will have the opportunity to explore and develop new actions while working with a partner or in small groups, they will think about character and narrative ideas created by a variety of stimulus, and respond imaginatively through movement. In Early Years Foundation Stage (EYFS), the foundations of movement to music are based around responding to rhythm and music by means of movement and moving in a range of ways such as walking and running. In key stage 1, this is developed further to include a lot of exploring movement ideas and respond imaginatively to stimuli, the children will choose their own movements to make up their own phrases. In lower key stage 2, this skillset will be developed further, through the introduction of a wider range of actions, varying and combining spatial patterns, speed, tension and continuity with a partner or in small groups. In upper key stage 2, the main focus is on creating their own choreography and own variations of dance steps and sequences. There will also be a focus on timekeeping, accuracy and expression. Throughout this term, we will also highlight the importance of teamwork, working with a partner or in a small group in order to keep in time with each other.</p> <p>Spring 2 Children will have the opportunity to develop on past invasion skill games by building on passing and receiving skills whilst moving with the ball making sure to keep control and possession. Children will show consistency and control, speed and flow in their passing, receiving, dribbling, attacking and defending skills, these skills will be explored in more depth in upper KS2 where they will then use these skills to apply tactics in an invasion game. Children will also know how to use space in games including getting into positions to score, building on skills learnt in EYFS and then later developed in key stage 1. Children will understand the importance of creating space and communicating with each other. By using a range of different tactics, children will learn to keep possession and show that they have full control of the ball. These tactics will then help them to know how to referee or umpire small sided games by understanding the rules of the game.</p>

<p>Personal, social, health and economics (PSHE)</p> 	<p>Children will explore who are their trusted adults and investigate who they can talk to in certain situations. They will identify trusted adults both at school and at home. This will build upon their knowledge from key stage 1 where children identified special people and why they were special to them. It will help form a basis to support children in upper key stage 2 where they will learn characteristics of trusted adults and the importance of them in the wider world.</p> <p>Building on knowledge from key stage 1 children will be becoming more confident in identifying similarities and differences between themselves and others in the class. Children will further develop their knowledge and explore the importance of healthy friendships and accepting others. This will support children in upper key stage 2 where they will identify the characteristics of healthy and unhealthy friendships/relationships and how to seek support if required.</p>
<p>Music</p> 	<p>This topic will consolidate the learning that has occurred during key stage 1 which introduces children to learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel. Children will build their confidence when performing simple rhythmic and melodic patterns on a variety of percussion instruments. Building on learning from key stage 1, children will now be confident in playing with control and following hand signals from a leader including getting louder/quieter; faster/slower. Children will now learn to play with expression at a simple level by playing with appropriate choice of dynamics. Through playing the glockenspiel, children will learn about the structure and organisation of music and how to make accurate entries and endings. Children will listen to and evaluate a piece of music from different cultures. Children will learn to talk about music they hear and music they make using appropriate vocabulary. They will learn to further understand and discuss the dimensions of pitch, duration, dynamics, tempo, timbre, texture and structure. This will ensure the children are fully prepared for their journey into upper key stage 2 where they will learn how to play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. Children will appraise music across a range of periods, genres, styles and traditions including the works of the great composers and musicians. As pupils progress, they develop a critical engagement with music and are able listen with judgement.</p>