



## **Lower Key Stage Two (Year 3 & Year 4) Curriculum**

### **Intent**

West Buckland Primary School and Nursery aims to provide a curriculum that is engaging, balanced and relevant. We want children to participate and not spectate; learning beyond their own experiences and applying their new found skills and knowledge. Our Curriculum is knowledge rich with vocabulary acquisition at its heart. All subjects are carefully planned to ensure coverage of key content and knowledge that develops through the children's time in the school. We have mapped the key learning in each subject to ensure there is a logical and progressive approach to teaching. We operate a two year rolling program for our Foundation subjects.

Our Curriculum, alongside our teaching and learning, is based upon the Cognitive Load Theory. Our approach is to ensure the working memory is able to process information and that learning is then stored in the long-term memory. Staff are aware of over-loading children with information and knowledge and instead focus on building schemas and ensuing understanding is gained and retained. We teach subjects as standalone and make cross-curricular links where relevant to deepen meaning. Underpinning our Curriculum work is the practice of Retrieval – children are given a range of opportunities and activities to recall key vocabulary from their learning to help develop their memory and build schemas. Through our knowledge-based Curriculum, our children develop in a variety of ways. Procedural knowledge is developed through skills – children knowing the process and working through it. Substantive knowledge is about developing a set of facts – this is where key words and dates come in and are used to spark a conversation and make links. These two combined develop Hinterland knowledge – the

ability to be able to elaborate, embellish and discuss drawing on a range of facts, links and understanding. All of this then develops Core knowledge and it is this aspect that is retained in the long-term memory – what can be recalled at a later date?

### Implementation

The knowledge aspect of our Curriculum comes through the key vocabulary for each topic/subject which can be seen in the table below.

The skills element to our Curriculum is a seven-year journey covering 20 core skills. These skills are evident through each topic we deliver and are developed in every year group. These can be seen on our graphic below.

	Science	History	Geography	PE	Art	DT	Computing
Year A	<p><b>Focus: Plants</b> Vocabulary: Seed Dispersal, Pollination, Germination, Fertilisation.</p> <p><b>Focus: Animals &amp; Humans</b> Nutrition, Skeleton, Muscle, balanced diet – Carbohydrates, Fibre, Fat, Nutrients, Sugars, Vitamins.</p> <p><b>Focus: Light</b> Shadow, Opaque, Translucent,</p>	<p><b>Focus: Ancient Egypt</b> Vocabulary: Sarcophagus, pyramid, archaeologist, hieroglyphics, civilisation, hierarchy, cartouche.</p> <p><b>Focus: Anglo-Saxons / Vikings</b> Vocabulary: Clan, Long Boat, runes, raider, settler, Alfred the Great, Sutton Hoo</p>	<p><b>Focus: Extreme Earth</b> Vocabulary: Climate zone, earthquake, equator, water cycle, poles, hemisphere, marine, tornado, snowstorm, thunder &amp; lighting, tsunamis, volcano, tectonic plates, Sedimentary, Igneous, Metamorphic, Fossil, Magma.</p> <p><b>Focus: Orienteering</b> Vocabulary: coordinates, route,</p>	<p><b>Focus: Games – tag rugby</b> Vocabulary: Invade, attack, defend</p> <p><b>Focus: Games – dodge ball</b> Vocabulary: Tactics, evade, teamwork, sportsmanship</p> <p><b>Focus: Gymnastics</b> Vocabulary: Beam, box, vault, springboard, balance, landing</p> <p><b>Focus: Dance</b></p>	<p><b>Focus: Drawing – Rob Biddulph</b> Vocabulary: various pencils, shape – Cartoon &amp; illustration</p> <p><b>Focus: Colour – Van Gogh</b> Vocabulary: Van Gogh, impressionist.</p> <p><b>Focus: Textile</b> Vocabulary: natural, different fabric, expression, mood, movement, upcycle</p> <p><b>Focus: Modelling</b></p>	<p><b>Focus: Food – Chocolate</b> Vocabulary: Packaging, measure, processed, input, output, design, net, logo, barcode</p> <p><b>Focus: Sewing</b> Vocabulary: Stitch, tac, thread, needle, pin, running stitch, back stitch</p>	<p><b>Focus: Networks &amp; the Internet</b> Vocabulary: WiFi, device, file, network, server, wireless</p> <p><b>Focus: Scratch</b> Vocabulary: Animation, program, code, block (of code), sprite</p> <p><b>Focus: Emails &amp; Video calling</b> Vocabulary: Inbox, invitation, connect, mute, screen share, outbox, drafts.</p>

	<p>Transparent, Reflection</p> <p><b>Focus: Forces &amp; Magnets</b> Attract, Repel, Force, Magnetism, Pole</p> <p><b>Focus: Electricity</b> Vocabulary: cell, wire, circuit, switch, bulb, buzzer</p>		<p>compass, control point</p>	<p>Vocabulary: Mirror, gesture, stimulus, unison, cannon, expression</p> <p><b>Focus: Athletics – Track</b> Vocabulary: 200m, 400m, lap, pace, stamina, hurdles</p> <p><b>Focus: Athletics – Field</b> Vocabulary: Shot put, markings, measure, power</p>	<p>Vocabulary: texture, join, 3D, shape, purpose – Clay (Morph)</p> <p><b>Focus: Digital</b> Vocabulary: line, shape, spatial awareness – Pic Collage</p>		
Year B	<p><b>Focus: Living Things</b> Vocabulary: Vertebrates, Invertebrates, Herbivores, Carnivores, Habitat, Mammal, Reptile, Arachnid, Mollusc, Environment</p> <p><b>Focus: Animals &amp; Humans</b> Vocabulary: Producer, Consumer, Food</p>	<p><b>Focus: Stone Age</b> Vocabulary: Hunter-gatherer, Nomad, Mammoth, Skara Brae, Neolithic</p> <p><b>Focus: The Roman Empire</b> Vocabulary: Aqueduct, amphitheatre, chariot, gladiator, Julius Cesar, Boudica</p>	<p><b>Focus: Europe</b> Vocabulary: Counties within, major cities, human features, physical features, tourism.</p> <p><b>Focus: Pollution &amp; global warming</b> Vocabulary: pollution, global warming, climate change</p>	<p><b>Focus: Games – Hockey</b> Vocabulary: Tap, pass, dribble, control, stopping, turning</p> <p><b>Focus: Games – Football</b> Vocabulary: Pass, shoot, dribble, post, crossbar, inside foot, outside foot, throw-in</p> <p><b>Focus: Gymnastics</b></p>	<p><b>Drawing – Henri Matisse</b> Vocabulary: shape, size, shading and observing</p> <p><b>Colour – Monet</b> Vocabulary: missing, matching, colour wheels, splashing</p> <p><b>Textiles – Weaving</b> Vocabulary:</p>	<p><b>Focus: Food – Seasonal availability, price and quality</b> Vocabulary: Energy, hydration, dehydration, climate, pesticides</p> <p><b>Focus: Structures – Buildings / Bridges</b> Vocabulary: Reinforce, arch bridge, beam bridge, suspension bridge</p>	<p><b>Focus: Websites</b> Vocabulary: Address, www, tab, content, embedded, hyperlink, page, site</p> <p><b>Focus: Scratch</b> Vocabulary: Statement, command, project, condition, orientate, variable</p> <p><b>Focus: HTML</b></p>

	<p>chain, Digestive System, Molars, Incisors, Canines.</p> <p><b>Focus: States of Matter</b>  Vocabulary: Matter, Solid, Liquid, Gas, Freezing, Melting, Heating, Cooling.</p> <p><b>Focus: Sound</b>  Vocabulary: Pitch, Vibration, Sound wave</p>			<p>Vocabulary: Beam, box, vault, springboard, balance, landing</p> <p><b>Focus: Dance</b>  Vocabulary: Space, opposite, speed, hold, transition</p> <p><b>Focus: Athletics – Track</b>  Vocabulary: Sprint, 100m, 50m, relay, baton</p> <p><b>Focus: Athletics – Field</b>  Vocabulary: Javelin, discus, angle, trajectory</p>	<p>shape, join, model, form, feeling, movement</p> <p><b>Modelling - William Morris</b>  Vocabulary: Printing/Pattern – combine, build-up, repeat, purpose, audience</p> <p><b>Photography</b>  Vocabulary: manipulation, stamping, motif, logo, define – Nature focus</p>		<p>Vocabulary: Fake news, copyright, HTML, URL, browser, script</p>
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### **Impact**

The impact of our curriculum is children being able to use and explain their newly understood vocabulary in context. Each topic will end with a discussion about what children have now learnt, how this fits to previous and future learning and if all their questions and lines of enquiry have been answered. Skills are developed throughout the year, across subjects and over a child primary school journey. These skills will be key to accessing and succeeding within a topic, but also developing a life-long love of learning and desire to practice. These skills will often be used to produce a final piece or outcome. Our curriculum is monitored by the SLT through pupil voice, learning walks, book looks and lesson observations. The newly acquired knowledge sticks with children when it is learnt in a fun and engaging manner; children are immersed through the use of working walls, quizzes and practical activities. As well as knowledge and vocabulary acquisition, children develop a sense of self, belonging and community through our school values. We develop the whole, all round, child to actively contribute to the wider world.

