



# WOOTTON PRIMARY SCHOOL CURRICULUM - Lower Key Stage 2

## Values Based Curriculum

All children will be able to show our school values in all areas of school life

Responsibility	Caring	Friendship	<b>RESPECT</b>	Courage	Honesty	Co-operation
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Science	Working Scientifically	Aspects of Biology	Aspects of Chemistry	Aspects of Physics
	<p>SWS1a Ask simple questions (such as how can we..?), recognising that they can be answered in different ways and using different approaches</p> <p>SWS1b Suggest answers to their questions using their observations and ideas</p> <p>SWS1c Collect and present simple data, by gathering, recording, classifying and presenting it in a variety of ways, to help answer their scientific questions</p> <p>SWS1d present and record their findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>SWS2a</p> <p>SWS2b Set up their own simple and comparative practical tests</p> <p>SWS2c make systematic and careful observations and, where appropriate, take accurate measurements using a range of scientific apparatus (including data loggers and thermometers)</p> <p>SWS2d Notice similarities, differences and patterns within their observations</p> <p>SWS3 Use appropriate scientific language and evidence to explain, evaluate, communicate and support their methods and findings in a variety of ways</p> <p>SWS6 Use results to draw scientific conclusions, make predictions for further investigations, suggest improvements and raise further questions</p>	<p>SP1a Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>SP1b Explain how environmental changes may have an impact on living things</p> <p>SP2 Explore and describe the basic needs for healthy plant growth (i.e. light, water, appropriate temperature) and understand the impact of changing these</p> <p>SP4 Explain the main stages of plant reproduction (pollination, fertilisation, seed dispersal) by exploring the part that flowers play in the life cycle of a flowering plant</p> <p>SA1a Explore and identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>SA1b Describe the simple functions of the basic parts of the digestive system (including teeth) in humans</p> <p>SA2&amp;3 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>SR1 Identify the three main rock types and describe their properties by comparing and grouping together different kinds of rock</p> <p>SM4 Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>SM5 Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>SL1 notice that light is reflected from surfaces</p> <p>SL2 explore and find patterns in the way that the size of shadows change</p> <p>SF1 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</p> <p>SS1 Recognise that vibrations from sounds travel through a medium to the ear</p> <p>SS2 Describe the relationship between the pitch of a sound and the features of its source; between the volume of a sound, the strength of the vibrations and the distance from its source</p> <p>SE1 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>
Computing	Computer Science	Information Technology	Digital Literacy	
	<p>CS1 Explain how some simple algorithms work</p> <p>CS2 Understand that algorithms are implemented as programs on a device</p> <p>CS3 Understand that programs follow a set of instructions</p> <p>CS4 Design and write programs that accomplish simple goals</p> <p>CS4a Control or simulate physical systems</p> <p>CS4b Make turns specifying degrees</p> <p>CS4c Use sequence in programmes</p> <p>CS4d Use selection in programmes</p> <p>CS4e Use repetition in programmes</p> <p>CS4f Work with variables</p> <p>CS4g Work with various forms of input and output</p> <p>CS5a Detect and correct errors in programmes</p> <p>CS5b Debug programmes that accomplish simple goals</p> <p>CS6 Make accurate predictions about the outcome of a program they have written</p>	<p>CIT1a Use technology purposefully to design and create digital content, e.g. review photos on a camera and delete unwanted photos</p> <p>CIT1b Use technology purposefully to manipulate digital content, e.g. use photo editing software, manipulate sound when using simple recording story boarding</p> <p>CIT2 Use search technologies effectively, including opening two or more pages in a browser at the same time</p> <p>CIT3a Input data into a prepared database</p> <p>CIT3b Sort and search a database to answer simple questions</p> <p>CIT3c Use a branching database</p> <p>CIT4a Select, use and combine technology purposefully to manipulate digital content, e.g. create a presentation that moves from slide to slide and is aimed at a specific audience</p> <p>CIT4b Combine and manipulate text, images and sound to create a multimedia presentation</p> <p>CIT5a Recognise what a spreadsheet is and use the terms cells,</p>	<p>CDL1b Use an email address book</p> <p>CDL1d Open and send attachments</p> <p>CDL2a Search for an image and copy and paste it into a document or use 'save picture as' to save an image to the computer</p> <p>CDL2b Copy and paste text into a document</p> <p>CDL2c Use spell checker to check spellings</p> <p>CDL3a Use technology safely following the school safer internet rules, including using agreed search engines</p> <p>CDL3b Keep personal information private and understand the need to develop an alias for some public online use</p> <p>CDL3c Use technology respectfully</p> <p>CDL3d Know the difference between online communication tools used in school and those used at home and understand that the outcome of internet searches at home may be different than at school</p> <p>CDL4 Identify when something is inappropriate online and where</p>	

		rows and columns CIT5b Enter data in a spreadsheet, highlight it and make bar charts	to go for help and support when they have concerns CDL5a Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy CDL5b Know how to report an incident of cyber bullying CDL6 Be discerning in evaluating digital content	
<b>History</b> 	Investigating and Interpreting the Past	Building an Overview of British and World History	Understanding Chronology	Communicating Historically/Knowledge and Understanding
	<p>HIP1a Use more than one source of evidence e.g. artefacts, pictures, stories, online sources/databases and find evidence to ask and answer questions about the past</p> <p>HIP1b Use various sources to piece together information about a period in history</p> <p>HIP1c Research a specific event from the past</p> <p>HIP2 Explain how events from the past helped shape our lives</p> <p>HIP3 Describe different accounts of a historical event, explaining some reasons why the accounts may differ</p> <p>HIP4 Understand how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past and the role archaeologists have in helping us understand more about the past</p>	<p>HO1 Describe changes that have happened in the locality of the school throughout history</p> <p>HO2a Give a broad overview of life in Britain from ancient until medieval times</p> <p>HO2b Recognise that Britain has been invaded by several different groups over time</p> <p>HO2c realise that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>HO2d Begin to picture what life would have been like for the early settlers</p> <p>HO2e Appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>HO3 Identify similarities &amp; differences between given periods in history (using their research), e.g. know that people who lived in the past cooked &amp; travelled differently &amp; used different weapons from ours</p>	<p>HC1 Place events, artefacts and historical figures in order on a timeline within a specific time frame using dates</p> <p>HC2 Show that they understand the concept of change over time, representing this, along with evidence, on a timeline</p> <p>HC3 Use mathematical knowledge to work out how long ago events would have happened and round time differences to centuries or decades</p>	<p>HK1 Describe events &amp; periods using the words: BC, AD, decade, century, ancient, era, period, and chronology</p> <p>HK2 Describe significant people and events from the past using dates when things happened and suggesting why certain events happened as they did and why people acted as they did</p> <p>HK3 Describe why significant people acted as they did and suggest causes &amp; consequences of the main events &amp; changes in a specific period of history</p> <p>HK4 Describe the social, ethnic, cultural or religious diversity in past society</p> <p>HK5 Appreciate that wars have happened from a very long time ago &amp; it is often associated with invasion, conquering or religious differences</p> <p>HK7a Use their 'information finding' skills in writing to help them write about historical information?</p> <p>HK7b Use literacy (oral and written), numeracy and computing skills to a good standard in order to communicate information, knowledge and understanding about the past</p> <p>HK7c Offer points of view based upon what they have found out</p>
<b>Geography</b> 	Investigating Places	Investigating Patterns	Communicating Geographically	
	<p>GPL1 Ask and answer questions about the physical and human characteristics of a location and explain their view of a location</p> <p>GPL2 Identify key human and physical features of a surrounding area and use aerial images to locate landmarks</p> <p>GPL3a use a range of resources to identify the key physical and human features of a location</p> <p>GPL3b explain why a locality has certain human features and why people may choose to live in the places they do</p> <p>GPL3c use field work to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies</p> <p>GPL4a use maps, atlases and globes and digital mapping to locate countries and describe features making accurate measurements of distances within 100km</p> <p>GPL4b name and locate the countries of Europe and identify their main physical and human characteristics</p> <p>GPL4c know the difference between the British Isles, Great Britain and the UK</p> <p>GPL4d name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>GIP1 Describe geographical similarities and differences between countries</p> <p>GIP2 Describe the weather in different parts of the world, especially Europe</p> <p>GIP3 Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, and date time zones; can they describe some of the characteristics of these geographical areas</p> <p>GIP4 Explain how a locality has changed over time with reference to human features</p>	<p>GC1 Describe key aspects of physical geography: e.g. rivers, mountains, volcanoes, earthquakes and the water cycle</p> <p>GC2 Describe key aspects of human geography: e.g. settlements and land use</p> <p>GC3 Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world</p> <p>GC4 Use symbols and keys to communicate knowledge of the United Kingdom and the wider world</p> <p>GC5 Use four-figure grid references to communicate knowledge of the United Kingdom and the wider world</p>	

	GPL4e name the areas of origin of the main ethnic groups in the UK and in their school GPL5 Find different views about an environmental issue and explain their view								
<b>R.E.</b>	Learning about Religion				Learning from Religion				
	RA1a Use religious words to describe features of religions and religious life, e.g. bible, mosque use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences RA1b make links between the above, and describe some similarities and differences both within and between religions RA2&3 Recognise similarities and differences in religions and make links between beliefs and sources, including religious stories and sacred texts RA5a Describe some different forms of religious expression RA5b suggest meanings for a range of forms of religious expression RA5c describe the impact of religion on people's lifestyles				RF1 identify what influences them, making links between aspects of their own and others' experiences RF2 ask important questions about religious beliefs and lifestyles, linking their own and others' responses RF3 make links between values and commitments, and their own attitudes and behaviour RF4 raise and suggest answers to questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments RF7 describe what inspires and influences them and others				
<b>Art</b>	Painting	Printing	Drawing	Collage	Digital Media	3D Art	Textiles	Inspiration and Developing Ideas	
	APa2 Mix and name secondary colours APa3 Use a variety of brush techniques to create different effects APa4 Create tints and shades by colour mixing APa5 Use watercolour paint to create a background wash	APr1 Create precise patterns when printing including repeating patterns APr2 Independently print with two colour overlays APr4 Create printing blocks using a relief or impressed method with some accuracy	AD1 choose the right hardness of pencil to create light and dark lines, patterns and shapes AD2 Control the types of marks made with the range of media such as pastels, charcoal, ballpoints, chalk AD4a Use hatching and cross hatching to show tone and texture AD4b Use shading to show light and shadow	AC3 Use a range of collage techniques to create and represent desired texture	ADM1 Use a graphics package with accuracy to create images with lines, shapes, colours and textures ADM2 Record, collect and present visual information using cameras/ipads	A3D1 Join clay adequately and construct a simple base for extending and modelling other shapes (coil pots) A3D2 Understand the safety and basic care of materials and tools A3D3 Create surface patterns and textures in a malleable material A3D4 Plan, design and make models from observation or imagination A3D5 Use papier-mache to create a simple 3D object (balloon base)	AT1 Use simple stitching to decorate materials AT2 Use a range of fabric paints AT3 Create cords and plaits for decoration by changing and modifying threads and fabrics e.g knotting, fraying and pulling threads AT4 Experiment with paste resist and dye to create batik effect AT5 Use simple, hand-made looms to weave using wool e.g. God's eye weaving	AID1 Comment on artworks of artists studied using visual language AID2 Replicate, with some accuracy, techniques used by artists studied AID3 Explore a range of methods and materials AID4 Create own artwork in response to a range of stimulus AID5 Adapt and refine work as it progresses	
<b>DT</b>	Design		Make		Evaluate		Technical Understanding		Cooking and Nutrition
	DD1 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		DM1 Independently use and select appropriate materials and tools for a task safely and accurately		DE1 evaluate and refine their own ideas as well as a range of existing products against their own criteria using positive feedback to improve their work DE2 Identify key events and individuals in design and technology that have helped shape the world and take inspiration from these ideas		DTU2 Use and select the appropriate mechanism in a design, e.g. gears, pulleys, cams, levers and linkages DTU3 Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors?		DC1a Prepare and cook a variety of predominantly savoury dishes whilst applying the principles of a healthy and varied diet? DC1b Explain the concept of seasonality and know where and how a variety of ingredients are grown, reared, caught and processed
<b>Music</b>	Performing		Composing and Improvising			Transcribing		Describing	
	MP1a Sing in tune with expression MP1b Control their voice when singing MP1c Sing songs from memory with accurate pitch MP2 Play clear notes on instruments		MC1a Choose, order and combine sounds to create an effect MC1b Use sounds to create abstract effects MC1c Change sounds or organise them			MT1 Use symbols to represent sounds and rests MT2 Recognise the notes EGBDF and FACE on the musical stave MT3 Recognise the symbols for a minim,		MD1 Describe and explain the use and effect of silence in a piece of music MD2 Use musical words to describe what they like and dislike	

	<p>MP3 Perform simple patterns &amp; accompaniments keeping a steady pulse  MP5a Perform a simple part rhythmically  MP5b Maintain a simple part within a group  MP5c Perform with awareness of others</p>	<p>differently to change the effect  MC2a Compose melodies &amp; songs  MC2b Create accompaniments for tunes  MC2c Use different elements in their composition (pitch, dynamics, tempo, timbre)  MC3 They create repeated patterns with different instruments  MC4 Make connections between notations and musical sounds  MC5 Use digital technologies to compose pieces of music</p>	<p>crotchet and semibreve and say how many beats they represent  MT4 Use the symbols for crotchet, minim and semibreve on a graphic score</p>	<p>MD3 Use musical vocabulary, such as duration, timbre, pitch, beat, tempo and texture, to describe, compare and evaluate pieces of music &amp; compositions  MD4 Suggest improvements to their own and others' work</p>	
<p><b>P.E.</b></p> 	<p>Games &amp; Athletics</p> <p>PG1a Demonstrate a range of throwing and catching techniques using a range of equipment  PG1b Throw, catch, strike and field a ball with control and accuracy  PG2a Use rules fairly  PG2b Choose the appropriate tactics and skills in competitive games?  PG2c Work alone or within a team to keep or gain possession or to cause a problem for an opposition  PG3 Choose the best pace for a running event, so that they can improve personal targets  PG4a Show control at take-off during jumping activities  PG4b Use power and technique in jumping activities  PG5a Use plans and diagrams to orientate themselves and go from one place to another  PG5b Undertake problem solving challenges, cooperating with others and working well as a team</p>	<p>Dance</p> <p>PD1 Improvise freely, making ideas into movements  PD2 Remember and repeat dance phrases  PD3 Link two or more actions to perform a sequence with control and coordination  PD4a Create dances that communicate ideas, sometimes alone, sometimes in groups  PD4b Perform dances clearly and fluently  PD5 Suggest improvements to their own and other people's dances</p>	<p>Gymnastics</p> <p>PGy1 Perform actions, balances and gymnastic shapes with increased strength and suppleness  PGy2 Move with some control and awareness of space  PGy3a Plan, perform and repeat sequences that include changes of speed and level  PGy3b Adapt your movements to include a partner  PGy3c In small groups, perform a sequence to an audience  PGy4 Show contrasts (such as small/tall, straight/curved and wide/narrow)  PGy5 Travel by rolling forwards, backwards and sideways  PGy6 Hold a position whilst balancing on different points of the body  PGy7 Climb safely on equipment  PGy8 Stretch and curl to develop flexibility  PGy9 Jump in a variety of ways and land with increasing control and balance  PGy10 Recognise how to improve your flexibility, strength and control</p>	<p>Swimming</p> <p>PS1a Explore ways of swimming on and below the surface, breathing properly  PS1b Use one basic stroke to swim, making sure you breathe properly  PS1c Using floats, swim over longer distances with a more controlled leg kick  PS2a swim between 10 and 20 metres unaided in shallow waters, using arms and legs to move  PS2b swim between 20 and 50 metres unaided, using arms and legs in co-ordination  PS3 Take part in group problem solving activities on personal survival</p>	
<p><b>PSHE</b></p> 	<p>Protective Behaviours</p> <p>PSHPB1 Identify safe places  PSHPB2 Identify safe people who can be trusted  PSHPB3 Name people they can go to for help if they have a worry</p> <p>Cross ref - CDL1-6</p> <p>PSHPB4 Explain the difference between when information is safe or unsafe on the internet  PSHPB5 Demonstrate an understanding of eSafety when communicating online  PSHPB6 Explain which information you must keep private when in cyberspace  PSHPB7 Recognise how cyberspace may be used to manipulate or persuade you</p>	<p>Anti-Bullying</p> <p>PSHAB1 Explain the different types of bullying  PSHAB2 Understand how we try to prevent bullying in school  PSHAB3a Explain what to do if they feel they or someone else are being bullied  PSHAB3b Talk about the role of the witness of bullying</p> <p>Cross ref - CDL1-6</p>	<p>Keeping Safe</p> <p>PSHKS3a Prevent accidents by following the water safety codes  PSHKS3b Recognise why and how people can get into difficulties with water  PSHKS4 Talk about potential building site dangers and explain what the different hazard signs mean  PSHKS5a Explain what safe, and unsafe, behaviour is for pedestrians and how to resist peer pressure  PSHKS5b Define the different types of road crossings and talk about how to use them to cross safely  PSHKS6a Prevent the sun from burning your skin with its harmful rays by playing out at the safe times of day  PSHKS6b Explain how UV rays can be blocked by using the correct strength of sunscreen</p> <p>Cross ref - CDL1-6</p>	<p>Lifestyle Choices</p> <p>PSHLC1a Explain what is meant by income and expenses and how this relates to what you can afford to buy  PSHLC1b Identify essential expenses for a family  PSHLC1c Talk about how people gain money  PSHLC1d Talk about ways to save for the future and how earning interest can help  PSHLC1e Define value for money and apply it to their spending  PSHLC2 Identify the different food groups and show understanding of which food groups you should eat more of, and which less  PSHLC3a Explain the effects of physical activity on your whole body  PSHLC3b Name the major organs of the body  PSHLC3c Name the types of teeth and talk about their structure and position</p>	<p>SRE</p> <p>PSHSR1 Recognise your own worth by identifying positive things about yourself  PSHSR2 Know what values are needed in a relationship  PSHSR4a Recognise how all bodies are different and respect this  PSHSR4b Explain how your body will change and when it could happen  PSHSR5a Name the internal and external sex organs  PSHSR5b Name the reproductive parts of the body and simply explain how they work  PSHSR5c Explain the process of pregnancy and birth  PSHSR6 Say when it is OK to be undressed and when it is not</p>

					PSHLC3d Explain the roles of the different teeth you have PSHLC5a recognise which drugs we are allowed to use and how to get them safely PSHLC5b Keep themselves safe around medicinal drugs PSHLC5c Talk about the right and wrong choices when discussing drugs PSHLC6a explain how smoking affects health PSHLC6b Name some harmful effects alcohol can have on the body PSHLC6c Name the people who can help you if you have a worry about drugs, smoking or alcohol PSHLC7a Make simple choices to improve their health and wellbeing PSHLC7b Identify some factors that affect your emotional health and wellbeing PSHLC7c Make informed choices about healthy eating and exercising	
<b>Empowering Learning</b> 	<b>Self-Managers</b> ELSM1 Take responsibility for and prepare for their own learning ELSM2 Keep on track and stay focussed even when things aren't going to plan ELSM3 Motivate themselves to set and achieve their own targets	<b>Effective Participators</b> ELEP1 Use discussion to make an idea even better, therefore helping others ELEP2 Listen to and follow instructions with increasing independence ELEP3 Try new ideas even when they are unsure and perhaps nervous ELEP4 Show courage and try again when something has gone wrong	<b>Reflective Learners</b> EURL1 Explain what stops them from learning well and make changes if they need to EURL2 They check and edit their own EURL3 Identify what they have done well and suggest next steps that will make their learning even better EURL4 Use knowledge from their other learning	<b>Independent Enquirers</b> ELIE1 Ask further questions and suggest new questions that could be investigated ELIE2 Show their thinking (and the thinking of their peers) in different ways ELIE3 Break a task into easier steps with increasing independence	<b>Team Workers</b> ELTW1 Work well with others, taking on different roles within a group ELTW2 Make sure everyone gets a turn at speaking ELTW3 Communicate with all members of the team and respect the opinion of others	<b>Resourceful Thinkers</b> ELRT1 Use new/different resources to help them with their learning ELRT2 Choose suitable information from a range of resources ELRT3 Use their imagination and explain what they think in their own words ELRT4 Identify what is good in others' learning and use it to help them edit and improve their own work