

## Curriculum Overview – KS2 (UPPER) 2019

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A	<b>Beans</b> (Cocoa / Jelly /Runner/ Coffee etc)	<b>Journeys</b>	<b>The Romans</b>	<b>Our Growing world!</b>	<b>All about Ware</b>	<b>Sport and leisure</b>
English	A Sp/L R Wr	<b>Extended speaking</b> Listen to a range of multimedia <b>Modern fiction by a significant author eg</b> Charlie and the Chocolate Factory <b>Read and spell some words with silent letters.</b> Feelings through the use of language. Texts from a range of cultures Attempt to write unfamiliar words. <b>Plan their writing.</b>		Speak to a partner <b>Be an 'active listener'</b> Myths legends & traditional stories. <b>Identify, segment &amp; blend phonemes in order.</b> Recommending books, giving reasons for their choice... <b>Use of punctuation; commas, speech marks etc</b> Create a narrative. <b>Create imaginary worlds through writing.</b>		<b>Speak to teachers and other adults</b> Listen & respond to group discussion. <b>Reading tables.</b> Newspapers & magazines & brochures adverts etc <b>Write about experiences.</b> Correct use of tense <b>Evaluate and edit writing.</b> Colons. Use of brackets Write messages/ instructions	
	B	What's New	Significant People	The Tudors (Romeo and Juliet)	'Right and wrong?!' (West Side Story)	Great Britain through the decades	Water, water everywhere!
	B Sp/L R Wr	Presenting to different audiences. <b>Listen to presentations</b> Poetry <b>Diaries/ autobiographies and letters.</b> Explore/ create Characters <b>Write a review</b> Poetry for performance <b>Plan their writing.</b>		Recall key facts/ ideas Speak to the class <b>Work 'in role'</b> Playscripts Famous writers Explore/ create settings <b>Distinguish between fact and opinion</b> Read and spell some words with silent letters. <b>Draft and write.</b>		<b>Listen/attend to a range of stimuli.</b> <b>Read Aloud</b> <b>Respond to texts</b> Long established children's fiction Reference and information materials. <b>Create imaginary worlds through writing.</b> <b>Writing to inform and explain</b> Writing to persuade Write messages/ instructions	
Maths  Number skills taught with reference to individual pupil levels.	A N	<b>Counting in fives</b> Number patterns Fractions - Doubles and halves		<b>Addition and subtraction</b> Approximating/ estimating Rounding Up Algebra		<b>Number bonds (+/- facts)</b> Decimals Count on and back in tens	
	G	Follow positional directions Shapes and their properties		<b>Positional language</b> Mode/ median etc <b>2D/3D shapes</b>		Explore a range of 2D/3D shapes in the environment. <b>Directional language</b>	
	M	<b>Weight, Money,</b>		Size, capacity		Time, Temperature, Linear measurement.	
	S	Sorting		<b>Pictograms bar charts and line graphs.</b>		<b>Answer questions about data</b>	

	<b>B</b> <b>N</b>	<b>Numbers beyond 20</b> Reading and writing calculation signs. <b>Prime numbers</b>		Count on/back in 10s and 100s from a 2 or 3 digit number Rounding Up. Multiplication		Counting in tens Counting to 100 & beyond Division <b>Co-ordinates</b>	
	<b>G</b>	More complex 2D/3D shapes		Using 3D shapes to build models Symmetry		2D shapes in range of orientations 'sides and corners'	
	<b>M</b>	Money Recognise the need for standard units of measure.		Size, linear measurement, weight		Turns/angles Reflection Capacity/ Volume Time temperature	
	<b>S</b>	Construct pictograms and simple tables.		Vocabulary relating to data		Interpret tables lists and charts	
Science	<b>A</b> <b>Sc/E</b>	Assess risks and take actions to reduce risks		Explore the role of science in development of useful things.		Use a range of data	
	<b>LLP</b> <b>MP</b> <b>PP</b>	Material's properties Classifying & separating mixtures/ materials Dissolving.	Life processes/ human life cycles and health changes eg old age. Human reproduction.	Forces and motion mechanisms	Habitats and adaptation; animals and plants Variation and classification Of plants and animals	Differences in life cycles of mammals insects, birds etc.	Magnets  Healthy bodies  Movement and circulation
	<b>B</b> <b>Sc/E</b>	Record, display and share findings. <b>Inventions</b>		Use appropriate scientific language and terms.		Organise and complete investigations	
	<b>LLP</b> <b>MP</b> <b>PP</b>	Electricity. (Life before and after)  <b>Light</b>	Gravity and other forces.  <b>Adaptation Evolution.</b>	Materials and their properties	Diet exercise drugs and lifestyle  Hypothesis and predictions	Planets and the solar system	Changing materials. Reversible and irreversible changes.
ICT	<b>A</b>	Bringing images to life		Turtles and games		Keeping informed	Compare use of ICT in/out of school
	<b>B</b>	Accuracy counts		Developing communication and sound		Authoring	Design
		Design programmes to accomplish a goal. Algorithms and errors in algorithms. E Safety. Select a variety of software on a range of digital devices.					
History	<b>A</b>	Recalling key weekly events	Journeys through time.	The Romans	Timelines and chronology	Local History	Historic events from the wider world. (Sport)
	<b>B</b>	<b>Significant People in History</b> Inventors <b>Current Affairs</b>		The Tudors	Storytelling ( stories through time)	<b>Britain since 1930</b>	<b>Use of water through time</b>

		Personal Timelines					
Geography	A	Study a less economically developed country.	Settlement change. Map work.	Water	Explore the range of differing global environments	<b>Practical Geography skills - map reading</b>  Local area	<b>Practical Geography skills - orienteering, survival skills</b> Countries on a globe.
	B	Environmental issues	Significant people around the world	Settlements Maps Place names	Land use change	The UK and Europe	/local area <b>RIVERS and OCEANS</b>
RE	A	Inspirational people	Pilgrimage & sacred journeys	Religious expression	Easter and Christianity	Places of worship	Human rights fairness and social justice!
	B	The Environment <b>Beliefs and questions</b>	Stories in the bible	Islam or Sikhism	Teachings and authority	Judaism	Christianity
Art	A	Printing	Line and tone Digital media Use of sketchbooks.	Sculpture Great architects and designers in history	Natural and manmade.	Local artists	Artist who have represented sport and leisure. (artists, sculptures, photographers, textiles)
	B	Digital media Use of sketchbooks	Shape	Genre eg impressionism	Group projects Natural & man made	Different time periods	Different cultures
DT	A	Mechanical components	Understand Seasonality	How things work	Follow plans and designs.	Design in the local area.	Textiles
		Food technology. Know where products are grown, reared, caught and processed.		<b>Food technology - Healthy eating and natural V manmade foods.</b>		Food technology - gather the views of others.	
	B	<b>Electrical components.</b>	<b>How things move.</b> Gather views of users	Follow plans and designs	<b>Explore the properties of a range of materials and make a selection fit for purpose.</b>	<b>Mouldable materials</b>	Joining materials to construct.
		<b>Food technology - Making and trying something new.</b> Look at famous chefs.		<b>Food technology</b> Evaluating products		<b>Food technology - Food through the decades</b>	
Music	A	Composition work	Range of musical start points	Famous composers & performers	Working within a group	Music from the local area.	Famous compositions linked to sport.

	B	Appraising Musical performances	Significant musicians.	Performing alone Use of ICT in music.	Music from different cultures.	Music from different times And classical -v- pop! Folk music	
PE	A	Gym; variations in speed.	<b>Games; skills and tactics for attacking and defending.</b>	Gym; create & perform fluent sequences.	<b>Athletics /games; working individually and as a team.</b>	Athletics; precision and stamina	<b>OAA; orienteering Summer games</b>
		<b>Dance; a range of movement patterns.</b>		Dance; from a range of cultures	<b>Sport and leisure in the local area</b>		
	B	Gym; variations in direction and level	Games; Invasion games	<b>Gym; using apparatus to link movements.</b>	Games; netball games	Athletics; working individually & as a team.	OAA; working with others; solve problems
		<b>DANCE: Appraising and evaluating</b>		Dance; from a range of times	<b>DANCE: Performance</b>		
PSHE	A	<b>Make choices and decisions</b>	Consider needs/ feelings of others	<b>Take responsibility.</b>	Healthy Living	<b>Safety - including road, train, stranger danger, water.</b>	Prepare for change.  Healthy bodies
SRE		Relationships	My Body Life cycles	Feelings	Relationships (bullying)	Keeping safe	Looking after myself
PHSE	B	Social and moral dilemmas		Participation		Seek advice	Develop relationships through work and play
SRE		Relationships (bullying)	Feelings	Looking after myself	My Body Life cycles	Relationships	Keeping safe