Key Stage 2 Curriculum 2016 – 2017

Subjects	Autumn 1 and 2	Spring 1	Spring 2	Summer 1	Summer 2
	Time travellers- Autumn 1: Romans Autumn 2: Stone Age (Healthy Being Week Autumn 1, Anti-Bullying Week Autumn 2)	Fashion Show	The Apprentice	UK/Local Mountains, Coasts, Rivers.	Worldwide- people and places.
English • • Write stories of mystery and suspense • Learn by heart and perform a significant poem Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum	Write stories that contain mythical, legendary or historical characters or events Write stories of Adventure Write non-chronological reports Write haiku Write cinquain	Write instructions Write letters Write explanations	Write plays Write non-chronological reports Write biographies Write persuasively	Write recounts Write stories set in places pupils have been Write poems that convey an image (simile, word play, rhyme and metaphor)	Write in a journalistic style Write arguments Write formally
Maths	Children are taught maths discretely – links are made where possible.				
Science	Class 3/4 Rocks and Fossils **Year 3** **Rocks** Pupils should be taught to: • compare and group together different kinds of rocks on the basis of their appearance and	Class 3/4 Animals including Humans **Year 3** **Animals, including humans** Pupils should be taught to: • identify that animals, including humans, need the right types and	**Year 3** **Forces and magnets** • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces	**Year 4** **States of matter** Pupils should be taught to: • compare and group materials together, according to whether they are solids, liquids or gases	**Year 3** **Light** Pupils should be taught to: • recognise that they need light in order to see things and that dark is the absence of light

	simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter Class 5 Evolution and inheritance **Year 6** **Evolution and inheritance** Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but	amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement **Year 4** **Animals, including humans** Pupils should be taught to: • describe the simple functions of the basic parts of the digestive system in humans • 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 **Year 6** **Animals including humans** Pupils should be taught to:	can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing **Year 5** **Forces** Pupils should be taught to: • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the	• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	• notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change **Year 6** **Light** Pupils should be taught to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into

		• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • 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	falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect		the eye • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
PE Swimming taught in KS2: Year 3 / 4 Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements.	Games: Year 3 / 4 Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	Gymnastics Year 3 / 4 Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the	Dance: Year 3 / 4 Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. Year 5 / 6:		**Year 3 / 4:** • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to

• Swim at the surface and below the water Year 5 / 6: • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.	Year 5 / 6 • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.	placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).	Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).		improve personal best performances. **Year 5 / 6:** • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
	Residential: Year 5 / 6: • • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.				

History Pupils should be taught:	**<u>Autumn 1:</u>** About the Roman Empire and its impact on Britain. E**xamples (non-statutory)** This could include: ・・Julius Caesar's attempted invasion in 55-54 BC ・・the Roman Empire by AD 42 and the power of its army ・・successful invasion by Claudius and conquest, including Hadrian's Wall ・・British resistance, for example, Boudica ・・'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **<u>Autumn 2:</u>** Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. E**xamples (non-statutory)** This could include:	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.			

	・・late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ・・Bronze Age religion, technology and travel, for example, Stonehenge ・・Iron Age hill forts: tribal kingdoms, farming, art and culture				
Geography Pupils should be taught to:				**Locational knowledge** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**Locational knowledge** 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) **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key

					(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
DT Pupils should be taught to:	**Cooking and nutrition** Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**Design** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **Evaluate** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	**Design** 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 **Evaluate** Investigate and analyse a range of existing products **Technical knowledge** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		
Art Pupils should be taught:	About great artists, architects and designers in history.	**Textiles:** Shape and stitch materials • Use basic cross stitch and back stitch	**Digital Media:** Create images, video and sound recordings and explain why they were	About great artists, architects and designe rs in history.•	

	Paint: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • Mix colours effectively • Use watercolour paint to produce washes for backgrounds then add detail • Experiment with creating mood with colour Year 5 / 6 Sketch (lightly) before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world • Use the qualities of watercolour and acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon	• Colour fabric • Create weavings • Quilt, pad and gather fabric • Show precision in techniques • Choose from a range of stitching techniques • Combine previously learned techniques to create pieces	created • Enhance digital media by editing (including sound, video, animation, still images and installations)	Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities • Use ceramic mosaic materials and technique	

	ideas from other artists				
Music Pupils should be taught:	To develop an understanding of the history of music.	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	To improvise and compose music for a range of purposes using the interrelated dimensions of music	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	To improvise and compose music for a range of purposes using the inter-related dimensions of music.