

## Curriculum Overview – KS2 (UPPER)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Visual Representation		Explorers and Adventurers		Volcanoes and Earthquakes	
English	A Sp/L	<b>Read Aloud</b> Recall key facts/ ideas <b>Playscripts</b> Reference and information materials. <b>Writing to inform and explain</b> <i>Evaluate and edit writing</i>		Speak to the class <i>Correct use of tense</i> <i>Work 'in role' -</i> Long established children's fiction <b>Create imaginary worlds through writing.</b> Explore/ create settings <i>Draft and write.</i>		Presenting to different audiences. <b>Listen to presentations</b> Poetry / <i>Poetry for performance</i> <b>Diaries/ autobiographies and letters.</b> Explore/ create Characters <b>Write a review</b> <i>Recommending books, giving reasons for their choice</i>	
	R						
	Wr						
		Significant People		Archaeology and Treasure		Extreme Habitats	
English	B Sp/L	<b>Extended speaking</b> Listen to a range of multimedia <b>Modern fiction by a significant ch's author</b> <i>Read some words with silent letters</i> Feelings through the use of language. <b>Write about experiences.</b> Attempt to write unfamiliar words <i>Spell some words with silent letters</i>		Speak to a partner <b>Be an 'active listener'</b> Myths legends & traditional stories. <b>Identify, segment &amp; blend phonemes in order.</b> Use of punctuation; commas, speech marks etc <b>Create a narrative.</b> <i>Plan their writing</i>		<b>Speak to teachers and other adults</b> Listen & respond to group discussion. <b>Texts from a range of cultures</b> Newspapers & magazines & brochures adverts etc <b>Write messages/ instructions</b> Writing to persuade <i>Distinguish between fact and opinion</i>	
	R						
	Wr						
		<i>Colons. Use of brackets.....</i>					
Maths	A	<b>Counting to 100 &amp; beyond</b> 2D Shapes <b>Recognise the need for standard units of measure</b> Co-ordinates		<b>Count on/back in 10s and 100s from a 2 or3 digit number</b> Rounding Up. Time		Division / <b>Multiplication</b> <b>Prime numbers</b> Interpret tables lists and charts <b>Right angles</b>	
	B	<b>Number bonds (+/- facts)</b> <b>Addition and subtraction</b> Approximating/ estimating <b>Money</b> <b>Pictograms bar charts and line graphs</b>		<b>Doubles and halves</b> Fractions <b>3D shapes</b> Capacity		<b>Counting in fives</b> Decimals Number patterns <b>Positional language</b> Mode/ median etc	

Science	A	Use a range of data		Organise / complete investigations		Record, display & share findings.	
	Sc/E		<i>Senses</i>		Variation and classificat. of plants and animals		Differences in life cycles of mammals, insects, birds etc
	MP			M & P			
	PP	Light and <i>Sound</i>		Classifying Separating Dissolving	<i>Darwin</i>	Electricity Circuits	
B	Sc/E	Assess risks and take actions to reduce risks		Explore the role of science in develop. of useful things		Use appropriate scientific language and terms.	
	LLP	Habitats & Adaptation Animals and Plants			Reproduction Humans and animals		
	MP			Changing Materials			
	PP		<i>Magnets</i>	Reversible / Irreversible		Forces and Motion	Planets and Solar System
ICT	A	Bringing images to life <i>Accuracy counts</i>		Turtles and games <i>Developing communication and sound</i>		Keeping informed <i>Authoring</i>	
	B	<i>AS YEAR A</i>		<i>AS YEAR A</i>		<i>AS YEAR A</i>	
History	A	Non European society that contrasts with GB History - <i>Mayan: (Spanish Explorers)</i>		The Tudors		The Romans	
	B	Britain since 1930		Ancient Egypt		Historic events from the wider world/ local area	
Geog-raphy	A	Land use change/local area - <i>Ware - Map Work</i>		Environmental issues ( An environmental Week) <i>Map Work</i>		Study a less economically developed country - India Chembakolli ( <i>possibly change country - Africa??</i> )	
	B	The UK and Europe (European countries in Assembly)		Water / <i>Weather</i>		Differing environments	
RE	A	<i>Islam</i>	<i>Judaism</i>	The Environment ( An environmental week) <i>Christianity</i>		Places of worship Beliefs and questions	
	B	Inspirational people Focus on leaders of religions (Human rts - fairness and social justice. - assembly)		Bible Stories incl. creation	Easter and Christianity	Places of worship Religious expression	
Art	A	<i>Different time periods</i>	<i>Shape</i>	<i>Printing</i>	<i>Group projects</i>	<i>Line and tone</i>	<i>Natural &amp; man made</i>
	B	<i>Genre; eg impressionism</i>	<i>Digital media</i>	<i>Different cultures</i>	<i>Texture</i>	<i>Sculpture</i>	<i>Local artists</i>

DT	A	Mouldable materials	Food Tech	Joining materials to construct.	Food Tech Evaluating products	How things move / work Volcanoes	Food technology Follow plans and designs	
	B	Electrical components	Food Tech. Gather views of users.	Textiles	Food Tech	Mechanical components	Food Tech Follow Instructions	
Music	A	Music from different times And classical -v- pop!		Range of musical start points	Working in a group.	Famous composers & performers	Composition work	
	B	Folk music	Performing alone	Music from different cultures.		Appraising	Use of ICT in music.	
PE	A	Gym; variations in direction and level	Games; Invasion games	Gym; using apparatus to link movements	Games; net games	Athletics; working individually & as a team	OAA; working with others; solve problems	
		DANCE; Performance		Dance; working as a group		Dance; from a range of times		
	B	Gym; variations in speed.	Games; skills and tactics for attacking and defending.	Gym; create & perform fluent sequences.	Athletics; running jumping and throwing skills.	Athletics; precision and stamina.	OAA; orienteering	
		Dance; a range of movement patterns.		Dance; from a range of cultures		DANCE; Appraising and evaluating		
PSHE	A	Take responsibility	Healthy Living	Social conventions	Life Skills	Moral Issues	Current affairs	
	B	Safety Including - road, train, stranger danger, water, electrical etc		Social Roles - police etc Where to seek advice		Prepare for change. Moving on	Hygiene	
	Year A and B should include a Sex Education program 2/3 days.							
	The following are ongoing throughout the year and are observed throughout - Participation / Develop relationships through work and play / Consider needs/ feelings of others							