



Lower key stage 2 (3/4) Spring Term B

History



Key historical concepts including chronology, significance and historical enquiry will be explored within this topic. Children will deepen their understanding of timelines and will know when the Roman Empire existed, including placing key dates of figures and events from this time in chronological order on timelines. Chronological understanding will be built and allow children to understand where the Roman empire fits in context to their prior knowledge including the first lunar landing (Apollo 11), the Endurance Expedition and the ancient Egyptians and Tudors for year 4.

Children will understand how the Roman Empire and subsequent invasion shaped Britain at the time, and in future topics, explore their legacy and the key historical events that followed e.g., Vikings and Anglo Saxons. Previously, children will have learned about leaders and explorers, focusing on Ernest Shackleton and Ibn Buttata in key stage 1 and Elizabeth I in year 3. This knowledge will be built upon further by studying the significance of Julius Caesar's reign. They will identify how Roman inventions and architecture can still be seen and how they have impacted society. They will understand how homes and roads were built, how and where the Romans travelled from, why the army was so successful and, within a field trip in year 3/4, visit Colchester Castle. Through enquiry led lessons, the children will discover the diverse history of the Roman and Celtic leaders, including female leaders and roots in Africa and the Middle East.

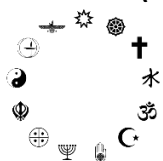
Science



In spring 1, children will use their prior knowledge of animals, including humans to research and understand what nutrition different animals require. Children will build upon prior key stage 1 knowledge of what different animals eat and the basic needs of these animals, including humans. They will develop understanding of the importance of exercise and gain knowledge of the different food groups, understanding what constitutes towards a healthy balance. Through scientific enquiry and comparisons, children will develop their understanding of the function of skeletons and muscles and explain how these work in conjunction to allow animals to support and move. It is vital children build on this prior knowledge throughout this unit of work so that in upper key stage 2, they can recognise the impact of diet, exercise, drugs and lifestyle have on the way the body functions. They will also progress further and be able to describe the ways in which nutrients and water are transported within animals, including humans.

In spring 2, the children will compare and classify different kinds of rocks based on the their observation skills and their knowledge of simple physical properties. Previously in key stage 1, children have identified and named a variety of everyday materials and compared the suitability of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Through this topic, children will be able to explain how soils are made from rocks and organic matter. In addition, they will be able to explain simply how fossils are formed and draw conclusions on what life was like a long time ago. Through research, children will discover the important role that palaeontologists have in the scientific world. This knowledge will be extended in upper key stage 2 where they will learn that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Religious Education (RE)



Year 3: What is Philosophy? How do people make decisions? What do Muslims believe about God? Through Christianity and Humanism, children will explore the core questions, 'What is philosophy and how do people make moral decisions?' Children will build on previous knowledge of how Christians celebrate, worship and live according to the Bible's teachings and the understanding of the Trinity. Children will be able to make comparisons between Christian's moral decisions and those with a more scientific approach such as Humanists. Children will then be able to use these comparisons to see the difference between knowledge, belief and opinion. Using a philosophical lens, they

will compare many decisions they make in their own lives and reflect on what helps them to make difficult decisions. Children will also think about what factors may influence other's choices, for example religion, family etc. Children will have previously learnt about significant events, festivals and communities, they will have also understood readings from various religious texts and spoken about the impact of these words. In upper key stage 2, children will continue to extend their knowledge of how religious leaders in their communities are similar/ different and how they make important decisions using philosophical thinking. They will also explore how reasonable it is to believe in God.

Year 4: How do religious groups contribute to society and culture? Why is there so much diversity or belief within Christianity? Children will be able to explore the core question, 'How do religious groups contribute to society and culture? They will be encouraged to think about the diversity within religion. Children will learn about how Christians and Hindus express their religious commitment by contributing towards society. Continuing throughout this enquiry, they will learn about how religions show compassion and care for the most vulnerable in society, through charity or through selfless service (seva). To aid understanding in this unit, children will have previously learnt in key stage 1 about significant events, festivals and communities. They will have also understood readings from religious texts and spoken about the impact of these words. Prior learning, in year 3 with regards to religious outlooks on life, will offer further opportunity for children to discuss through a human and social science lens, moral dilemmas and how the outcomes can change from person to person. In upper key stage 2, children will continue to extend their knowledge of how religious leaders in their communities are similar/different from each other and how their decisions can be altered by their religious views and further explore how reasonable it is to believe in God.

Computing



Year 3 – Spring 1 - Branching Databases

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.




Year 3 – Spring 2 - Sequencing Sounds



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.

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.

Year 4 – Spring 2 - Data Logging

	<p>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 explore the concept of using tiles to create geometric patterns and pictures. They will gain an understanding of how Romans used mosaics to depict divine characters and/or mythical scenes. This will extend on skills they learned previously in key stage 1, where they used patterns and colour to create a print in the style of Edward Saidi TingaTanga and made a single clay tile using tools to create patterns and lines. Cultural appreciation will also be developed through appreciating works of art from the ancient Roman civilisation. This unit will support children’s future learning whereby they will deepen their understanding of geometric, symmetrical and asymmetrical patterns in upper key stage 2, including historical pieces of art. (William Morris, printing).</p>
<p>Design Technology (DT)</p> 	<p>Children will have the opportunity to develop creative, technical and practical expertise to build on and apply their knowledge, understanding and skills from EYFS and key stage 1. During key stage 1, children will have gained previous knowledge of designing, making and evaluating structure products for a purpose. This included investigating stable structures and designing and making tents for a polar explorer. Children will now be exploring high quality prototypes and products for a wider range of users in relevant contexts such as culture and enterprise. Children will explore Roman temples. They will select from a wide range of strengthening materials and components to ensure they apply their understanding of how to stiffen, strengthen and reinforce more complex structures. The exploration and development of shell structures will ensure children are competent in joining techniques for edges and columns. This will ensure children have the skills to further their learning in upper key stage 2 as they explore components to produce mechanisms that enable movement within stable structures. Children will gain and understanding and appreciation of the wide range of cultural influences that have shaped our own heritage and that of others. Children will recognise and value the things we all share in common across cultural, religious, ethnic and socio-economic communities.</p>
<p>Physical Education (PE)</p> 	<p>Gymnastics</p> <p>Knowledge in gymnastics will be progressed this term for year 3 children through the introduction of different shapes they can move their body into as well as counter balancing. In this unit, there will also be a focus on combining movements, body shapes and balances together to make a sequence on and off apparatus. In year 4, knowledge in gymnastics will be progressed through the introduction to counterbalance, backwards rolls and mirroring and matching. In this unit, there will also be a focus on combining varied movements, levels and rolls together to make a sequence on and off apparatus. This will build upon previous experience of gymnastics in key stage 1 where children learnt how to hold a balance on 1-foot, different methods of travelling, use of space and rolling.</p> <p>Throughout this term, we will also highlight the achievements of a diverse range of sporting professionals, as well as active global competitions, focusing on their drive and determination. We will also encourage children to be constantly striving to set their own new personal best targets during each lesson. Knowledge will be progressed further as children move through key stage 2 where they will develop skill in completing more complex rolls, jumps, balances and inversions on and off apparatus.</p> <p>Invasion games</p>

	<p>Children will learn strategies (such as cupped hands and W technique) to be able to effectively catch a range of different sized balls from varied heights and distances. They will also learn how to dribble a ball by bouncing around cones and when working in small teams as part of invasion games. During these games, children will learn to keep scores accurately and understand the importance of communication and collaboration. This will build upon prior learning of throwing and catching underarm, throwing and kicking balls at a target as well as taking part in team games where use of space and teamwork is key. Knowledge from this term will be built upon in upper key stage 2 where children will deepen understanding of attack and defence roles within games and apply within in a range of sports such as football, netball and hockey.</p>
<p>Personal, social, health and economics (PSHE)</p> 	<p>Children will explore the causal influences of their lifestyle choices and the effect this will have on them throughout their lives. Throughout their early years of education, and key stage 1, children will have learnt the foundations for building positive relationships, alongside becoming more competent in communicating their feelings and recognise other's feelings. Children will have explored personal hygiene and recognise the impact of choices around wellbeing and the consumption of healthy foods. In this unit, children will learn the importance of a balanced lifestyle, including the need for sleep and rest. They will explore the benefits of exercise and the implications from a lack of exercise. To continue this journey, children will begin to explore and understand the risks associated with poor lifestyle choices, in preparation for their learning, in upper key stage 2, where they begin to explore legal and illegal substance abuse.</p> <p>Children will learn further strategies to understand and manage their own and other's emotions. Understanding and exploring different family dynamics will be crucial as children recognise appropriate and proportionate emotional reactions to a wide variety of situations. Children will gain an interest in investigating and offering reasoned views about moral and ethical issues, giving them the opportunity to appreciate the viewpoints of others. They will continue to build on nurturing diverse and healthy relationships both in their own life and that of others.</p>
<p>Music</p> 	<p>The key concepts of performing instruments and following a duration will be explored in this unit including; playing an instrument with backing, confidently performing to audience, playing a 3 -note melody and following a 4-metre rhythm pattern. This links to prior knowledge of; copying back, following a steady beat, two note repeat pulses, 2-3 note composing and demonstrating long and short sounds. The introduction of playing 4 metre rhythms, links to the scheme of work 'The Empire Strikes Back' as the pulse of the music 1, 2, 3, 4 sounds like a marching Roman army. Knowledge will progress later in upper key stage 2 when children will learn to understand 2,3 and 4 metre rhythms, how rhythms fit into a steady beat, syncopated rhythms, playing a 5-note melody and understanding playing with awareness of others.</p>