



## Curriculum Overviews: Lower Key Stage 2

	National Curriculum Objectives								
	English	Maths	Science	Geography	PSHE	Citizenship	Careers	Green Skills	UN Sustainable Development Goals
Assembly			x	x	x	x		x	x
Workshop			x	x	x	x	x	x	x
English Lesson	x				x	x	x	x	x
Maths Lesson		x			x	x	x	x	x
Science/PSHE Lesson			x	x	x	x	x	x	x

**Key Stage 2 Assembly:**

**Session Aims -**

This assembly will explore the different uses of gas and electricity in our homes, where this energy comes from, and the impact it can have on the environment. It will then look at energy-related behaviour and what actions everyone can take to be more energy efficient.

English NC Links	Math's NC Links	Science NC Links <ul style="list-style-type: none"> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
<p>Geography NC Links</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>PSHE NC Links</p> <ul style="list-style-type: none"> <li>Choices that support a healthy lifestyle and recognise what might influence these.</li> <li>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>Everyday things that affect feelings and the importance of expressing feelings.</li> <li>Problem-solving strategies for dealing with emotions, challenges, and change.</li> <li>how to predict, assess and manage risk in different situations.</li> </ul>	<p>Citizenship NC Links</p> <ul style="list-style-type: none"> <li>Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> <li>To recognise and manage internal and external influences on decisions which affect health and wellbeing.</li> </ul>
Careers NC Links	<p>Green Skills:</p> <p><u>UNESCO Key concepts</u></p> <p><u>1.2 Greenhouse gases</u></p> <ul style="list-style-type: none"> <li>Raise the awareness of family members regarding greenhouse gas emissions due to people's activities, which are causing global warming and associated problems.</li> </ul> <p>4.5 <u>Urgency and community action</u></p> <ul style="list-style-type: none"> <li>Adopt sustainable practices such as turning off lights and electronics when not in use.</li> </ul> <p>5.4 <u>Energy consumption and carbon emissions</u></p> <ul style="list-style-type: none"> <li>Observe energy use at home and other places.</li> <li>Make informed choices about energy consumption.</li> </ul>	<p>UN Sustainable Development Goals</p> <ul style="list-style-type: none"> <li>No poverty</li> <li>Good health and well-being</li> <li>Affordable and clean energy</li> <li>Sustainable cities and communities</li> <li>Climate action</li> </ul>

**Lower Key Stage 2: Workshop**

Session Aims – Understand what energy is and the difference between renewable and non-renewable energy sources - Consider how energy is used around the home and respect the dangers associated with it. - Understand how electricity is wasted and what can be done to reduce this. - Identify ways to keep heat in the home using insulation. - Appreciate the impact that energy use has on our environment.

<p>English NC Links</p>	<p>Math's NC Links</p>	<p>Science NC Links</p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
<p>Geography NC Links</p> <ul style="list-style-type: none"> <li>• Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</li> </ul>	<p>PSHE NC Links</p> <ul style="list-style-type: none"> <li>• How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>• Everyday things that affect feelings and the importance of expressing feelings.</li> <li>• Problem-solving strategies for dealing with emotions, challenges, and change.</li> <li>• How to predict, assess and manage risk in different situations.</li> <li>• Hazards (including fire risks) that may cause harm, injury, or risk in the home and what they can do to reduce risks and keep safe.</li> </ul>	<p>Citizenship NC Links</p> <ul style="list-style-type: none"> <li>• Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> </ul>
<p>Careers NC Links</p> <ul style="list-style-type: none"> <li>• By age 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Actively seeking to challenge stereotypical thinking and raise aspirations.</li> </ul>	<p>Green Skills:</p> <p><u>UNESCO Key concepts</u></p> <p><u>1.2 Greenhouse gases</u></p> <ul style="list-style-type: none"> <li>• Raise the awareness of family members regarding greenhouse gas emissions due to people's activities, which are causing global warming and associated problems.</li> </ul> <p>4.5 <u>Urgency and community action</u></p> <ul style="list-style-type: none"> <li>• Show a sense of responsibility to support urgent climate action.</li> <li>• Adopt sustainable practices such as turning off lights and electronics when not in use.</li> </ul> <p>5.4 <u>Energy consumption and carbon emissions</u></p> <ul style="list-style-type: none"> <li>• Feel concern about whether resources are renewable or not, given their impact on the environment.</li> <li>• Make informed choices about energy consumption.</li> </ul>	<p>UN Sustainable Development Goals</p> <ul style="list-style-type: none"> <li>• No poverty</li> <li>• Good health and well-being</li> <li>• Affordable and clean energy</li> <li>• Sustainable cities and communities</li> <li>• Climate action</li> </ul>

## Lower Key Stage 2: English Lessons

Session Aims – Understand what energy sources we use in our daily routines. - Consider the impact that saving energy has on the environment and at home. - Plan a story that contains an energy saving idea. - Write an energy saving story using a range of grammar features.

English NC Links	PSHE NC Links	Citizenship NC Links
<p><b><u>Writing:</u></b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>o Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>o Discussing and recording ideas.</li> <li>o Organising paragraphs around a theme.</li> <li>o In narratives, creating settings, characters and plot.</li> </ul> <ul style="list-style-type: none"> <li>• Draft and write by:           <ul style="list-style-type: none"> <li>o Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul> </li> <li>• Evaluate and edit by:           <ul style="list-style-type: none"> <li>o Assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> <li>o Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>o Proof-read for spelling and punctuation errors.</li> <li>o Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>• Problem-solving strategies for dealing with emotions, challenges, and change.</li> <li>• How to predict, assess and manage risk in different situations.</li> </ul> <hr/> <p><u>UNESCO Key concepts</u></p> <p><u>1.2 Greenhouse gases</u></p> <ul style="list-style-type: none"> <li>• Raise the awareness of family members regarding greenhouse gas emissions due to people’s activities, which are causing global warming and associated problems.</li> </ul> <p><u>4.5 Urgency and community action</u></p> <ul style="list-style-type: none"> <li>• Show a sense of responsibility to support urgent climate action.</li> <li>• Adopt sustainable practices such as turning off lights and electronics when not in use.</li> </ul> <p><u>5.4 Energy consumption and carbon emissions</u></p> <ul style="list-style-type: none"> <li>• Make informed choices about energy consumption.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> </ul>
Careers NC Links		UN Sustainable Development Goals
<ul style="list-style-type: none"> <li>• Actively seeking to challenge stereotypical thinking and raise aspirations.</li> </ul>		<ul style="list-style-type: none"> <li>• No poverty</li> <li>• Good health and well-being</li> <li>• Affordable and clean energy</li> <li>• Sustainable cities and communities</li> <li>• Climate action</li> </ul>

## Lower Key Stage 2: Maths Lesson

Session Aims – Identify energy sources we use in our daily routines. - Collect data related to the number of devices used at home / school. - Present data in a bar chart. - Answer questions using information presented in charts / graphs.

English NC Links	Math's NC Links	Science NC Links
	<p><b>Maths (Yr 3):</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables.</li> <li>• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul> <p><b>Maths (Yr 4):</b></p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	
Geography NC Links	<p>PSHE NC Links</p> <ul style="list-style-type: none"> <li>• How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>• Problem-solving strategies for dealing with emotions, challenges, and change.</li> <li>• How to predict, assess and manage risk in different situations.</li> </ul>	<p>Citizenship NC Links</p> <ul style="list-style-type: none"> <li>• Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> </ul>
<p>Careers NC Links</p> <ul style="list-style-type: none"> <li>• Actively seeking to challenge stereotypical thinking and raise aspirations.</li> </ul>	<p>Green Skills:</p> <p><u>UNESCO Key concepts</u></p> <p>4.5 <u>Urgency and community action</u></p> <ul style="list-style-type: none"> <li>• Show a sense of responsibility to support urgent climate action.</li> <li>• Adopt sustainable practices such as turning off lights and electronics when not in use.</li> </ul> <p>5.4 <u>Energy consumption and carbon emissions</u></p> <ul style="list-style-type: none"> <li>• Observe energy use at home and other places.</li> <li>• Make informed choices about energy consumption.</li> </ul>	<p>UN Sustainable Development Goals</p> <ul style="list-style-type: none"> <li>• No poverty</li> <li>• Good health and well-being</li> <li>• Affordable and clean energy</li> <li>• Sustainable cities and communities</li> <li>• Climate action</li> </ul>

## Lower Key Stage 2: Science / PSHE

Session Aims – Identify the energy sources we use in our daily routines. - Understand the differences between renewable and non-renewable sources of energy. - Consider the impact that energy use has on the environment. - Solve energy related problems. - Plan and make an energy savings board game.

English NC Links	Math's NC Links	Science NC Links <ul style="list-style-type: none"> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
Geography NC Links <ul style="list-style-type: none"> <li>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.</li> </ul>	PSHE NC Links <ul style="list-style-type: none"> <li>Choices that support a healthy lifestyle and recognise what might influence these.</li> <li>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>Everyday things that affect feelings and the importance of expressing feelings.</li> <li>Problem-solving strategies for dealing with emotions, challenges, and change.</li> <li>How to predict, assess and manage risk in different situations.</li> <li>Hazards (including fire risks) that may cause harm, injury, or risk in the home and what they can do to reduce risks and keep safe.</li> </ul>	Citizenship NC Links <ul style="list-style-type: none"> <li>Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> </ul>
Careers NC Links <ul style="list-style-type: none"> <li>Actively seeking to challenge stereotypical thinking and raise aspirations.</li> </ul>	Green Skills: <ul style="list-style-type: none"> <li><u>UNESCO Key concepts</u></li> <li><u>1.2 Greenhouse gases</u> <ul style="list-style-type: none"> <li>Raise the awareness of family members regarding greenhouse gas emissions due to people's activities, which are causing global warming and associated problems.</li> </ul> </li> <li><u>Urgency and community action</u> <ul style="list-style-type: none"> <li>Adopt sustainable practices such as turning off lights and electronics when not in use.</li> <li>Initiate conversations with peers, teachers and school leaders about the importance of climate action.</li> </ul> </li> <li><u>5.4 Energy consumption and carbon emissions</u> <ul style="list-style-type: none"> <li>Feel concern about whether resources are renewable or not, given their impact on the environment.</li> <li>Make informed choices about energy consumption.</li> </ul> </li> </ul>	UN Sustainable Development Goals <ul style="list-style-type: none"> <li>No poverty</li> <li>Good health and well-being</li> <li>Affordable and clean energy</li> <li>Sustainable cities and communities</li> <li>Climate action</li> </ul>