

Key Stage 2 – Curriculum Overview

2015 - 2016

<b>Subjects</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1 and 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Ancient Greece	Lights, Camera, Action	Angry Earth	London / Royals	South America/ Olympics
<b>English</b> <ul style="list-style-type: none"> <li>• Write stories set in places pupils have been</li> <li>• Write stories of mystery and suspense</li> <li>• Learn by heart and perform a significant poem</li> <li>• Write haiku</li> <li>• Write cinquain</li> </ul>	<p>Write stories that contain mythical, legendary or historical characters or events</p> <p>Write stories of Adventure</p> <p>Write non-chronological reports</p>	<p>Write instructions</p> <p>Write plays</p>	<p>Write letters</p> <p>Write non-chronological reports</p> <p>Write explanations</p> <p>Write poems that convey an image (simile, word play, rhyme and metaphor)</p>	<p>Write recounts</p> <p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum</p> <p>Write biographies</p>	<p>Write in a journalistic style</p> <p>Write persuasively</p> <p>Write arguments</p> <p>Write formally</p>
Maths					
Science	<p><b>Year 5 Properties and changes of materials:</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a</p>	<p><b>Year 5 Earth and space</b></p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies</p>	<p><b>Year 3 / 4 Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p><b>Year 3 Animals, including humans</b></p> <p>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</p>	<p><b>Year 4 Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p>

	<p>solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p> <p><b>Year 4 Living things and their habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify</p>	<p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><b>Year 3/ 4 Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, Based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>Recognise that soils are made from rocks and organic matter</p> <p><b>Year 6 Evolution and inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but To understand evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents normally offspring vary</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Year 4 Animals, including humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>Year 5 Animals, including humans</b></p> <p>Describe the changes as humans develop to old age</p> <p><b>Year 6 Animals including humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions</p>	<p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p><b>Year 6 Light</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>
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	<p>and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>		<p>and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
<b>ICT</b>	<p><b>To collect</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>Safety</b> Safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>To code</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>To connect</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>Safety</b> Safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>To communicate</b></p> <p>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</p>	<p><b>To connect</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>To collect</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>

<p><b>PE</b></p>	<p><b>Games:</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Swimming: Class 4</b></p>	<p><b>Dance:</b></p> <p>Perform dances using a range of movement patterns</p> <p><b>Swimming: Class 4</b></p> <p><b>Outdoor Adventurous Activities</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team <i>Year 4 and 5 Residential Trip</i></p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><b>Swimming Class 5</b></p>	<p><b>Games</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Swimming: Class 3</b></p>	<p><b>Athletics</b></p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<p>History</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>Examples:</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>			<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>Examples:</b></p> <p>The changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>Examples:</b></p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>

<p>Geography</p>	<p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <p>locate the world's countries, using maps to focus on Europe, key physical and human characteristics, countries, and major cities</p>		<p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>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</p> <p><b>Geographical skills and fieldwork</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions</p>	<p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place knowledge</b></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p><b>Human and physical geography</b></p> <p>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</p>
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DT their products	<p><b>Food</b></p> <p><b>Design</b> 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</p> <p><b>Make</b> Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</p>	<p><b>Electricals and electronics</b></p> <p><b>Design</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Technical knowledge</b> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p><b>Construction</b></p> <p><b>Design</b> 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</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p><b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p><b>Textiles</b></p> <p><b>Design</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> 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</p> <p><b>Evaluate</b> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>

<p>Art</p>	<p><b>Painting / Sculpture</b></p> <p>About great artists, architects and designers in history</p> <p>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]</p>	<p><b>Drawing</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Collage</b></p> <p>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]</p>	<p><b>Drawing / Painting</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history</p>	
<p>Music</p>	<p><b>To describe music</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p> <p><b>To Transcribe music</b></p> <p>Use and understand staff and other musical notations</p>	<p><b>To perform</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>To Transcribe music</b></p> <p>Use and understand staff and other musical notations</p>	<p><b>To compose</b></p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>To Transcribe music</b></p> <p>Use and understand staff and other musical notations</p>	<p><b>To describe music</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p> <p><b>To Transcribe music</b></p> <p>Use and understand staff and other musical notations</p>	<p><b>To perform</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>To Transcribe music</b></p> <p>Use and understand staff and other musical notations</p>

