

Creative Curriculum – Key Stage 2

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ancient Egypt	North America	Go East	Eureka! Science/ inventions	Vikings	Local Study
History Pupils should be taught:	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Examples(non-statutory)</i> <i>This could include:</i> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	A local history study <i>Examples (non-statutory)</i> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Geography Pupils should be taught:		Understand geographical similarities and				Use fieldwork to observe, measure, record and present

		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 within North or South America.				the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
DT Pupils should be taught to:				Evaluate Understand how key events and individuals in design and technology have helped shape the world	Make a card structure, i.e. a Viking boat? Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
Art Pupils should be taught:	Sculpture- clay	Textiles- weaving	Drawing- line/ calligraphy			Painting
Music Pupils should	Develop an understanding of the		Play and perform in solo and ensemble contexts,			

be taught to:	history of music.		using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
PE Pupils should be taught to:						
Science Pupils should be taught:	<p>Year 6 Evolution and inheritance Pupils should be taught to:</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 recognise that living things produce offspring of the same kind, but normally offspring vary 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>Year 3 Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Year 4 Animals, including humans</p>	<p>Year 4 Sound Pupils should be taught to:</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that 	<p>Year 6 Light Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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 	<p>Year 5 Forces Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the 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 	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants

		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Year 5 Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>Year 6 Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and 	<p>sounds get fainter as the distance from the sound source increases</p> <p>Year 5 Earth and space</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>explain why shadows have the same shape as the objects that cast them</p>		<ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Year 4 Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>
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