

KS2 Curriculum Map Cycle A/B

Science cycle A	
Topic	Key Concepts
Living things and their habitats	Classifying plants and animals based on specific characteristics, classifying living things into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
Animals including humans	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.
Evolution and Inheritance	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, identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Light	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.
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 in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches, use recognised symbols when representing a simple circuit in a diagram.

Science cycle B

Topic	Key Concepts
Living things and their habitats	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.
Animals, including humans	Describe the changes as humans develop to old age.
Forces	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.
Earth and space	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.
Properties and changes of materials	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets, 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.

Maths	
Topic	Key Concepts
Number & Place Value Addition & Subtraction, Statistics	Number & Place Value- Numbers to 10,000, Compare & Order, Round within 10,000, Negative Numbers Addition and subtraction- Add & Subtract Integers, Mental Calculations Statistics- Read and interpret line graphs, bar charts and pictograms, Draw line graphs, bar charts and pictograms, Use line graphs, bar charts and pictograms to solve problems, The mean, median and mode.
Multiplication & Division, Fractions	Multiplication and division- Multiply up to 4 digits by 2 digits, Short Division, Division Using Fractions, Long Division, Common Factors, Common Multiples, Primes to 100, Square & Cube Numbers, Order of Operations, Mental Calculations Fractions- Simplify Fractions, Fractions on a Number Line, Compare & Order, Add & Subtract Fractions, Add Fractions Subtract Fractions, Mixed Addition & Subtraction, Multiply Fraction by Integers, Multiply Fractions by Fractions, Divide Fractions by Integers Four rules with Fractions, Fractions of an Amount, Find the Whole.
Decimals & Percentages- Covering Units Measurements: Perimeter, Area & Volume	Decimals- Three Decimal Places, Multiply by 10, 100, 1000, Divide by 10, 100, 1000, Multiply Decimals by integers, Divide Decimals by Integers, Division to Solve Problems, Decimals as Fractions, Fractions to Decimals Percentages- Fractions to Percentages, Equivalent FDP, Order FDP, Percentage of an Amount, Percentages – missing Values Converting Units- Metric Measures, Convert Metric Measures, Miles and Kilometres, Imperial Measures Perimeter, Area & Volume- Shapes – same area Area and Perimeter Area of a triangle (1) Area of a triangle (2) Area of a triangle (3) Area of parallelogram , What is volume? Volume – counting cubes Volume of a cuboid.
Algebra and money	Algebra- Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming equations, Solve simple one-step equations, Solve two-step equations, Find pairs of values Enumerate possibilities Money- Pounds and pence Ordering money Estimating money Convert pounds and pence, Add money, Subtract money, Find change, Four operations.
Time, position and direction	Time- Telling the time to 5 minutes, Telling the time to the minute, Using a.m. and p.m. 24-hour clock, Hours, minutes and seconds, Years, months, weeks and days, Analogue to digital – 12 hours, Analogue to digital – 24 hours Position & Direction- The First Quadrant, Four Quadrants, Translations, Reflections.

Ratio and geometry	<p>Ratio- Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems</p> <p>Geometry , Measure with a protractor, Draw lines and angles accurately Introduce angles Angles on a straight line, Angles around a point, Calculate angles Vertically opposite angles, Angles in a triangle Angles in a triangle – special cases, Angles in a triangle – missing angles, Angles in special quadrilaterals, Angles in regular polygons, Draw shapes accurately, Draw nets of 3-D shapes.</p>
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English cycle A	
Topic	Key Concepts
Bridging unit - The Lion , The witch and The wardrobe	<p>During the ‘creating interest’ part of the narrative unit, children will study evacuation during World War II. Short writing opportunities include diaries and persuasive writing. In the reading phase, the children will take part in reading response and reading analysis lessons focussed around the first two chapters of The Lion, The Witch and The Wardrobe. Before the ‘gathering content’ section of the narrative unit, children will have the opportunity to create non chronological reports based around mythical creatures. After that, children will continue to gather content, plan and write an extended narrative based around The Lion, The Witch and the Wardrobe. The mythical creatures created within the non-chronological report section of this publication will feature as central characters within the children’s narrative stories.</p>
Legends and Persuasion.	<p>Children know how to form complex sentences using relative clauses with relative pronouns (who, where, which, whose, that) Children know how to identify and use modal verbs that indicate possibility. Children know -ed opening clauses and how to use brackets for parenthesis. Children know the features of a legend, how to compare two legends, make predictions based on the text, infer the characters' thoughts and feelings and know how to write an alternative ending to a legend.</p> <p>Children know and understand what democracy is, know what persuasion is and identify and use persuasive devices. Children will know spoken language techniques and how to use them drawing on knowledge of formal and informal tone. Recognise features of a formal letter knowing how to select appropriate grammar and vocabulary and draw on additional reading research to develop ideas.</p>

Science Fiction	<p>Children know how to identify and form expanded noun phrases, know how to sequence and summarise a story and evaluate a product presented to them. Children will know how to blend action and dialogue through re-telling of a story. Children will read and analyse a range of science fiction texts identifying subject specific vocabulary, commenting on the impact of language choices. Children will comment on the plot of a story, use close reading skills to infer meaning from small extracts of a text and use evidence to support ideas. Children will know how to write and perform in-role, use spoken language techniques for performance and identify and use direct speech within their writing. Children know and understand the features of a persuasive letter, persuasive devices and apply these to their own persuasive piece of writing. Children will know how to create their own build up to a science fiction story of their own.</p>
Class Novel - Kasper prince of cats.	<p>Children know and understand what fictional texts are, reading and discussing a range of fictional text extracts. Children will read the fictional story - Kasper, prince of cats. Children will write their own diary entries immersing themselves as a character in the story. Children will know how to read and respond to questions about the story and identify unfamiliar vocabulary and use this in their own writing. Children will know how to use additional reading and research to support their own writing of their time on the Titanic.</p>
Narrative poetry. The Jabberwocky.	<p>Children know and understand what narrative poetry is and will discuss and explore vocabulary in The Jabberwocky. Children will know what portmanteau is. Children know how to use simile sentence starters, adverbials and relative clauses. Children know how to write their own innovative poems.</p>

English cycle B	
Topic	Key Concepts
Bridging Unit: The Nowhere Emporium.	<p>Children know and understand the text 'The Nowhere Emporium' Children will explore the vocabulary used by the author to engage the audience. Children will write in the style of the author to create mystery and suspense, changing their sentence structures to clarify and change the meaning. Use expanded noun phrases to convey character, action and setting. Children will plan and write a suspense narrative considering the writing of Ross Mackenzie.</p>

<p>Biography Unit.</p>	<p>Children know and understand biographies and make comparisons between a range of biography texts. Children understand the difference between biography and autobiography texts and can identify the main features. Analysing the conventions of different types of writing. Scanning for key information e.g. looking for words associated with 'childhood'. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Children will know how to explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these. Children will prepare formal presentations individually or in groups, using notes to support presentation of information and respond to questions generated by a presentation. Children will plan and write their own biography text.</p>
<p>Classic Fiction. Alice in Wonderland.</p>	<p>Children know and understand classic fiction with a focus on Alice in Wonderland. Children will Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. Children will use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then and select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Children will plan and write their own fictional story using the classic fiction texts for inspiration.</p>
<p>Older Literature - Romeo and Juliet.</p>	<p>Children know and understand William Shakespears play 'Romeo and Juliet' Children know how to employ dramatic effect to engage listeners whilst reading aloud. Children will know and understand underlying themes, causes and consequences within whole texts, make comparisons within and across texts e.g. same scene in play script, narrative and film versions. Children will compare texts written in different periods. Children will prepare play scripts to read aloud and perform using dramatic effects, explore new vocabulary in context and infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. Children will predict what might happen from information stated and implied and discuss and evaluate how authors use language including figurative language, considering the impact on the reader. Children will know how to introduce and develop characters through blending action, dialogue and description within sentences and paragraphs.</p>

Wonder.	<p>Children know and understand the narrative ‘Wonder’ and are able to read extensively for pleasure. Children show they can Independently read longer texts with sustained stamina and interest, recognising themes within and across texts e.g. hope, peace, fortune, survival. Children know how to understand underlying themes, causes and consequences within whole texts. Children will participate in discussions about books building on their own and others’ ideas and challenging views courteously, Explaining the effect on the reader of the authors’ choice of language and reasons why the author may have selected these. Children will know how to Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point : Evidence : Explanation and Predict what might happen from information stated and implied. Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Children will plan and write their own chapters and an alternative ending to ‘Wonder’</p>
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Spanish Cycle A	
Topic	Key Concepts
<p>Autumn 1 Spanish greetings with puppets.</p>	<p>Children will be using puppets to practise a variety of greetings; children will learn how to introduce themselves and perform a finger rhyme based on a Spanish puppet festival tradition. Children will know how to form short phrases to say hello and introduce themselves. Children will know how to follow a sequence of phonemes and begin to notice key phonemes in Spanish words and be able to recognise and respond to different greetings. Children will know how to use actions to show their understanding of different feelings and phrases. Children will know how to join in with and perform a finger rhyme and know how to begin to relate written captions to the words that they hear.</p>
<p>Autumn 2 Spanish numbers and ages.</p>	<p>Through playing traditional Spanish counting games, children learn the numbers from one to twelve and discover how to say their age in Spanish and ask others how old they are. Focal points on how to count to 12 in Spanish, focusing on good pronunciation, Recognizing and sounding out phonemes for letters ‘u’ and ‘z’, ‘ñ’.</p>

	<p>Children will know how to identify the structure for saying how old they are, and modify the sentence using different number words. Children will begin to recognise the verb have in the first person present (Tengo) explain what a cognate is and suggest examples. Children will know how to apply and describe different detective skills: using logic, context and knowledge of language. Children will know how to compare Christmas traditions from Spain with other countries.</p>
<p>Spring 1 Shapes and colours.</p>	<p>Children will be Describing different shapes using colour adjectives in Spanish, learning how to point to a colour that matches a spoken word and how to say the names of some colours in Spanish. Children will know how to read and recognise descriptive phrases and match them to an image. Children will know how to identify shapes with their name and colour in Spanish, placing the colour adjective after the noun, how to write or copy shape and colour names with accuracy and recall and produce some key vocabulary from memory.</p>
<p>Spring 2 Classroom object.</p>	<p>Children will know how to Follow classroom instructions, naming classroom objects and exploring grammar rules such as masculine and feminine nouns, plurals, and forming a negative construction. The children will know how to match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action. Children will know the name of the seven classroom items in Spanish, usually remembering which article, un or una, is needed; sort classroom items into two groups of either masculine or feminine and understand how we might identify the gender of each noun. Children will know how to speak in short sentences, starting with Tengo and including a plural noun phrase by choosing a number in Spanish to quantify and adding an 's' at the end of the noun. Children will know how to answer a question in Spanish using the negative, No tengo... – I do not have..., followed by a classroom item. Children will know how to read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success. Children will know how to write a short paragraph to describe what they have in a rucksack, which meets most of the success criteria.</p>
<p>Summer 1 Where do you live?</p>	<p>Children will attempt correct pronunciation of some cities in Spain and notice those that contain key phoneme b/v. know and recognise different questions and select an appropriate phrase to answer them and how to use a bilingual dictionary resource to research nouns and know how to listen and identify key information from a short text. Children will know how to locate and read information within a known phrase structure and how to create a short-written paragraph using phrases adapted from a model.</p>
<p>Summer 2 Journey around Latin America.</p>	<p>Children know how to locate and name the Spanish-speaking countries of Latin America on their maps; identifying the regions of Mexico, Central America and South America. Ask the question ¿Adónde vas? – Where are you going?, with appropriate intonation; recognise the difference between voy a – I am going and vas a – you are going; speak in short sentences with reasonable accuracy to describe where they or a partner are going. Ask the question ¿Cómo vas? – How are you going?, with appropriate intonation; identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions en and a when describing travel. Repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week. Children will write a travel diary, with some support from available scaffolds, that describes where Oscar the bear is going and</p>

how he is getting there, with one entry for each day of the week. Children will use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation; learning some lines by heart.

Spanish Cycle B

Topic	Key Concepts
<p>Autumn 1 Dates and Time.</p>	<p>Children will learn how to Master numbers to 31 and months of the year, children learn to say the date and find out about some Mexican birthday traditions, know how to Identify and say the numbers 13 to 31 and how to Identify and say the months of the year. Children will know how to recognise and answer the question, ¿Qué mes es? – What month is it? To know how to Identify and say dates, to know how to ask and answer the question, ¿Cuándo es tu cumpleaños? – When is your birthday? Children will know how to know how to identify key information on a calendar and how to recognise and answer the question, ¿Cuándo es el día de ...? When is ... day? by giving the day and date of a particular event. Children will know how to understand the gist of short texts by recognising familiar words and cognates, how to listen to a short audio passage and identify key information and know how to complete a birthday invitation using familiar phrase.</p>
<p>Autumn 2 Pets in Spanish.</p>	<p>Children will be Listening to a song about pets and learn the names of different animals. Developing their knowledge of adjectives, children describe the characteristics of different animals when writing a fun story about a visit to a pet shop. Children will know how to ask and answer the question, ¿Tienes una mascota? – Do you have a pet? using the correct pronunciation, how to Identify some animal names and how to Identify a noun’s gender by looking at the preceding indefinite article. Children will know how to select the correct form of an adjective to ensure it agrees with the noun it describe and choose suitable adjectives to describe an animal’s characteristics. Children will know how to show understanding of a story by making plausible predictions. Children will know how to select appropriate words and phrases to adapt sentences and write their own story, how to read aloud using accurate pronunciation, how to change intonation to differentiate between statements and questions and how to vary their tone to express emotion and engage their audience.</p>
<p>Spring 1 Spanish Cafe.</p>	<p>The children will be reading and creating menus in Spanish to role-play conversations in a Spanish café. Know how to form sentences to express what they want using quiero. To know how to ask others what they want using the question ¿Qué quieres ...? Use por favor – please and gracias – thank you when making polite requests. To know how to use greetings and courtesy phrases such as ¿Qué tal? – How are you? as part of a natural conversation. The children will write and perform a typical café conversation, use accurate pronunciation when speaking aloud and vary tone to express emotion and engage an audience</p>

Spring 2 spanish Festivals	<p>The children will know how to Identify the meaning of festival-related vocabulary, using a bilingual dictionary to translate some verbs into Spanish and express what they like and dislike to do.</p> <p>Children will Listen to spoken language and identify meaning, Identify appropriate nouns to give more detail about a particular action.</p> <p>Children will write paragraphs describing what they like and dislike to do at specific celebrations.</p>
Summer 1 Weather.	<p>Children will pronounce the seven weather types on the spinner with a good level of accuracy; select <i>hace</i> or <i>está</i> to begin each weather phrase, mostly accurately. Ask and answer the question <i>¿Qué tiempo hace...?</i> – What is the weather like...?, with mainly accurate pronunciation, using some visual prompts as a reminder. Children will name and identify the four compass points in Spanish; labelling a map of Spain with weather symbols based on information extracted from the comprehension text. The children will follow a written Spanish text while listening, keeping up with the pace of the audio. Children will write a weather forecast that includes the majority of the success criteria, alongside a labelled map of Spain with weather symbols.</p> <p>Use accurate pronunciation when speaking aloud; identify some cities on a map of Spain.</p>
Summer 2 The Amazon Rainforest	<p>Children will build sentences about Peru using the model <i>hay/no hay + [plural noun]</i>. Repeat animal names with increasing accuracy and apply an understanding of nouns to create the plural form. Children will create original, written sentences adapted from a model, including some vocabulary from memory, form adjectives to agree with the gender of the noun that they describe.</p> <p>Children will know how to speak complete, descriptive phrases with clear pronunciation and use tone of voice where appropriate to engage their audience.</p>

Geography cycle A	
Topic	Key Concepts
The seven continents.	<p>In this topic children will learn how to Locate each continent on a map, how to Identify a continent by its shape, the definition of a continent, know about Europe's human and physical features, that the United Kingdom is in the continent of Europe, the majority of European countries densely populated -population of 741 million, Australia and explore flora and fauna, sometimes called Australasia or Oceania, how to Identify key physical and human features of Australia, how to Identify Africa on a map and picking out some of the physical features in different parts of the country e.g. the oldest human fossils and skeletons have been found in Africa, the largest continent, Asia contains the most people (largest population) includes several mega-cities (e.g. Tokyo in Japan, Beijing in China, Delhi in India). Children will also learn the key human and physical features in Asian cities, they will know that Antarctica is extremely cold, covered in ice- contains 90% of the world's ice, doubles in size in winter when the seas freeze and that no humans live in Antarctica permanently- temporary population of 5000 and they will know about the Antarctic Treaty.</p>

<p>The oceans and seas.</p>	<p>During this topic children will know the definition of an ocean (An ocean is a huge body of salt water), that the ocean covers 70% of our Earth and how to identify the 5 oceans on a map and order the oceans in size. To be able to do this children will be taught the features of a map and the different types of maps. When studying this topic children will learn the location of each ocean by identifying the surrounding continents and the difference between an ocean and a sea, following this they will be able to identify the different types of seas (enclosed by land or between ocean and land) and the types of life that live here as well as the 5 layers of the ocean (sunlight, twilight, midnight, abyss, trench) and facts about each of these layers. Children will also know what bioluminescence is. Children will be taught the importance of the ocean- habitat to animals; oxygen; food; medicine; weather pattern; transportation and how to identify the differences in temperature at two places, observe the differences in the appearance of the sea (ice). Finally, the children will learn about plastic in the ocean, how plastic got into the ocean, how to reduce plastic waste and what actions pupils can take.</p>
<p>London and the United Kingdom.</p>	<p>When studying London and the United Kingdom children will learn where the United Kingdom is on a map of the world and of Europe and how to identify the countries of the United Kingdom. Following this children should be able to articulate that the United Kingdom is made up of islands and identify the surrounding seas. Children will learn how to explore the physical and human features of the United Kingdom.</p> <p>Children will learn who the Romans were (sailed across to Britain 2000 years ago, built a city called Londinium, built a wall around it to protect them, built markets, roads, canals and government buildings), who the Anglo-Saxons were (7 Kingdoms, Viking invasions, King Alfred recaptured London, he created laws, armies and began trading things for money) and who the Normans were (built castles like Windsor Castle and the Tower of London). Children will be able to explain the circumstances of the Second World War as well as review photos and eyewitness accounts. Study the history of the River Thames (Romans built Londinium next to the river to allow transportation of goods) and how to identify different types of transport (tube, buses, city cycles, taxi), we will look at reading underground maps and identifying interchanging stations on an Underground map. Finally, we will identify London landmarks and be able to explain where the Queen lives.</p>
<p>Villages, towns and cities.</p>	<p>Throughout this topic children will learn how many people live on the planet and where people are distributed globally as well as which continents have the biggest populations. Children will learn that people live in settlements, what the differences are between villages, towns and cities and that the numbers of people living in cities is increasing. Children should know what makes a good location for a settlement and what makes a bad location for a settlement as well as how life is different for people living in cities and villages. When studying cities children should know what land uses are found in a city and what the purpose of these different land uses are and how to review the physical and human features in a settlement.</p>
<p>Brazil.</p>	<p>Children will learn how to locate South America on a world map and further identify where Brazil is in South America. When studying Brazil children should be able to identify the key physical and human features, including major cities and the diversity of Brazil. Children should know that people travel to visit different countries for a range of reasons, exploring the opportunities to visit sites of natural beauty and diversity and how cities in Brazil are different to cities in the UK. Children will explore the seasonal weather patterns in Brazil, exploring the extreme weather and the differences in weather across the country, the indigenous peoples of the Amazon rainforest and explore their lives and how they have changed, the causes of deforestation in the Amazon rainforest: logging & cattle ranching and the importance of the rainforest and how it is being protected.</p>

	Case study: Rio de Janeiro: what are the most important physical and human features?
Natural resources.	Children will be taught what natural resources are and review what the world's most important natural resources are, examining which countries have the most natural resources. They will also learn how the world's population has changed over time and explore how the use of natural resources has increased, this is why the use of natural resources has increased. Children will also learn where Chile is located and investigate which natural resources Chile has and explore why Chile mines copper. Following this we will study which natural resources the UK has and understand how coal, oil and gas form and explain how to access fossil fuels and how using fossil fuels causes problems for the environment. Children should also know why mining is very dangerous and review examples of dangerous mines and how humans throw away a lot of materials and explain the difference between a linear economy and a circular economy, examining how the circular economy will benefit people and the place.

Geography cycle B	
Topic	Key Concepts
The United Kingdom and Europe.	Children know how to name and locate the countries that make up the United Kingdom and how to locate Scotland on the map of the United Kingdom and identify cities and regions, identify important physical characteristics of the country and describe the land use. Children know how to locate Wales on a map of the United Kingdom and identify cities and regions, identify important physical characteristics and explore how land use and physical features are different to Scotland. Children know how to locate Northern Ireland on a map of the United Kingdom and identify cities and regions, identify important physical characteristics of the country and explore how land use and physical features are different to Wales. Children know how to locate England on a map of the United Kingdom and identify cities and regions, identify important physical characteristics of the country and explore how Land use and physical features are different to Northern Ireland. Children know how to name and Locate Europe on a map and the countries that make up Europe, exploring the physical and human features of Europe.
North and South America.	Children know how to identify North and South America on a world map and can identify the different countries that make up North and South America. The children will know how to identify the environmental regions of North America. Children will explore physical features of two contrasting North American regions and explore some of North America's most important human characteristics. The children will explore the climate in two regions of North America and identify the physical and human impacts on their climate. Children know how to identify the environmental regions of South America and explore the physical features of two contrasting South American regions and know some of South America's most important human features. Children know how to Explore the geography of Chile and know how to compare Chile and the United Kingdom.

Weather, water and climate.	Children know where the Earth's water is found and the stages of the water cycle. The children know how to differentiate between weather and climate, explore rain; how rain is formed, how mountains help cause rain and what a rain shadow is. Children will explore the weather of the UK, knowing the reasons for seasons and why the world's weather is changing.
Rivers	Children know how to explore the world's rivers; where the world's rivers are located, how they are formed and why they are so important. Children know how rivers shape the land, how landforms are formed, why rivers are important to people and understand river floods.
Mountains, volcanoes and earthquakes	Children know the structure of the Earth and where volcanoes and earthquakes occur and why. Children know what fold mountains and volcanoes are and how they are formed. Children know how earthquakes occur and volcanic eruptions and how people protect themselves.
Population	Children know how many people live on the planet, where they are distributed globally and how the global population has changed in size and distribution and understand why the populations grow in connection to birth and death rate. Children know what population pyramids are and how to analyse them and understand the challenges of an ageing population. Children know the challenges of a growing population and explore the challenges of people living in slums. Children to know about food on Earth in connection to world hunger.

History cycle A	
Topic	Key Concepts
Ancient Greece	A study of Greek life and achievements and their influence on the western world. Children will learn what the Golden Age of Greece was, the elements of Greek democracy, what Ancient Greeks believed in, who the Ancient Greek philosophers were, the events of the Peloponnesian wars and who Alexander was and his impact on history.

Romans	Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. Children will learn how the Roman empire became powerful, what Britain was like before the Romans, how the Romans conquered Britain, about the British revolt (Boudicca) and how life remained the same for many.
Early Islamic Civilisation	An overview of where and when the first civilizations appeared and a depth study of the Islamic Civilisation. The children will learn where this period studied fit into a chronological framework by noting connections, which countries Baghdad AD900 influenced, key characteristics of modern day Baghdad, what Baghdad was like in AD900, the importance of the Caliph and their impact, what was happening in Europe at this time, what the House of Wisdom was and who studied there, what was invented during this time and how have these inventions changed people's lives and why the Islamic Golden Age ended.
History cycle B	
Anglo Saxons	In this topic the children will learn about the Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland) and Christian conversion – Canterbury, Iona and Lindisfarne.
Vikings	During the Vikings topic the children will study 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 and Edward the Confessor and his death in 1066
Crime and Punishment	This Crime and Punishment unit will teach the children to develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.

Local History Study	<p>An in depth study linked to our local area, 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.</p>
Leisure and entertainment	<p>In this unit about leisure and entertainment, children will develop their knowledge of modern British history and understanding of changes over time. Throughout the unit, they will be encouraged to think about the impact of leisure and entertainment on society and people’s everyday lives. They will learn about how changes to working hours and pay gave people more capacity to afford holidays, more time to play sport and follow their musical interests. Children will also come to understand how changes over time in technology improved access to music, movies, television and gaming in the 20t h century. When learning about holidays, children will explore primary and secondary sources to understand people’s experiences at the seaside, at holiday camps and on holidays abroad. Children will then develop their chronological knowledge while learning about how professional sport became more accessible to many in the 20t h century and how television meant that people could watch sport more easily. When learning about music in the 20th century, children will gain an understanding of how music technology developed before going on to research trends in music during different decades. Then, children will learn about how cinema became a popular form of entertainment. Towards the end of the unit, children will use the knowledge they have acquired to draw their own conclusions about the role of television in people’s lives and which aspects of leisure and entertainment they think had the most impact. Studying leisure and entertainment will allow children to develop their understanding of ‘leisure’ as a concept, give them a deeper understanding of change over time and allow them to draw comparisons with their own time.</p>

RE	
Topic	Key Concepts
Sikhism	<p>To know God made the world, the importance of Vaisakhi, what the 5 K’s of Sikhism are and their meaning. Children should also know of the ceremony ‘Naam Karan’ and where Sikhs worship.</p>

Judaism	<p>To know God made the world and know about the 10 commandments God gave to Moses. To know who Moses is and understand The Exodus story. Children should be able to recognise the symbols and meanings in Judaism.</p>
Christianity	<p>To know God made the world and to know Jesus is the son of God and the Messiah sent to save us from sin. Children know about The Holy Trinity and the 10 commandments, children should be able to explain the Nativity story and what happens during Holy week.</p>
Islam	<p>Children know God made the world and know who Allah is. Children should know that Prophet Muhammad is the final messenger and also know what the 5 pillars of Islam are. Children should know the importance of the Quran in Islam and know what the inside of a mosque looks like.</p>
Buddhism	<p>Children should know the story of Buddha and Dharma, and know what is inside a Buddhist temple.</p>
Hinduism	<p>Children know about the four main beliefs and what the Trimurti is, what the Tridevi is and know what Diwali is. Children will know and understand the story of Rama and Sita and what Holi is and how it is celebrated and know about the holy scriptures and the places of worship.</p>

PSHE cycle A

Topic	Key Concepts
Health and Wellbeing (physical health)	<p>Pupils will learn what physical health is and various ways to look after themselves in order to keep them safe, healthy and happy.</p> <p>Physical Activity The health benefits of physical activity, the various types of physical activity, how long children should exercise for each day and the many benefits both physically and mentally.</p> <p>Healthy Eating: Know which foods are healthy, which should only be eaten in moderation and the main risks of unhealthy diets. Along with key healthy foods, the emphasis will be on fruit and vegetables and students will learn about the importance of '5 a day'. They will build on their food knowledge vocabulary by looking at some less common fruits and vegetables.</p> <p>Personal Hygiene</p> <p>Dental Hygiene - pupils will learn how to take care of their teeth, how often they should brush, floss and visit the dentist. They will know which foods are good and bad for their teeth. This will build foundations for 'dental hygiene' in year 7. They will learn about staying clean and the importance of hygiene and how to avoid spreading germs. BwD has the poorest dental health in the country (this was brought to my attention from Public Health in a networking meeting) so this is included in every year group as part of tackling the local issue.</p> <p>Sun Safety Students will learn about how to stay safe in the sun and the positive and negative aspects of sun exposure. They will know the five key points to sun safety.</p> <p>Sleep Hygiene Pupils will know the importance of sleep and a good bedtime routine. Sleep hygiene will be revisited in KS3 and KS4.</p> <p>Smoking (including vaping) and drugs</p> <p>Pupils will learn about the risks and harms of smoking (including vaping) alcohol and drugs.</p>
Health and wellbeing (mental and emotional)	<p>Pupils will learn the difference between physical and mental health but also how they are interlinked. They will develop awareness of emotions and develop emotional literacy, understand that not talking about and dealing with emotions can result in mental health/behavioural issues. They will know activities/strategies to promote good mental health and know how to access support with emotions and mental health.</p> <p>Using the Disney 'Inside Out' theme to guide and Inspire learning, students will learn about emotions, develop their emotional vocabulary and know how various life events can impact on emotional/mental health and wellbeing.</p>

<p>Sex and relationship education</p>	<p>SRE learning for this half term will focus on relationships (including online) and puberty. For students to understand that there are different kinds of relationships in our lives, that relationships are different with different people and to know the qualities that make a good, healthy relationship. They will learn about the difference between online and in person relationships, how to stay safe online, the risks and the impact of online bullying. They will learn how to access help and support to deal with negative online experiences. They will learn about puberty and human reproduction. For pupils to know there are different types of relationships eg friendships, family relationships, romantic relationships, online relationships). Children will know what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face and know the impact of bullying online and offline and the consequences of hurtful behaviour. Finally, children will know external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p>
<p>Citizenship</p>	<p>To introduce KS2 pupils to Citizenship in preparation for KS3 Citizenship studies. They will know: What British Values are. They will begin to get an understanding of how British Values work in action to prepare them for learning through the secondary curriculum. What communities are and how they belong. Why rules are important (to keep us safe and protect others) They will create their own class rules to gain a better understanding of how they are made and the process and impact of them. How and why rules are enforced, needed in different situations and how to take part in making and changing rules. About the consequences of harmful and inappropriate behaviours - harms on the individual and the wider impact. The value of diversity and the importance of respecting others.</p>
<p>Beliefs and Values</p>	<p>To support pupils' understanding of the factors that can lead to extremism, and can help them to develop the protective skills and attributes which underpin their learning. For example:</p> <ul style="list-style-type: none"> ● empathetic understanding ● respect for others' right to their own beliefs and opinions ● evaluating the arguments and opinions of others ● strategies for managing influence ● respect for diversity <p>In primary years, this prepares pupils to apply their learning in a wider context so they can critically evaluate messages given by the media or charismatic speakers/groups. This learning aims to cover beliefs and values at a primary aged level covering aspects of the curriculum - links include SRE and living in the wider world. Pupils will know what beliefs and values are and what underpins these values. They will recap British values and school values.</p>
<p>Living in the wider world</p>	<p>To keep pupils and others safe online and for them to know how to access appropriate support if needed. Pupils will be introduced to media Literacy and digital wellbeing. They will look at ways in which the internet and social media can be used both positively and negatively and about the importance of balancing online time with other activities. They will learn strategies to respond to hurtful behaviour experienced online and know how to get support. Pupils will learn how to assess the reliability of sources of information online; and how to make safe, reliable choices.</p>

PE cycle A	
Topic	Key Concepts
Badminton/tennis	This unit aims to introduce our primary children to accurately holding the racket and also using their hand eye coordination skills to make contact with the ball / shuttle. It provides the building blocks for future technical development throughout their time in senior school.
Dodgeball	Pupils will develop the four core dodgeball skills of throwing, catching, dodging and blocking. These four skills link directly with the KS2 PE National Curriculum (see previous page for links). Pupils will improve their throwing accuracy by organising group throws at a target. They will develop coordination and object tracking by practising catching balls thrown from group throws. Pupils will refine their agility, object control and object tracking by learning how to dodge and block group throws. Tactically, pupils will work on their understanding of how to adapt their game style when they are the last player remaining. Pupils will have the opportunity to apply their new tactics along with all the skills they have developed during competitive games at the end of the unit. Holistically, pupils will have the opportunity to improve their social skills such as communication, empathy, team building and conflict resolution. They will be able to develop their problem-solving skills such as critical thinking, solution-focused discussions, implementation and evaluation through targeted questioning and planned activities. Pupils will also develop their tactical understanding of a team sport.
Gymnastics and dance	During this topic students will develop strength - the ability of muscles to exert force repeatedly, balance - the ability to stay in control of your body position, flexibility - ability to move through a range of motion, agility - transition between positions efficiently and quickly, coordination - the ability to use 2 or more body parts together, endurance - fitness required for these activities.

Basketball	Pupils will be able to understand, apply and appreciate the techniques, skills and tactics of the sport relevant to their ability level and within the context of the sport. Pupils will be able to apply our basketball skills when playing as part of a team in a game and evaluate their own / others performances. Pupils will apply attacking and defending skills and tactics I have learnt in a game and work as part of a team. Pupils will learn how to answer questions to help evaluate my own performance.
Athletics	This unit is written to be enjoyed by students of all abilities and the selected activities have been carefully chosen to ensure that all are able to achieve some success. Students will spend time on jumping activities including combination jumping. We will spend time studying long jump, triple jump and high jump improving our techniques and distance / heights. Running and walking activities will be studied. Prior skills and knowledge will be built upon and technique development will be the key focus here to enhance speed against each individual student's starting points. Hurdling will also be introduced here. Students will spend time studying basic techniques for the shot, discus and javelin including the preparation movements (run, glide or rotation).
Football	This Football unit focuses on the main skills needed to play the world's football. Children will be learning how to dribble with the ball, as well as to pass and receive. They will learn about the fundamental principles of attacking and defending, such as finding space when attacking and denying a player space when defending. The defensive skills of marking and tackling will also be covered, as well as shooting and the importance of fitness in football. The children will take part in a range of different football-based games and drills in pairs, small groups and as a whole class.

Creative Arts cycle A	
Topic	Key Concepts
Art & Design: Mark Making / Formal Elements	Exploring texture and pattern – developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing 'flip' patterns and recreating a famous geometric pattern.

	<p>After experimenting with the different marks that charcoal can make, children are challenged to represent the meaning of a given list of words and phrases, in an abstract way. Children imprint texture and pattern into a piece of playdough using a selection of clay tools and everyday objects, then create prints from their blocks by applying ink to the surface and placing a piece of paper on top. Drawing around geometric shapes onto polystyrene foam and securing to a cork or lego brick, children make a stamp to create repeating patterns, varying configurations and their use of colour. Children draw an image and then select a small section to trace into one square of a quadrant, they continue flipping and tracing into the next square of the quadrant until the 'flip pattern' is complete. Using a compass and following precise instructions, children make an image of overlapping and interconnected circles to recreate the sacred geometric symbol, 'the flower of life'.</p>
<p>Art & Design: Architecture</p>	<p>Children draw a house from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like. Based on a section of their drawing from Lesson 1, children create a dramatic monoprint using ink. Inspired by the work of Hundertwasser, children add vibrant colours to an image of a house. Children design a building, choosing whether to draw either a perspective view, plan view or a front elevation of their original house design. After learning about what monuments are, children design their own to reflect something they want to commemorate.</p>
<p>Design Technology: Textiles - Stuffed Toy</p>	<p>Designing a simple template for a stuffed toy and selecting materials. Practising joining two pieces of fabric with a decorative blanket stitch. Sewing decorative stitches and appendages to stuffed toys. Completing toys by using a blanket stitch to sew and stuff them.</p>
<p>Design Technology: Graphics - Pop Up Book</p>	<p>Produce a suitable plan for each page of their book. Produce the structure of the book. Assemble the components necessary for all their structures/mechanisms. Hide the mechanical elements with more layers using spacers where needed. Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. Use appropriate materials and captions to illustrate.</p>
<p>Food: Smoothies</p>	<p>Describe fruits and vegetables and explain how to identify fruits. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.</p>

**Food: Balanced
Diet**

Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.