



Lower Key Stage Two Curriculum Map

Identifying coverage across all subjects in Theme

Foundation Subject	National Curriculum Coverage	Year 3						Year 4					
		European	Greece	Stone Age	Volcanoes	Port Sunlight		Liverpool	Slavery	Rainforests	Deforestation	Romans	Chester
Art & Design	✦ to create sketch books to record their observations and use them to review and revisit ideas												
	✦ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]												
	✦ about great artists, architects and designers in history												
Computing <i>(where applicable)</i>	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts												
	✦ use sequence, selection, and repetition in programs; work with variables and various forms of input and output												
	✦ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs												
	✦ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration												
	✦ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content												
	✦ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information												
	✦ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.												
Design & Technology	✦ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups												
Design	✦ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design												
	✦ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately												
Make	✦ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities												
	✦ investigate and analyse a range of existing products												
Evaluate	✦ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work												
	✦ understand how key events and individuals in design and technology have helped shape the world												
	✦ apply their understanding of how to strengthen, stiffen and reinforce more complex structures												
Technical knowledge	✦ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]												
	✦ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]												
	✦ apply their understanding of computing to program, monitor and control their products.												
Cooking & nutrition	✦ understand and apply the principles of a healthy and varied diet												
	✦ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques												
	✦ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed												



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