

Elliston Primary Academy Curriculum

Unit Overview: Cycle A Megastructures Italy LKS2

Focus : Geography	Power of Reading text: Escape from Pompeii
Key concepts: location, region, continent, landscape, environment, climate, population, settlement, fertile, process	
National Curriculum Objectives:	
Geography Locational knowledge To locate the world's countries, <u>using maps to focus on Europe</u> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, <u>a region in a European country</u> Human and physical geography Physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, <u>volcanoes</u> and earthquakes, and the water cycle Human geography , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Science: Y3 Animals including Humans To 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 To identify that humans and some other animals have skeletons and muscles for support, protection and movement
Music: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To develop an understanding of the history of music.	
RE To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus	
PSHE: Families and Friendships To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. To know that being part of a family provides support, stability and love. To know about the positive aspects of being part of a family, such as spending time together and caring for each other. To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty.	

To identify if/when something in a family might make someone upset or worried.

To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe

Safe Relationships

To know what is appropriate to share with friends, classmates, family and wider social groups including online.

To know about what privacy and personal boundaries are, including online.

To know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision.

To know that bullying and hurtful behaviour is unacceptable in any situation.

To know about the effects and consequences of bullying for the people involved.

To know about bullying online, and the similarities and differences to face-to-face bullying.

To know what to do and whom to tell if they see or experience bullying or hurtful behaviour.

Respecting ourselves and others

To recognise respectful behaviours e.g. helping or including others, being responsible.

To know how to model respectful behaviour in different situations e.g. at home, at school, online.

To know the importance of self-respect and their right to be treated respectfully by others.

To know what it means to treat others, and be treated, politely.

To know the ways in which people show respect and courtesy in different cultures and in wider society.

PE:

To develop flexibility, strength, technique, control and balance through gymnastics

To play competitive games, modified where appropriate [for example, basketball, football, hockey and netball], and apply basic principles suitable for attacking and defending

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ICT:

To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

French:

To listen attentively to spoken language and show understanding by joining in and responding

To speak in sentences, using familiar vocabulary, phrases and basic language structures

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* (Y4)