

KS2 Curriculum Map 2016/17

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English Y3/4	Historical narrative Non-chronological report Poems on a theme	Fantasy Recounts newspapers	Novel as a theme Information booklet with collection of non-fiction text types	Film and play script Persuasion – sales pitch/article Poems e.g. kennings, cinquain	Issues and dilemmas Discussion debate/report	Fairy tales/folk tales Explanation Classic poetry
English Y5/6	Historical narrative Information texts hybrid Poems free verse	Science-Fiction Magazine articles	Novel as a Theme Information booklet with range of text types	Film and play script Persuasion - radio or TV broadcast Poems with imagery	Flashbacks/Time Shift Discussion	Stories from other cultures Explanation Classic narrative poetry
Maths Y3/4	Place Value Addition and subtraction	Multiplication and division Measurement	Fractions Time	Length and weight Area and Perimeter 4 Operations	Fractions and decimals Money	Shape Statistics
Maths Y5/6	Place Value 4 Operations Statistics	Fractions Geometry	Decimals Percentages Fractions	Measurement 4 Operations Algebra and Ratio	Prime Numbers Measurement	Geometry Statistics

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Humanities	<p>Ancient Egypt : How can we re-discover the wonders of Ancient Egypt?</p> <p>WOW: Research facts about Ancient Egypt that children believe to be true.</p> <p>The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society.</p>	<p>WW2 Battle of Britain How could Hitler have convinced a nation like Germany to follow him?</p> <p>WOW: broadcast from Winston Churchill when he announced to Britain the start of the war.</p> <p>A study of an aspect or theme in British History that extends children's chronology beyond 1066.</p> <p>A significant turning point in British history. This could include some local area study where we look at the impact of WW2 on Etwall/Derby.</p>	<p>North America:</p> <p>What is so special about the USA?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the North America</p> <p>Black History Month</p>	<p>Rainforest/Brazil (South America)</p> <p>Why Should the Rainforest be important to all of us?</p> <p>Why is Brazil in the news?</p> <p>Rio 2016 Olympic Games in Brazil</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Tudors Does Henry VIII deserve his reputation as a tyrant?</p> <p>WOW: Visit to Tutbury castle.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <i>Possibly include: the changing power of monarchs using case studies such as John, Anne and Victoria. If Elizabeth 1 is included this may overlap with KS1 curriculum)</i></p>
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Y5/6 Science	<p>What would a journey through my body look like? (Animals including humans)</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>How does that drum get louder and quieter? (Sound)</p> <p>Understand that sounds are made when objects [for example, strings on musical instruments] vibrate but that vibrations are not always directly visible</p> <p>know how to change the pitch and loudness of sounds produced by some vibrating objects [for example, a drum skin, a plucked string]</p> <p>understand that vibrations from sound sources require a medium [for example, metal, wood, glass, air] through which to travel to the ear.</p>	<p>Could we ever send another human to the moon? (Earth and Space)</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>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>Could you be the next CSI investigator? (properties of every day materials)</p> <p>compare and group everyday materials on the basis of their properties,</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge - how mixtures might be separated</p> <p>give reasons for the use of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain reversible and irreversible changes.</p>	<p>Do all animals start life as an egg? (habitats)</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>	<p>How different will you be when you are as old as your grandparents? (Animals including humans)</p> <p>describe the changes as humans develop to old age.</p> <p>draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Children could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
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Y3/4 Science	<p>How can Usain Bolt move so quickly? (Animals including humans)</p> <p>identify that animals, including humans, need the right types and amount of nutrition</p> <p>know that they cannot make their own food</p> <p>know that they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Why is the sound that pop music makes enjoyed by so many? (Sound)</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>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>What is above us in the sky? (Earth and Space)</p> <ul style="list-style-type: none"> - Galileo - <p>know that the Sun, Earth and Moon are approximately spherical</p> <p>observe how the position of the Sun appears to change during the day, and how shadows change as this happens</p> <p>understand how day and night are related to the spin of the Earth on its own axis</p> <p>know that the Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth</p>	<p>How would we survive without water? (States of matter)</p> <p>compare and group materials together, according to whether they are solids or liquids</p> <p>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)</p>	<p>Which wild animals can survive in South Derbyshire? (Habitats)</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 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>What happens when water disappears before our eyes? (States of matter)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>compare and group materials together, according to whether they are solids or liquids or gases</p>
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Art	Drawing & Sculpture to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	D and T this term	Textiles – felting Making own felt. Looking at history of felt making.	Drawing Julian Beaver Pavement art Graffiti art outside with chalk.	D and T this term	Observational Painting - Lowry - Large pieces of group work. -artist study. - using Lowry as inspiration
D and T	Art this term	Making Old Toys/Musical instruments. -linked to science topics. -Planning an instrument that plays at different pitches. -evaluating our designs.	Art this term	Art this term	Design and Make Simple Structures - make a model castle. - Make a working moat bridge	Art this term

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PE	<p>Competitive Sports: Tag Rugby, Dodge Ball, basketball, netball.</p> <p>Play competitive team games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Y3/4 Swimming</p>	<p>Dance:</p> <p>Street dance, disco dance</p> <p>Perform dances using a range of movement patterns.</p> <p>Y3/4 swimming</p>	<p>Flexibility, strength, technique, control and balance:</p> <p>Tri golf, gym tai chi/karate</p> <p>Develop, flexibility, strength, technique, control and balance e.g. through athletics and gymnastics.</p> <p>Y5 – health for life Programme</p> <p>Y3/4 Swimming</p>	<p>Analysing Performance</p> <p>- Athletics award programme</p> <p>Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Y3/4 Swimming</p> <p>Y5 – health for life Programme</p>	<p>Running, jumping throwing and catching</p> <p>(Athletics, Sports Day, Olympics)</p> <p>- Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Y3/4 Swimming</p>	<p>Outdoor and adventurous Camp craft, trails, treasure hunt.</p> <p>Y5/6 Swimming</p> <p>Y3/4 Swimming</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>
Music	<p>Composers</p> <p>Different styles of music)</p> <p>Children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>World War 2 Composing</p> <p>ICT Creating own songs</p> <p>Recognise how musical elements can be used together to compose descriptive music; combine sounds with movement and narrative.</p>	<p>History of music</p> <p>Children to improvise and compose music using the inter-related dimensions of music. (Music words – timbre, pitch etc.</p>	<p>Playing an Instrument</p> <p>Y3/4 – Bells, Glockenspeils Xylophones</p> <p>Y5/6 – recorders</p> <p>- Reading music</p>	<p>Composition</p> <p>Children to improvise and compose music for a range of purposes using a range of ICT.</p>	<p>Singing - rounds</p> <p>Children to listen with attention to detail and recall sounds with increasing aural memory.</p>

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RE	<p>Why is prayer important for religious believers?</p> <p>Theme: Symbols and religious expression Fields of enquiry: c) religious and spiritual ways of expressing meaning (AT1) d) questions of identity, diversity and belonging (AT2)</p>	<p>What do religions teach about the natural world and why should we care about it?</p> <p>Theme: Beliefs in action in the world Fields of enquiry: b) religious practices and ways of living (AT1) f) questions of values and commitments (AT2)</p>	<p>What can be learned from the Hindu way of life?</p> <p>Theme: Religion, family and community Fields of enquiry: b) religious practices and ways of living (AT1) f) questions of values and commitments (AT2)</p>	<p>What is the purpose and value of a sacred space?</p> <p>Theme: Symbols and religious expression Fields of enquiry: c) religious and spiritual ways of expressing meaning (AT1) d) questions of identity, diversity and belonging (AT2)</p>	<p>How and why do believers show their commitments during the journey of life?</p> <p>Theme: Journey of life and death Fields of enquiry: c) religious and spiritual ways of expressing meaning (AT1) d) questions of identity, diversity and belonging (AT2)</p>	<p>What do religions say to us when life gets hard?</p>
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PSHCE	<p>Difference and Diversity/Should boys cry?</p> <ul style="list-style-type: none"> - Learn to recognise their own worth and that of others - Learn to understand and celebrate difference - Develop skills to challenge prejudice - Understand how we are all interlinked and interdependent 	<p>Getting on and falling out/Why do I sometimes feel angry?</p> <ul style="list-style-type: none"> - Understand what matters in a friendship - See things from each other's view - Learn about different ways to calm down - Discuss how to maintain good relationships 	<p>Going for goals/I find it hard to concentrate, what can I do?</p> <ul style="list-style-type: none"> - Recognise their strengths as a learner - Recognise that they are responsible for their own learning and behaviour - Recognise learning difficulties and have the strategies to persevere 	<p>Proud to be me/What does 'proud' mean?</p> <ul style="list-style-type: none"> - Think about my worries and what I might do about them - Describe how to relax and when you should relax - Know why it is important to stop and think when we feel angry or stressed - Explore how people can disagree over something but not always hurt each other's feelings 	<p>Relationships/What makes a good friend?</p> <ul style="list-style-type: none"> - Consider how different qualities impact on friendships/relationships - Reflect on the need for love and trust in a range of relationships - Recognise, name and deal with feelings in a positive way - Recognise how most people might feel when they lose something or someone they love 	<p>Money matters/Does money make you happy?</p> <p>Growing and Changing/Where do babies come from?</p> <ul style="list-style-type: none"> - Explain different ways to look after money - Become independent in making their own financial decision - Discuss some of the bodily and emotional changes that take place at puberty - Understand how babies are made and born
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Computing	<p>Basic Skills</p> <ul style="list-style-type: none"> - Creating powerpoints. - Hyper links. - Inserting pictures and text. - Creating booklets 	<p>Information Technology</p> <p>Y 5/6</p> <p>Basic Skills</p> <p>Continued</p> <p>Y3/4</p> <p>-Multimedia – advertising a Victorian toy using PowerPoint.</p> <p>-Data Handling – producing graphs showing their favourite pop group using Excel.</p> <p>-Music and Sound – composing their own pop song using audacity.</p>	<p>Algorithms</p> <p>Digital Imagery – creating pop-art style images by changing effects of still images.</p> <p>-Multimedia – creating a story book for an infant child about going to space using images from the internet, text and sound.</p> <p>-Data Handling – creating a database about the planets.</p>	<p>Programming and Development</p> <p>-Music and Sound – recording and performing a poem using Audacity.</p> <p>-Digital Imagery- using animation to illustrate the water cycle</p> <p>-Digital exploration – understanding the difference between useful and misleading information on the internet.</p>	<p>Communication and Networks</p> <ul style="list-style-type: none"> - Effective searches - online safety <p>Hardware and Processing</p> <ul style="list-style-type: none"> - Weather Station <p>Collect data and compare it to BBC data.</p> <p>Multimedia - collecting digital images, video and sound samples and using them to produce a multimedia presentation.</p>	<p>Data and Data Representation</p> <ul style="list-style-type: none"> - Programming, coding and controlling devices <p>– creating games using Scratch 1.4</p>
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German	Greetings, classroom commands and numbers <ul style="list-style-type: none"> - Classroom commands and instructions - Greetings and basic conversation - Counting - Telling the time - How old are you? 	Days of the week/months of the year/Have you got a pet? <ul style="list-style-type: none"> - Days of the week - Months of the year - Pets - Names of pets - Pets I have/pets I would like - Other animals 	Colours/Food and drink/what you like to eat? <ul style="list-style-type: none"> - Names of colours - Names of different foods and drinks - My favourite food - My favourite drinks - Food and drink in different countries 	How is the weather? <ul style="list-style-type: none"> - Weather in our local area - Weather in other countries - Talking about weather in Germany 	Parts of the body <ul style="list-style-type: none"> - Names of body parts - Feeling poorly - Labelling a skeleton 	Our school <ul style="list-style-type: none"> - Lessons we have - Our school community - Our school day - Comparing our school day to the school day in Germany
Enrichment	Magic assembly/magician in class (KW) Y5/6 residential (KW) Heart dissection with Dr Hendriksen Y5/6 (KW) Derbyshire Library Service – Egyptian boxes (SG) German band from JPS in to school (ST)	Gangsta Granny (EG) WW2 workshop (GD) Local history around WW2 – Derbyshire Records Office (RO) Anti-bullying show (HL) Indian dance workshop (GD)	First Aid course Y3-6 (EG) North America enrichment day in school – Katy/Fraser (KW)	Brain Blaster Maths workshops Y3-6 (EG) Y3/4 residential (LM)	Languages Day (LM)	Tutbury Castle (GD)