

KS2 Curriculum Overview

2019 Onwards

Year Group	Term 1 & 2	Term 3 & 4	Term 5 & 6
3	<p align="center"><u>Enchanted Worlds</u> Leon and the Place Between Noah Barleywater Runs Away</p> <p align="center">Guided Reading Theme Magic</p>	<p align="center"><u>Deep in the woods..</u> The Green Ship Into the Forest</p> <p align="center">Guided Reading Theme Robots</p>	<p align="center"><u>Welcome to the Jungle</u> The Tin Forest Gorilla</p> <p align="center">Guided Reading Theme Monsters</p>
4	<p align="center"><u>Mysteries of the Deep</u> Oliver and the Seawigs The Miraculous Journey of Edward Tullane</p> <p align="center">Guided Reading Theme Water</p>	<p align="center"><u>African Adventures</u> One Plastic Bag The Village that Vanished Fly Eagle Fly</p> <p align="center">Guided Reading Theme Stories from other cultures</p>	<p align="center"><u>Twisted Tales</u> I was a rat The Lost Happy Endings</p> <p align="center">Guided Reading Theme Fairy tales</p>
5	<p align="center"><u>Trapped</u> Ice Trap Shackleton's Journey Ice Bear</p> <p align="center">Guided Reading Theme Winter</p>	<p align="center"><u>Out of this World</u> The Viewer Varmints</p> <p align="center">Guided Reading Theme Fantasy</p>	<p align="center"><u>Rise of the Robots</u> The Iron Man (Illustrated Version) Clockwork</p> <p align="center">Guided Reading Theme Bits & Pieces</p>
6	<p align="center"><u>Curiouser and curiouser</u> Skellig Harry Potter and the Philosopher's Stone</p> <p align="center">Guided Reading Theme Mysterious Creatures</p>	<p align="center"><u>Bombs, Blitz and Blackouts!</u> Rose Blanche Goodnight Mister Tom</p> <p align="center">Guided Reading Theme Back to the future</p>	<p align="center"><u>The Big Smoke</u> The London Eye Mystery Way Home</p> <p align="center">Guided Reading Theme There is no Planet B</p>

Year 3 Curriculum Coverage

Year Group	Term 1 & 2	Term 3 & 4	Term 5 & 6
3	<p style="text-align: center;"><u>Enchanted Worlds</u></p> <p style="text-align: center; color: blue;">Leon and the Place Between Noah Barleywater Runs Away</p> <p style="text-align: center; color: red;">Guided Reading Theme Magic</p>	<p style="text-align: center;"><u>Deep in the woods..</u></p> <p style="text-align: center; color: blue;">The Green Ship Into the Forest</p> <p style="text-align: center; color: red;">Guided Reading Theme Robots</p>	<p style="text-align: center;"><u>Welcome to the Jungle</u></p> <p style="text-align: center; color: blue;">The Tin Forest Gorilla</p> <p style="text-align: center; color: red;">Guided Reading Theme Monsters</p>
Writing Across the Curriculum	<p>Instructions/Recipe Setting Description Story Free Verse Poetry – The Magic Box</p>	<p>Character Description Recount Instructions Diary entry Poems to Perform</p>	<p>Setting Description Non-fiction report (Animal) Story Persuasive Letter Shape Poems/calligrams</p>
Creative Experiences	<p>Wow Starter: Circus Skills Workshop Cooking: Design and make a magical snack School Visit: Shadow Puppet Workshop Project Celebration: Carnival Afternoon</p> <p>Additional Creative Experiences: Fantasy Setting Shoeboxes Nature Walk to collect items for fantasy story Shadow Puppet Theatre</p>	<p>Wow Starter: Survival Day! Cooking: Afternoon Tea School Trip: Bedgebury Project Celebration: Afternoon Tea & Learning Showcase</p> <p>Additional Creative Experiences: Art Attack – Big Art</p>	<p>Wow Starter: Zoolab Cooking: Chocolate Cake School Trip: Port Lyme Project Celebration: Save the Rainforest Cake Sale & parent showcase</p> <p>Additional Creative Experiences: Creating a whole-class tin forest Prime VR Rainforest Ramblers</p>
History	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>KS2 History Day/Week: A Non-European society study Mayans</p>	<p>The Achievements of the Earliest Civilisations Ancient Egypt</p> <p>KS2 History Day/Week: Local History Study 1066</p>

<p>Science</p>	<p>Light</p> <ul style="list-style-type: none"> -recognise that they need light in order to see things and that dark is the absence of light -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 an opaque object -find patterns in the way that the size of shadows change <p>Forces & Magnets</p> <ul style="list-style-type: none"> -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces 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 two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing 	<p>Animals & Humans (Nutrition, skeletons, muscles, teeth)</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 -identify the different types of teeth in humans and their simple functions -Explore the different food groups 	<p>Plants</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 -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Rocks & Soil</p> <ul style="list-style-type: none"> - 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 -recognise that soils are made from rocks and organic matter
<p>Science Working Scientifically</p>	<ul style="list-style-type: none"> -asking relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate 		

	<p>measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <ul style="list-style-type: none"> -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings 	
<p>Geography</p>	<p><u>Rainforest</u></p> <ul style="list-style-type: none"> -Locate the world's countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities -Identify the position and significance of latitude and 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) -Understand geographical similarities and differences between the studies of human and physical geography of a region of the UK, a region in a European country and a region within North and South America -Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle -Human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources (minerals, energy, food, water) -Use maps, atlases and globes and digital/computer mapping to locate countries 	<p><u>Bedgebury</u></p> <ul style="list-style-type: none"> -Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods including sketch maps, plans and graphs and digital technologies

	and describe features studied		
Art	<p>Context: -3D models (circus)</p>	<p>Context -Observational Sketching – Woodland arrangement -3D models – Clay creatures (tea light holders) -Painting – Woodland Scene -Charcoal – Winter woodland scene in the style of Anthony Browne -Artist Study – Quentin Blake</p>	<p>Context -Artist Study: Henri Rossous -Painting & Silhouettes (Rainforest Scene) -Geometric Lions (pastels)</p>
	<p>-To create sketch books, to record their observations and use them to review and revisit ideas -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) -About great artists, architects, and designers in history</p>		
Design Technology	Food	Natural Structures	
	<p>Design •Use research and develop design criteria to inform the design innovative, functional, appealing, products that are fit for purpose, aimed at particular individuals or groups •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>Make •Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. •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>Evaluate •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. •Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge •Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. •Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages. •Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and</p>		

	<p>motors)</p> <ul style="list-style-type: none"> •Apply their understanding of computing to programme, monitor and control their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> •Understand and apply the principles of a healthy and varied diet •Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques •Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Computing Purple Mash Curriculum	<ul style="list-style-type: none"> •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts •Use sequence, selection, and repetition in programs; work with variables and various forms of input and output •Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs •Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration •Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content •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 •Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •Improvise and compose music for a range of purposes using the inter-related dimensions of music •Listen with attention to detail and recall sounds with increasing aural memory •Use and understand staff and other musical notations •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
PE	<ul style="list-style-type: none"> •Use running, jumping, throwing and catching in isolation and in combination. •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. •Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] •Perform dances using a range of movement patterns. •Take part in outdoor and adventurous activity challenges both individually and within a team •Compare their performances with previous ones and demonstrate improvement to achieve their personal best

MFL	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 					
PSHE Jigsaw Scheme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE Understanding Christianity Enquiry Based Approach	Key Concept: Creation 2a.1: What do Christians learn from the creation story?	Christianity: What might Jesus think about Christmas?	Key Concept: People of God 2a.2: What is it like to follow God?	Christianity: What happened during Holy Week?	Key Concept: Gospel 2a.4: What kind of world did Jesus want? Islam: What does it mean to be Muslim?	Judaism: What are important times for Jews? (Passover)

Year 4 Curriculum Coverage

4	<p><u>Mysteries of the Deep</u> Oliver and the Seawigs The Miraculous Journey of Edward Tullane</p> <p style="color: red;">Guided Reading Theme Water</p>	<p><u>African Adventures</u> One Plastic Bag The Village that Vanished Fly Eagle Fly</p> <p style="color: red;">Guided Reading Theme Stories from other cultures</p>	<p><u>Twisted Tales</u> I was a rat The Lost Happy Endings</p> <p style="color: red;">Guided Reading Theme Fairy tales</p>
Writing Across the Curriculum	Instructions Story Recount Character Description Chants Diary	Postcards Emails Letters Recipes/Instructions Climate Comparisons Non-fiction report Poems from other cultures	Alternative Endings Comic Strips Character Description Setting Description Story
Creative Experiences	<p>Wow Starter: Blue Reef Aquarium Cooking: Sea Creature Biscuits School Visit: VRPrime Mysteries of the Deep Project Celebration: Giant Sea Creature Picture</p> <p>Additional Creative Experiences: 3D Willow Sea Creatures</p>	<p>Wow Starter: African Drumming/Dance workshop Cooking: African feast Project Celebration: Perform dances from different cultures</p> <p>Additional Creative Experiences: Whole School African Day to link with Seirra Leone school African tribal mask-making Boutique – clothing patterns</p>	<p>Wow Starter: Twisted Fairytale dress up day and workshop Cooking: Alice in Wonderland Tea Party School Trip: Overnight stay for Wicked in London or Matinée Day Project Celebration: Telling of twisted tales</p> <p>Additional Creative Experiences:</p>
History	A study of Ancient Greece	KS2 History Day/Week: A Non-European society study Mayans	The Roman Empire and its impact on Britain KS2 History Day/Week: Local History Study 1066
Science	<p style="color: purple;">Animals & Humans (grouping, environments, classification keys, digestive systems)</p>	<p style="color: purple;">Sound -identify how sounds are made, associating some of them with something</p>	<p style="color: purple;">States of Matter -compare and group materials together, according to whether they are solids,</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 - recognise that environments can change and that this can sometimes pose dangers to living things. - describe the simple functions of the basic parts of the digestive system in humans - construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>vibrating</p> <ul style="list-style-type: none"> - 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 sounds get fainter as the distance from the sound source increases <p>Electricity</p> <ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors 	<p>liquids or gases</p> <ul style="list-style-type: none"> - 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.
<p>Science Working Scientifically</p>	<ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 		

	<ul style="list-style-type: none"> -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings 		
Geography		<p><u>Africa</u></p> <ul style="list-style-type: none"> -Locate the world's countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities -Name and locate counties and cities in the UK, geographical regions and their identifiable human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and how some of these aspects have changed over time -Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle -Human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources (minerals, energy, food, water) -Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied 	
Art	<u>Context:</u>	<u>Context</u>	<u>Context</u>

	-3D Wicker Sea Creatures	-	-Artist Study:
	-To create sketch books, to record their observations and use them to review and revisit ideas -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) -About great artists, architects, and designers in history		
Design Technology	Pneumatics Moving Sea Creatures		
	<p>Design</p> <ul style="list-style-type: none"> •Use research and develop design criteria to inform the design innovative, functional, appealing, products that are fit for purpose, aimed at particular individuals or groups •Generate, develop, model and communicate their ideas through discussion annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> •Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. •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>Evaluate</p> <ul style="list-style-type: none"> •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. •Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> •Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. •Understand and use mechanical systems in their products (for example, gears, pulleys, cams, leavers and linkages). •Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) •Apply their understanding of computing to programme, monitor and control their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> •Understand and apply the principles of a healthy and varied diet •Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 		
Computing Purple Mash	<ul style="list-style-type: none"> •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 		

Curriculum	<ul style="list-style-type: none"> •Use sequence, selection, and repetition in programs; work with variables and various forms of input and output •Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs •Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration •Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content •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 •Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •Improvise and compose music for a range of purposes using the inter-related dimensions of music •Listen with attention to detail and recall sounds with increasing aural memory •Use and understand staff and other musical notations •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.
PE	<ul style="list-style-type: none"> •Use running, jumping, throwing and catching in isolation and in combination. •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. •Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] •Perform dances using a range of movement patterns. •Take part in outdoor and adventurous activity challenges both individually and within a team •Compare their performances with previous ones and demonstrate improvement to achieve their personal best
MFL	<ul style="list-style-type: none"> •Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. •Listen attentively to spoken language and show understanding by joining in and responding •Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words •Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help •Speak in sentences, using familiar vocabulary, phrases and basic language structures •Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words

	<p>and phrases</p> <ul style="list-style-type: none"> •Present ideas and information orally to a range of audiences •Read carefully and show understanding of words, phrases and simple writing •Appreciate stories, songs, poems and rhymes in the language •Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary •Write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 					
PSHE Jigsaw Scheme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE Understanding Christianity Enquiry Based Approach	Key Concept: Incarnation 2a.3: What is the trinity?	Christianity: How can artists help us to understand Christmas?	Judaism: How can a synagogue help us to understand Jewish faith?	Key Concept: Salvation 2a.5: Why do Christians call the day Jesus died 'Good Friday?'	Key Concept: Kingdom of God 2a.6: When Jesus left, what was the impact of Pentecost?	Islam: What is important for Muslim children?

Year 5 Curriculum Coverage

5	<u>Trapped</u>	<u>Out of this World</u>	<u>Rise of the Robots</u>
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	<p style="text-align: center;">Ice Trap Shackleton's Journey Ice Bear</p> <p style="text-align: center;">Guided Reading Theme Winter</p>	<p style="text-align: center;">The Viewer Varmints</p> <p style="text-align: center;">Guided Reading Theme Fantasy</p>	<p style="text-align: center;">The Iron Man (Illustrated Version) Clockwork</p> <p style="text-align: center;">Guided Reading Theme Bits & Pieces</p>
Writing Across the Curriculum	<p>Science Investigation Write Up Fact File – Information Page Diary entry – Day in the Life of an explorer Message in a bottle Letter to advise Picture Poetry Comparison Story Character Profiles</p>	<p>Argument writing: Should we colonise another planet? Explanation Text – planets Leaflets Space Exploration Fact Sheet (History) Non-fiction habitats Newspaper report Story Setting Description</p>	<p>Inventors: Study on Robot Writing a letter or evaluation of trip How to Look after a Robot Instructions History of Robot Blackout Poetry Character Profiles Flashback story</p>
Creative Experiences	<p>Wow Starter: Snow Day Revamped Cooking: Survival Food – bread (mini investigation) School Visit: VRPrime Polar Regions Project Celebration: Making snow globes</p> <p>Additional Creative Experiences: Ice Lollies – Science Snowmen cookies</p>	<p>Wow Starter: Visiting Planetarium Cooking: Planet Pizzas Project Celebration: Perform dances from different cultures School Visit: Herstmonceux Dusk Observatory</p> <p>Additional Creative Experiences: Clay Day – Planets</p>	<p>Wow Starter: Lego Robotics Workshop Cooking: Rice Krispie Robots School Trip: London Science Museum Project Celebration: Robot Dance</p> <p>Additional Creative Experiences: Designing and making robots (junk modelling)</p>
History	<p>A study of an aspect or theme in British History Explorers</p>	<p>KS2 History Day/Week: A Non-European society study Mayans</p>	<p>Britain settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon Struggle</p> <p>KS2 History Day/Week: Local History Study 1066</p>
Science	<p>Properties and changing Materials -compare and group together everyday</p>	<p>Earth & Space -describe the movement of the Earth,</p>	<p>Animals including humans -describe the changes as humans</p>

	<p>materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -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>Forces</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 	<p>and other planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> -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>Living things and habitats</p> <ul style="list-style-type: none"> -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals 	<p>develop to old age</p> <p>Scientist and inventors (additional unit)</p>
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	<p>between moving surfaces</p> <ul style="list-style-type: none"> -recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 		
<p>Science Working scientifically</p>	<ul style="list-style-type: none"> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests -reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations -identifying scientific evidence that has been used to support or refute ideas or arguments 		
<p>Geography</p>	<p><u>Antarctica</u></p> <ul style="list-style-type: none"> -Locate the world's countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities -Identify the position and significance of latitude and 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) -Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle -Use maps, atlases and globes and 		

	digital/computer mapping to locate countries and describe features studied		
Art	Context: -Observational Drawings -Range of painting techniques (Salt, bubble, rice)	Context -Clay Planets	Context -Artist Study
	-To create sketch books, to record their observations and use them to review and revisit ideas. -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) -About great artists, architects, and designers in history.		
Design Technology		Textiles Cross-stitch other-worldly Picture	Moving Mechanisms Moving robots
	<p>Design</p> <ul style="list-style-type: none"> •Use research and develop design criteria to inform the design innovative, functional, appealing, products that are fit for purpose, aimed at particular individuals or groups •Generate, develop, model and communicate their ideas through discussion annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> •Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. •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>Evaluate</p> <ul style="list-style-type: none"> •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. •Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> •Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. •Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). •Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) 		

	<ul style="list-style-type: none"> •Apply their understanding of computing to programme, monitor and control their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> •Understand and apply the principles of a healthy and varied diet •Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques •Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Computing Purple Mash Curriculum	<ul style="list-style-type: none"> •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts •Use sequence, selection, and repetition in programs; work with variables and various forms of input and output •Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs •Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration •Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content •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 •Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •Improvise and compose music for a range of purposes using the inter-related dimensions of music •Listen with attention to detail and recall sounds with increasing aural memory •Use and understand staff and other musical notations •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.
PE	<ul style="list-style-type: none"> •Use running, jumping, throwing and catching in isolation and in combination. •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. •Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] •Perform dances using a range of movement patterns. •Take part in outdoor and adventurous activity challenges both individually and within a team •Compare their performances with previous ones and demonstrate improvement to achieve their personal best
MFL	<ul style="list-style-type: none"> •Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and

	<p>neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 					
PSHE Jigsaw Scheme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE Understanding Christianity Enquiry Based Approach	Key Concept: God 2b.1: What does it mean if God is holy and loving?	Christianity: Why is light an important part of Christmas?	Judaism: What does it mean to be a Jew?	Key Concept: Salvation 2b.6: What did Jesus do to save human beings?	Key Concept: Kingdom of God 2b.8: What kind of King was Jesus?	Islam: What are the five pillars of Islam?

Year 6 Curriculum Coverage

6	<p><u>Curiouser and curiouser</u> Skellig Harry Potter and the Philosopher's Stone</p> <p>Guided Reading Theme Mysterious Creatures</p>	<p><u>I'm an Evacuee...get me out of here!</u> Rose Blanche Goodnight Mister Tom</p> <p>Guided Reading Theme Back to the future</p>	<p><u>The Big Smoke</u> The London Eye Mystery Way Home</p> <p>Guided Reading Theme There is no Planet B</p>
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<p>Writing Across the Curriculum</p>	<p>Harry Potter Character Description Diagon Alley Diary Sorting Hat Poem Newspaper Article Explanation text – own invention Electricity explanation text – how to light up Hogwarts Fantastic beasts information texts</p>	<p>War Time Recipe Book Anderson Shelter explanation text War time food/fitness diary Evacuee letters Newspaper reports Blackout Poetry</p>	<p>London Guide Book Pie & Mash recipe Lighting up London Reports Urban animals information text London Eye persuasive leaflet Quest stories</p>
<p>Creative Experiences</p>	<p>Wow Starter: Harry Potter Studio Visit Cooking: Pumpkin Potions School Trip: Harry Potter Studios Project Celebration: Making wands and sharing with parents</p> <p>Additional Creative Experiences: Wand making VRPrime Wonders of World</p>	<p>Wow Starter: WW2 Dress Up Day Cooking: Veteran Tea Party – Rock Cakes Project Celebration: Inviting Veterans in for food and parents in to see learning at end of day School Visit: Newhaven Fort</p> <p>Additional Creative Experiences: Morrison Shelters Create an artefact Mini Air Raid shelters Make do and mend</p>	<p>Wow Starter: Cooking: Pie & Mash School Trip: London Eye and Open Top Bus Project Celebration: The Apprentice Final</p> <p>Additional Creative Experiences: Summer Fayre Apprentice</p>
<p>History</p>		<p>A study of an aspect or theme in British History</p> <p>KS2 History Day/Week: A Non-European society study Mayans</p>	<p>KS2 History Day/Week: Local History Study 1066</p>
<p>Science</p>	<p>Electricity -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations</p>	<p>Evolution & Inheritance -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years</p>	<p>Living Things and their Habitats -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including</p>

	<p>in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> - use recognised symbols when representing a simple circuit in a diagram. <p>Scientists and Inventors (additional unit)</p>	<p>ago</p> <ul style="list-style-type: none"> -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Animals (including humans)</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 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 	<p>microorganisms, plants and animals</p> <ul style="list-style-type: none"> -give reasons for classifying plants and animals based on specific characteristics. <p>Light</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 explain why shadows have the same shape as the objects that cast them.
<p>Science Working Scientifically</p>	<ul style="list-style-type: none"> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests -reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations -identifying scientific evidence that has been used to support or refute ideas or arguments. 		
<p>Geography</p>	<p>London</p>		

			<ul style="list-style-type: none">-Locate the world's countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities-Name and locate counties and cities in the UK, geographical regions and their identifiable human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and how some of these aspects have changed over time-Understand geographical similarities and differences between the studies of human and physical geography of a region of the UK, a region in a European country and a region within North and South America-Human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources (minerals, energy, food, water)-Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied-Use the eight point compass, four and six figure grid references, symbols and key (including the use of ordinance survey maps) to build their knowledge of UK and the wider world-Use fieldwork to observe, measure,
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			record and present the human and physical features of the local area using a range of methods including sketch maps, plans and graphs and digital technologies
Art	<p>Context:</p> <ul style="list-style-type: none"> -Oil Pastels (Van Gogh) -Range of painting techniques 	<p>Context</p> <p>-</p>	<p>Context</p> <p>-Artist Study</p>
	<p>-To create sketch books, to record their observations and use them to review and revisit ideas.</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>-About great artists, architects, and designers in history.</p>		
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RE Understanding Christianity Enquiry Based Approach	Key Concept: Creation 2b.2: Creation and science: conflicting or complementary?	Christianity: What can we find out about the birth of Jesus - and why is it 'good news'?	Key Concept: Gospel 2b.5: What would Jesus do?	Key Concept: Salvation 2b.7: What difference does the resurrection make for Christians?	Key Concept: People of God: 2b.3: How can following God bring freedom and justice?	Islam: How can a mosque help us to understand the Muslim faith?