

## EdisonLearning Key Stage 2 Connected Curriculum™

Key Stage 2 – Years 3, 4, 5 & 6 (Learning Units with subject focus) see following sheets

	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks		
Focus Learning & Life Skill	LLS Unit - Learning together (Learning with Others)	LLS Unit – It’s up to me! (Developing Independence & Responsibility)	LLS Unit – Becoming a better learner (Improving own Learning and Performance)	LLS Unit – Knowing me, knowing you! (Developing Sense of Self Worth & Understanding of Self and Others)	LLS Unit – Think, Think, Think! (Thinking Skills)	LLS Unit - Speaking and Listening		
	6 weeks	6 weeks	9 weeks	3 weeks	6 weeks	6 weeks		
Subject Focus	Science Focus	History focus	Technology & Science focus	Arts focus	Science focus	Geography focus		
Year 3 & 4 2020-2021	<p><b>How does electricity work?</b> <i>Bright Sparks:</i> Context 3 Pigs &amp; being an electrician  <b>Y3/4 Science</b>            Electricity            Forces &amp; Magnets            Working Scientifically</p>	<p><b>Why do we speak English at school? Where did English come from?</b>            (History, Geography and Drama)  <b>Overview</b> of the Romans, Anglo-Saxons and Vikings arrival and settlement of the British Isles.  <b>Depth</b> study of a local example of one of them.  <b>Stories</b> selected from Boudica, Sutton Hoo, Augustine, Alfred the Great, Bede</p>	<p><b>Let’s go on an adventure. Would we like to visit Guatemala?</b>            (Geography, History and D&amp;T)            Guatemala City and the Lowlands region            Mayan civilisation AD900 and <i>What was happening here at this time?</i>            Alfred the Great, Athelstan            D&amp;T design, make evaluate Puppets (Maya mythology – creation stories links between people and their environment)            Technological knowledge: apply their understanding of how to <b>strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products - levers and linkages</b> Food &amp; nutrition <b>tasting south American food</b></p> <p><b>Y 3/4 Science</b>            Forces &amp; Friction            Measuring forces            Pulling objects            (Air resistance Y5)            Working scientifically</p>	<p><b>From a Railway Carriage*</b>  <i>Poetry, art, music, dance</i>            Group discussion detail of poem            Practise &amp; rehearse choral speaking of the poem            Freeze frame - view from the carriage            Passengers on the train            Choral performance            Read the poem            Create success criteria for poem            Comparison with other 'railway' poems            Guided writing - creating a class poem            Write own poem Railway pictures - reading images            View from a railway carriage            Design the train of the future Exploring rhythms            Creating a soundtrack</p>	<b>Developing the Global Dimension in your Curriculum</b>	<p><b>What happens inside us?</b>            Y3/4 Science  <b>Y3/4 Animals including humans Working scientifically</b></p>	<p><b>European Regional Study</b>            Denmark or Germany or Holland or Italy or Norway. What is it like there?    <b>Geography</b>            physical and human characteristics of a country</p>	<b>Why are the Ancient Greeks so significant for us?</b>

				<p>Music performance Creating movement pattern Creating a sequence of movement to soundtrack Dance performance</p>			
<p>Year 3&amp; 4 2019-20</p>	<p><b>How do I see? How do I hear?</b> <i>Context</i> Y3/4 Science Light &amp; Sound Working scientifically</p> <p>Music exploring percussion</p>	<p><b>Who were the greatest builders in the world?</b> <i>Overview: First civilisations</i> Comparison Stone Age, Bronze Age and Iron Age in Britain with Ancient Egyptians <i>Depth: Middle Kingdom 1550-1000 BC</i> Event: the discovery of Lindow Man, the bog body</p>	<p><b>Should we stop eating chocolate?</b> <i>Chocolate</i> D&amp;T design, make, evaluate Market research Design chocolate product make and evaluate Analysis, design and making packaging Evaluation cooking &amp; nutrition – know where food comes from <b>Y4 Science States of Matter</b> Working scientifically</p> <p>Origins of Chocolate – Mayan and Aztec societies and the spread to Europe Significant individuals – Cadbury and Fry</p>	<p><b>The Games Children Play*</b> <i>Dance, art and poetry, music</i> Breughel Quick figure sketches Quick life drawings Class composition Music Listening, Appreciating, Responding Building the dance Performing the dance</p>		<p><b>Are bugs important? Science Y3/4</b> Animals including humans Y3 Plants Y4 Living things and their habitats Working scientifically</p>	<p><b>How can we make living here better for everyone?</b> <b>Town Planners</b> Science Y3 Rocks?? <b>Stories of New Towns and Model Villages–</b> Telford, Peterlee, Bournville, Saltaire, Milford, Port Merion, New Lanark, Poundbury <b>Ghost Towns:</b> American West, Libya, Namibia, Angola</p> <p>Ancient Greece and the Olympic Games</p>
<p>Year 5 &amp; 6 2019-20</p>	<p><b>What is it made of?</b> <i>Mysterious Materials</i> <i>Context</i> Testing materials for companies Y5 Science</p>	<p><b>Why would someone build a castle in England? Why don't we build them now?</b> (History)</p>	<p><b>Fairground</b> D&amp;T design, make, evaluate Shaky hand tester Fairground ride Use of commercial construction kits</p>	<p><b>The Lady of Shalott*</b> <i>Poetry art dance</i> Reading images Freeze frame Empathy for the Lady of Shalott Hot seating</p>		<p><b>Do we make the most of what's right on our doorstep?</b></p>	<p><b>Mini-enterprise</b> D&amp;T design make evaluate Pupil choice</p>

	<p>Properties and changes to materials Working scientifically</p>	<p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b> Sig indiv: William of Normandy and 1066+, Edward 1<sup>st</sup> 1272-1307</p>	<p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p>Y5/6 Science Y6 Electricity Y6 Light Y5 Forces Working scientifically</p>	<p>Choral speaking Choral performance Exploring settings Enquiry questions Explore structure of the poem Write poem/prose Fantasy images Illuminated manuscripts Develop fantasy image to ink and wash Listen to Pavanes Create a Pavane Explore musical instruments Learning Pavane step Learning/creating the dance Perform the Pavane</p>		<p><b>Let's go round again.</b> <b>KS2 science revision.</b> Y5 Science Y5 Living things and their habitats Y5 animals including humans Working scientifically</p>	<p><b>Ancient Greece and the Olympic Games</b></p>	
--	---	---	--	--	--	--	--	--

<p>Year 5&amp; 6 2020- 2021</p>	<p><b>What's out there?</b> <i>Out of This World</i> Y5 Science Earth &amp; Space Working scientifically Y5 Forces</p>	<p><b>Has there ever been a better time to live here?</b> A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <b>Possible aspects:</b> political, military, economic, social</p>	<p><b>Why do some creatures no longer exist? (not D&amp;T see Summer 2)</b> <i>Context</i> David Attenborough's Big Egg</p> <p>Y6 Science Evolution &amp; inheritance Geography – islands Madagascar &amp; the Gallapagos</p>	<p><b>The Highwayman*</b> <i>Poetry, art &amp; Dance</i> Learn the poem Opinion line - villain or hero? Freeze frame Performance Read poem - first impressions, unfamiliar words What's the story? Sequence and storyboard Hot seating Character profiles Features of the poem Describe the characters using metaphor and simile Tell the story Letters Explore the story in modern day setting and script performance Chalk and charcoal doorways Charles Keeping's illustrations Illustrate a line of the poem Figure drawing 3D representation of a character Soundtrack with illustrations Exploring percussion instruments Creating a soundtrack Performance Imaginative movement Performance</p>		<p><b>The Great UK Geographical Challenge</b></p> <p><b>Regions of the United Kingdom</b></p>	<p><b>Who are we? Why do I live here? UJK and Duluth USA</b> <b>Comparative North American regional study with The Great Lakes Basin – Lake Superior and Duluth, Minnesota</b></p>	
---	--	--	---	--	--	---	--	--



**Whole School Connected Unit:**                    **Ancient Greeks**  
**Subject Foci :**    **History and Geography**

Every four years whole school - Ancient Greece

### **Learning & Life Skills (LLS) Learning Units**

**Learning Together** (Learning with Others)

**It's Up to Me** (Developing Independence and Responsibility)

**Becoming a Better Learner** (Improving Own Learning & Performance)

**Knowing Me, Knowing You** (Developing a Sense of Self Worth, Understanding of Self and Others)

**Think, Think, Think!** (Thinking Skills)

**Speaking and Listening**

*\* Please refer to our acknowledgments in the EdisonLearning Learning Units.*