

## KS2 Curriculum Coverage

# Newsflash

## English

information text, recount (diary entry as a reporter), playscript (news story) instructions (dance routine)  
Describe a setting / travel brochure. (Geography)

**Possible Visit / Trip linked to journalism and the media.**

## Maths

Map work; coordinates, time, reflections and symmetry (art). Problem solving using topic as a context.

## Science Y4 – Working Scientifically

**4.2 Electricity** Sc4/4.2a identify common appliances that run on electricity

Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Sc4/4.2c 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

Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.

**Y3 Light** c3/4.1a recognise that they need light in order to see things and that dark is the absence of light

Sc3/4.1b notice that light is reflected from surfaces

Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object

Sc3/4.1e find patterns in the way that the size of shadows change.

## Geography

### Y3 Locational Knowledge

**Looking at current events and locating the places where the stories take place.**

Ge2/1.1b name and locate counties and cities of the United Kingdom, 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Y4** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

### **MFL Y3**

Speaking

Can they have a short conversation where they are saying 2-3 things?

Can they use short phrases to give a personal response?

Y4

Speaking

Can they have a short conversation where they are saying 2-3 things?

Can they use short phrases to give a personal response?

Reading and responding

Can they read and understand short texts using familiar language?

Can they identify and note the main points and give a personal response?

### **Computing Y3**

Using the Internet

Can they find relevant information by browsing a menu.

Can they search for an image, then copy and paste it into a document?

Can they use 'Save picture as' to save an image to the computer?

Can they copy and paste text into a document?

Do they begin to use note making skills to decide what text to copy?

### **Computing Y4**

Using the Internet

Can they use a search engine to find a specific website?

Can they use note-taking skills to decide which text to copy and paste into a document?

Can they use tabbed browsing to open two or more web pages at the same time?

Can they open a link to a new window?

Can they open a document (PDF) and view it?

### **Art Y3 Drawing**

Can they show facial expressions in their drawings?

Can they use their sketches to produce a final piece of work?

Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture?

Sketch books

Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?

Can they make notes in their sketch books about techniques used by artists?

Can they suggest improvements to their work by keeping notes in their sketch books?

### **Y4 Drawing**

Can they begin to show facial expressions and body language in their sketches?

Can they identify and draw simple objects, and use marks and lines to produce texture?

Can they organise line, tone, shape and colour to represent figures and forms in movement?

Can they show reflections?

Can they explain why they have chosen specific materials to draw with?

#### Sketch books

Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?

Can they produce a montage all about themselves?

Do they use their sketch books to adapt and improve their original ideas?

Do they keep notes about the purpose of their work in their sketch books?

#### **Music Y3 Songs from around the World Performing**

Do they sing in tune with expression?

Do they control their voice when singing?

Can they play clear notes on instruments?

#### **Y4 Performing**

Can they perform a simple part rhythmically?

Can they sing songs from memory with accurate pitch?

Can they improvise using repeated patterns?

**RE Y3 Judaism** Unit 1: Judaism: Festivals and Celebrations know that Shabbat is important to Jewish people because it is the weekly day of rest • know that Shabbat involves special events, artefacts and traditions • know that the Torah is the main source for information about Shabbat

know that Hanukkah is important to Jewish people because it recalls an occasion when God helped them with a miracle • know that Hanukkah involves special events, artefacts and traditions • know that Hanukkah is a happy family occasion with an emphasis on the children

#### **Y4 Hindu Stories**

know that Hindu scripture in general and the Ramayana in particular are important to Hindus • know that the content of Hindu scripture shapes the lives of Hindus

know that some Hindu festivals are shaped by stories in scripture • know that such stories shape Hindu belief and practice • know that stories can be interpreted in various ways

#### **PSHE New Beginnings**

#### **DT Link into science topics.**

#### **Y3 Electrical and mechanical components**

Do they select the most appropriate tools and techniques to use for a given task?

Can they make a product which uses both electrical and mechanical components?

Can they use a simple circuit?

Can they use a number of components?

#### **Y4 Electrical and mechanical components**

Can they add things to their circuits?

How have they altered their product after checking it?

Are they confident about trying out new and different ideas?

**PE** Use PE hub to follow units of work.

Y3 GAMES/GYMNASTICS

Y4 GAMES