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| **Key Stage 2 Curriculum Map (A)** | | | | |
|  | **Autumn 2022** | | **Spring 2023** | **Summer 2023** |
| **Theme** | **Rainforests Alive** | | **Walk like an Egyptian** | **Mountains and Rivers** |
| **Core** | | | | |
| **English** | **Focus one: Story writing**  Adventure and mystery stories-Significant Authors  The Great Kapok Tree, Journey to the river sea, running wild  **Focus Two: Information Texts**  Persuasive writing-argument and debate 100 facts: rainforests, the vanishing rainforest, where the forest meet the sea.  **Focus Three: Plays**  All books from this topic  **Focus Four: Poetry**  Rhyming poems-poetry creating images-poetic style-creating powerful imagery  Rumble in the jungle, Slowly slowly slowly Sloth, one day on our blue planet, monkey puzzle | | **Focus One: Myths and Legends**  Essential books:  Egyptian Myths by Fiona Macdonald  Ancient Egyptian Gods and Goddesses by Christopher Forest  **Focus Two: Non Fiction Writing** (Recount / Letter Writing / Instructions)  Essential books:  Everything Ancient Egypt by Crispin Boyer  100 Facts Ancient Egypt by Miles Kelly  **Focus Three: Fictional Writing** (Travel Brochure / Diary entries)Mr Men Adventures in Egypt by Roger Hargreaves  Temple Cat by Andrew Clements  GL Assessment | **Poet study: Emily Dickinson 6 P5**  Essential books:  *A variety of poems* provided  **Modern classic fiction 6 F6**  Essential books:  *The Eighteenth Emergency*by Betsy Byers  **Reports and Journalistic Writing 5 NF4**  Essential books:  *Tuesday*by David Wiesner  **Fairy stories and playscripts 4 F4**  Essential books:  *Beware of the Storybook Wolves*, by Lauren Child  *The Pea and the Princess*, by Mini Grey  *The Princess and the Pea*, by Lauren Child |
| **Maths** | Number Place value and money  Mental addition and subtraction  Fractions  Division and calculation strategies for subtraction  Shape  Multiplication and division  Fractions and decimals  Written addition and subtraction  Measures and data, time, bar charts and pictographs, statistics  Mental multiplication and division  Fractions, decimals and percentages | | **Number**  Counting, place value, comparing and ordering, Solving number problems  Rounding, approximations and estimation, multiplying by powers of 10  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Understanding fractions  **Measurement** – perimeter and area, temperature, time, money  **Geometry** - patterns, position and direction, coordinates  **Statistics** - sorting and classifying, present and interpret data  GL Assessment | **Number**  Counting, place value, comparing and ordering, Solving number problems  Negative numbers, roman numerals  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Number addition and subtraction, order of operations  Fractions, percentages and decimals  Ratio and proportion  **Measurement** – Capacity/volume, conversion, time, money  **Geometry** – Properties of shape, angles and rotations  **Statistics** - sorting and classifying, present and interpret data, averages |
| **Science** | Evolution & Inheritance (6)  How Plants Grow (3) | | Changing Sounds (4)  Changing Circuits (6)  GL Assessment | Life Cycles (5)  Revision |
| **Creativity** | | | | |
| **Art and Design** | Display of ‘Rainforest Layers’, | | Make observational drawings of Egyptian artefacts.  Staging an Ancient Egyptian exhibition.  How to draw and paint Ancient Egyptian style figures. | Collage of a river.  Consider light and colour in Monet’s River Thames series work and how his new style gave rise to the term “Impressionism”.  Learn about the life and work of this great artist and create your own river artworks.  Create your own prints of Mount Snowden. |
| **Music / Performing Arts** | Individual tuition – skill development | | Composition  Reinforce skills | Playing instrument within a group  Concert preparation and performance |
| **Technology** | | | | |
| **Computing** | We are Bug Fixers (3)  We are Programmers (3) | | We are Cryptographers (5)  We are communicators (3) | We are presenters (3)  We are opinion pollsters (3) |
| **Design Technology** | Make a 3D map of a rainforest.  Construct group dioramas illustrating the different layers that make up a rainforest. Tribal designs and shelter building | | Make and decorate your own 3D model of an Ancient Egyptian decorated rock-cut tomb. Create your own Ancient Egyptian board game | Build and test your own boat to launch!  Design and make your own water wheel! |
| **History** | Not a Focus this term | | Build your knowledge of the period when the Ancient Egyptians were powerful in the world. Compare the Ancient Egyptian civilisation with the society, climate and terrain of Britain at the time.  Find out about intrepid Egyptologists Champollion and Howard Carter and their incredible discoveries, achievements and methods.  Learn about the mighty rulers of Ancient Egypt, their dynasties, battles and burials. Understand important aspects of the daily life of the Ancient Egyptians; including jobs, food, and games. | Research facts about mountain ranges and famous explorers |
| **Geography** | Discover key information about world rainforests.  Understand the four main layers of a rainforest.  Learn about the climate and rainfall facts of temperate and tropical rainforests.  Learn about the destruction of the rainforest.  Learn how to save the rainforests! | | Compare the Ancient Egyptian civilisation with the society, climate and terrain of Britain at the time. | Learn about the formation and features of a river.  Follow its journey to the sea and discover the role of the water cycle.  Become an enthusiastic mountain expert! Locate the highest peaks, identify mountain ranges, |
| **Spiritual, Moral, Social, Cultural, and Physical Development** | | | | |
| Theme | | **Choices** | Being a Good Citizen | Democracy 2 |
| **PSHE/**  **Citizenship** | | - express and justify a personal opinion orally and in writing on issues of personal and social concern;  - recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals;  - face new challenges positively through gathering information, seeking help, making choices and taking action.  - to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made.  - about options for a healthy lifestyle, including the benefits of exercise and healthy eating, about the things that affect positive mental health, and about the need to make informed choices. | - talk and write about their opinions, and explain their views on issues that affect themselves and society;  - recognise that there are different kinds of duties, responsibilities and rights at home, at school and in the community, and that these can sometimes conflict with each other;  - reflect on social, moral and cultural issues, using imagination to consider the experience of others;  - participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;  - understand the concept of democracy and the basic institutions that support it at local and national level. | - to express and justify a personal opinion orally and in writing on issues of personal and social concern;  - the range of jobs and work carried out by people they know.  - about topical issues and events, how to discuss and debate them and present the outcome;  - why and how rules and laws are made and enforced…and how to participate in the creation and adaptation of rules;  - to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;  - to understand the concept of democracy and the basic institutions that support it at local and national level;  - the role of voluntary, community bodies and pressure groups;  - to explore how the media and other sources present information.  - about sources of help and support for individuals, families and groups. |
| **RE** | | **Humanism**  Humanist beliefs  The Golden Rule  The moral of the story  A friend in need  Welcoming a baby  Rules for life  **Buddhism**  Looking for answers  Four noble truths  Sacred scriptures  Guidelines for life  Devotion  Reflecting on learning | **Marriage**  Relationships  Love  Christian wedding  Jewish wedding  Arranged marriage  Sikh wedding  When relationships go wrong  **Poverty and wealth**  Bible teachings  Points of view  Money for charity  An honest wage  The cost of living | **Hinduism**  Aa supreme power  Trimurti  Scriptures  Gods and goddesses  Living things  Worship  Dharma and karma  Important times  Pilgrimages  Divali  Reflecting on learning |
| **PE** | | **Invasion games**: basketball/handball  **Accurate replication of actions**: gymnastic/dance  **Swimming** | **Accurate replication of actions**: Trampolining  **Net Games**: volleyball/ table tennis  **Swimming** | **Strike and Field**: softball  **Performance:** athletics  **Outdoor Education**: Stanley head, kilnworks, horse riding  **Swimming** |
| **MFL** | | Unit 1: Me, myself and I  Unit 2: Singing and playing | Unit 3: Party time  Unit 4: How I look | Unit 5: The four friends  Unit 6: Growing things |
| **Diversity** | | Unit 1a: My identity | Unit 3a: My culture | Unit 2b: Making new friends |
| **Social Skills & SRE** | | Classroom Rules & Responsibilities | Conversation Skills | Puberty & Development (1) |
| **Core offer** | | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion |
| **Further Enrichment**  (suggested activities) | | Biddulph Garden Centre – Science  Trentham Garden Centre – Science  Bridgemere Garden Centre – Science  Yoga specialist for mental well-being – PSHE  Nutritionist Visit – Science  Manchester Buddhist Centre – RE  Outdoor adventure centre to build shelters - Topic | Birmingham Museum and Art Gallery (Egyptian Display) – Science  Salvation Army – PSHE  Local community volunteer work – PSHE  Church – RE  Synagogue - RE | Cardingmill Valley (journey of a river) – Topic  River Trent – Topic  Trentham Gardens (river) – Topic  Westport Lake – Topic  Roaches (Mountains and hills) – Topic  Blackpool Beach (Sea) – Topic  Hindu Temple - RE |

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| **Key Stage 2 Curriculum Map (B)** | | | | | |
|  | **Autumn 2023** | | **Spring 2024** | | **Summer 2024** |
| **Theme** | **Invasion! Vicious Vikings and Smashing Saxons** | | **Rotten Romans** | | **Extreme Earth** |
| **Core** | | | | | |
| **English** | **Adventure Stories**  Essential Books:  How to be a Viking by Cressida Cowell  **Creating Images (Poetry)**  Essential Books:  1066 and Before That by Roger Stevens  **Stories about Imaginary Worlds (Myths and Legends)**  Essential Books:  A Children’s Introduction to Norse Mythology by Heather Alexander  The Dragons Hoard and Viking Sagas by Lari Don  **Instructions and Persuasive Writing** Non-Fiction books about Viking food  Internet Research | | **Plays and Dialogues**  Essential Books:  Romulus and Remus (Melissa Fitzgerald)  The Roman Record (Usborne)  Roman Myths (Eric Braun)  Roman Myths (Sterling)  **Recounts and Letter Writing**  Trip to Chester -life as a soldier (Dewa Roman Experience)  Letter Writing  Essential Books:  Boudica (Richard Brassey)  Boudica and her Barmy Army (Valerie Wilding)  **Newspaper Reporting / Journalistic Writing**  Essential Books:  Escape from Pompeii (Christina Balit)  My Story –Pompeii (Sue Reid)  The Roman Record (Usborne)  GL Assessment | | **Non-Chronological Reports** Essential Books:  Extreme Planet (Carsten Peter)  100 Facts Extreme Earth (Anna Claybourne)  Bear Grylls Extreme Planet (Bear Grylls)  Earth Extreme Facts (Steffi Cavell-Clarke)  **Traditional Poems**  Essential Books:  Winter Bees and other poems of the cold (Joyce Sidman)  Weather Poems for all seasons (Lee Bennett Hopkins)  **Stories from Other Cultures** Essential Books:  A year frill of stories, 52 classic stories from around the world (Angela McAllister)  Stories from around the world (Heather Amery)  **Humorous Poems**  Essential Books:  Revolting Rhymes (Roald Dahl)  Funny Poems (Jan Dean)  I’m Just No Good at Rhyming (Chris Harris) |
| **Maths** | Number Place value and money  Mental addition and subtraction  Fractions  Division and calculation strategies for subtraction  Shape  Multiplication and division  Fractions and decimals  Written addition and subtraction  Measures and data, time, bar charts and pictographs, statistics  Mental multiplication and division  Fractions, decimals and percentages | | **Number**  Counting, place value, comparing and ordering, Solving number problems  Rounding, approximations and estimation, multiplying by powers of 10  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Understanding fractions  **Measurement** – perimeter and area, temperature, time, money  **Geometry** - patterns, position and direction, coordinates  **Statistics** - sorting and classifying, present and interpret data  GL Assessment | | **Number**  Counting, place value, comparing and ordering, Solving number problems  Negative numbers, roman numerals  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Number addition and subtraction, order of operations  Fractions, percentages and decimals  Ratio and proportion  **Measurement** – Capacity/volume, conversion, time, money  **Geometry** – Properties of shape, angles and rotations  **Statistics** - sorting and classifying, present and interpret data, averages |
| **Science** | Forces and Magnets (Y3 )  Health and Movement (Y3) | | States of Matter (Y4)  Changes and Reproduction (Y5)  GL Assessment | | Earth & Space (Y5 Plan B) Revision |
| **Creativity** | | | | | |
| **Art and Design** | Senses Art  The Norse nine worlds and Tree of Life  Bayeux Tapestry  Bede’s ‘Ecclesiastical History of the English People’ & ‘The Anglo-Saxon Chronicles’ | | Mosaics  Roman Army Busts | | Water cycle |
| **Music / Performing Arts** | Individual tuition – skill development | | Composition  Reinforce skills | | Playing instrument within a group  Concert preparation and performance |
| **Technology** | | | | | |
| **Computing** | We are Game Developers (5)  We are co-authors (4) | | We are HTML Editors (4)  We are App developers (6) | | We are Meteorologists (4)  We are Market Researchers (6) |
| **Design Technology** | Designing your own settlement  Anglo Saxon Feast  Viking Shields and Longboats  Model of a longhouse  Weave simple cloth  Make a leather pouch and then host a Viking meal  Plan and prepare a Viking celebration day | | Design a chariot  Roman roads  Buildings  Aqueducts | | Model the water cycle  Mountain model  DIY seismograph  Earthquake-proof structure  DIY ‘Eden Project’ |
| **Humanities** | | | | | |
| **History** | Introduction to the Saxons  Anglo Saxon settlements  Invasions  Anglo Saxon Art and Culture  Introduction to the Vikings  Viking Raiders  Viking way of Life  Viking trade  Myths and Mythology | | Introduction to the Romans  Life in Britain before the Romans  The Roman Invasion of Britain  Roman Entertainment, Mosaics  Boudicca’s rebellion  The Roman Army  Roman Buildings and Engineering  Roman Legacy | | Geography only topic |
| **Geography** | Anglo Saxon Settlements  Invasion routes  Introduction to the Vikings | | Locate Rome in Europe  Roman Roads  The Roman legacy | | Coasts  Water cycle  Mountains  Volcanoes  Earthquakes  Climate Zones and biomes |
| **Spiritual, Moral, Social, Cultural, and Physical Development** | | | | | |
| Theme | | Right and Wrong | | Health | Community |
| **PSHE/**  **Citizenship** | | Right and Wrong  - make informed choices;  - assume greater personal responsibility;  - develop a sense of right and wrong;  - recognise the importance of developing effective relationships with those around them;  - become more fully engaged in school and outside activities;  - learn about how the local community - functions and those who enable it to do so;  - know more about those who rule us and the institutions through which they do so. | | Health  - what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;  - that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;  - about how the body changes as they approach puberty;  - which commonly available substances and drugs are legal and illegal, their effects and risks;  - to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;  - that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;  - school rules about health and safety, basic emergency aid procedures and where to get help. | Community  - to express and justify a personal opinion orally and in writing on issues of personal and social concern;  - to face new challenges positively through gathering information, seeking help, making choices and taking action  - about topical issues and events, how to discuss and debate them and present the outcome;  - to reflect on social, moral…issues, using imagination to consider the experience of others;  - to understand the role of voluntary, community bodies and pressure groups;  - to appreciate the diversity of national, regional, religious and ethnic identities within the UK.  - to consider the experiences and lives of other people living in other places/times and with different values and customs in the UK  - to understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability. |
| **RE** | | **Birth Ceremonies**  What does a baby need?  What is sin?  Christian baptism  Muslim birth ceremonies  Sikh birth ceremonies  Making comparisons  **War and suffering**  Why are there wars?  Why is there suffering?  Responses to suffering  Christmas Day truce | | **Christianity**  The birth of Jesus  A gift from God  Lost in Jerusalem  Jesus’ baptism  The temptation of Jesus  Jesus’ disciples  Miracles  Parables  Church visit  Easter  Reflect on learning | **Neighbours**  Who is my neighbour?  When I needed a neighbour….  Whose neighbour are you?  **Becoming an adult**  Belonging to a group  Confirmation and believers baptism  Bar Mitzvah  Amrit ceremony  Taking responsibility  Initiation ceremonies |
| **PE** | | **Invasion games**: basketball/handball  **Accurate replication of actions**: gymnastic/dance  **Swimming** | | **Accurate replication of actions**: Trampolining  **Net Games**: volleyball/ table tennis  **Swimming** | **Strike and Field**: softball  **Performance:** athletics  **Outdoor Education**: Stanley head, kilnworks, horse riding  **Swimming** |
| **MFL** | | Unit 7: All aboard  Unit 8: Pocket money | | Unit 9: Tell me a story  Unit 10: Our sporting lives | Unit 11: Animals’ carnival  Unit 12: What’s the weather? |
| **Diversity** | | Unit 2a: Similarities and differences | | Unit 4a: Diversity | Unit 1b: I belong |
| **Social Skills & SRE** | | Understanding the Teacher’s Role | | Puberty & Development (2) | Cooperative Play Skills |
| **Core offer** | | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion |
| **Further Enrichment**  (suggested activities) | | The Specialists provide on-site Vikings experience days - Topic  The Potteries Museum and Art Gallery have produced several hands on workshops for schools about the Anglo-Saxons - Topic  Tutbury Castle - Topic  Stafford Castle - Topic  Church visit - RE  Mosque visit - RE  Gudwara visit - RE | | Dewa Roman Experience (Chester) - -Topic  Roman Tours School Visit (on-site) - Topic  The Potteries Museum - Topic  Gladstone Pottery museum - Topic  Stafford Castle - Topic  Poet Andy Croft school visit - English  Various church visits focusing on different aspects of the unit - RE | National Space Centre (Leicester) – Science  Liverpool’s World Museum - Science  Science Done Earth and Space Show (on-site) - Science  Dynamic Earth Workshops (experience day) - Topic |

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| **Key Stage 2 Curriculum Map (C)** | | | |
|  | **Autumn 2020** | **Spring 2021** | **Summer 2021** |
| **Theme** | **Digging for Dinosaurs and Fossils** | **The Ancient Groovy Greeks** | **WW2** |
| **Core** | | | |
| **English** | **Debate poetry and poetry that tells a story 5 P5**  Essential books:  *The Dispute of Coffee and Tea*Hamilton Group Reader  *Sensational! poems inspired by the five senses*chosenby Roger McGough, Macmillan  **Stories by the same author 3 F1**  Essential books:  *I’ll Take you to Mrs Cole* by Nigel Gray & Michael Foreman  *Dinosaurs & All that Rubbish* by Michael Foreman  **Stories in Familiar Settings 4 F2**  Essential books:  *Horrid Henry* by Francesca Simon  *Horrid Henry’s Birthday Party* by Francesca Simon  **Persuasive writing 6 NF3**  Essential books:  *The Tin Forest* by Helen Wood & Wayne Anderson  *Dinosaurs and all that Rubbish* by Michael Foreman  *Eco-Wolf and the Three Pigs* by Laurence Anholt | **Myths and legends 3 F2**  Essential books:  *The Orchard Book of Greek Myths* by Geraldine Mc Caughrean  *Greek Myths* by Marcia Williams  *The Hamilton Book of Traditional Tales*  **Nonsense poetry 4 P5**  Essential books:  A variety of poems selected from *The Works*  **Chronological reports 4 NF 6**  Essential books:  *Henry’s Freedom Box*by Ellen Levine  *Who Was Rosa Parks?* by Yona Zeldis McDonough  **Information texts 4 NF2**  Essential books:  *The Kingfisher Book of Music*- published by Kingfisher *Children’s Book of Music* -pub by Dorling Kindersley *Usborne Introduction to Music*: Internet Linked by Eileen O’Brien  GL Assessment | **Poetry by heart 4 P6**  Essential books:  *Off By Heart – Poems for YOU to remember* chosen by Roger Stevens  **Biographies and autobiographies 5 F2**  Essential books:  *Boy and Going Solo* by Roald Dahl  *Singing for Mrs Pettigrew/Homecoming* by Michael Morpurgo  *Various biographies* of two authors  **Argument and debate 5 NF3**  Essential books:  *Arguments for and against use of CCTV cameras* (provided)  **Slam Poetry 5 P1**  Essential books:  *You wait till I’m older than you* by Michael Rosen  *The Works* and *Read Me* collections  *A variety of poems provided* |
| **Maths** | Number Place value and money  Mental addition and subtraction  Fractions  Division and calculation strategies for subtraction  Shape  Multiplication and division  Fractions and decimals  Written addition and subtraction  Measures and data, time, bar charts and pictographs, statistics  Mental multiplication and division  Fractions, decimals and percentages | **Number**  Counting, place value, comparing and ordering, Solving number problems  Rounding, approximations and estimation, multiplying by powers of 10  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Understanding fractions  **Measurement** – perimeter and area, temperature, time, money  **Geometry** - patterns, position and direction, coordinates  **Statistics** - sorting and classifying, present and interpret data  GL Assessment | **Number**  Counting, place value, comparing and ordering, Solving number problems  Negative numbers, roman numerals  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Number addition and subtraction, order of operations  Fractions, percentages and decimals  Ratio and proportion  **Measurement** – Capacity/volume, conversion, time, money  **Geometry** – Properties of shape, angles and rotations  **Statistics** - sorting and classifying, present and interpret data, averages |
| **Science** | Rocks, Fossils and Soils  Healthy Bodies | Forces in Action  Eating and Digestion  GL Assessment | Seeing Light  Revision |
| **Creativity** | | | |
| **Art and Design** | Record Footprints using drawing. | Research and design your own clothing and artefacts typical of Greek home life.  Learn about the great art of the Ancient Greeks through the details on the Parthenon Marble.  Learn techniques to help draw figures of people and animals as realistically as possible. Use the marbles as inspiration for creating drawings, paintings, and sculpture. | Become curators of a Churchill exhibition! Design war posters.  Create a class ‘memorial’ art installation to remember the Holocaust and the Jewish people who were killed. |
| **Music / Performing Arts** | Individual tuition – skill development | Composition  Reinforce skills | Playing instrument within a group  Concert preparation and performance |
| **Technology** | | | |
| **Computing** | We are Bloggers (5)  We are project managers (6) | We are software developers (4)  We are app planners (6) | We are Musicians (4)  We are Artists (5) |
| **Design Technology** | Make your own Fossils.  Reconstruct a dinosaur.  Design your own dinosaur. | Research and design your own clothing and artefacts typical of Greek home life.  Research the features and roles of key Greek buildings and attempt to build your own. Research the details and structure of the ancient Olympics and recreate significant parts of them | Make gas masks.  Identity papers, ration books and role-play home front scenarios.  Plan a street party in the style of those that took place on VE day |
| **Humanities** | | | |
| **History** | **Historical Palaeontologists**  Learn about Mary Anning, one of the most famous palaeontologists ever.  Research the main fossil-hunting areas of the UK and learn about the 18th Century when Anning lived | **Ancient Greece**  Find out about the four main time periods of the Greek Empire.  Learn key information from each era. Think and question like a historian.  Explore different kinds of historical sources. Check the fascinating myths of the Trojan War and the Minotaur against primary sources. Research the fascinating life of Alexander the Great.  Understand trading in the Ancient Greek world.  Learn about the lifestyle and clothing of the Ancient Greek people.  Discover the significance of temples.  What was it like to go to school in Ancient Greece?  Appreciate the role of education in the lives of the Ancient Greeks.  Research the historical background of Aesop. Learn about the roles and rights of free men, women, children and slaves in Ancient Greece.  Learn about the significance of the Ancient Greece Olympics.  Learn about the development of democracy from its creation in Ancient Greece to systems used today | **WW2**  Understand why World War 2 started, and what is meant by the ‘Phoney War’.  Examine some major events leading up to the Battle of Britain.  Develop an understanding of who Churchill was and his significance as a leader.  Gather facts from a range of sources and identify key information which you go on to share with visitors.  Learn about the home front, the rationing, digging for victory, ‘make do and mend’, Dad’s Army, the Land girls and the role of women during the war, the Blitz and the experience of evacuee children.  Study the life of the positive and inspirational Anne Frank.  Research the events leading up to, and involved in, the end of the war. Learn about the D-Day landings, the role of the French Resistance including women in the Resistance. Learn about the surrender of countries, the Battle of Berlin and death of Hitler.  Consider the Paris Peace Treaties of 1947 |
| **Geography** | Find out about how the early humans dispersed around the world. | Meet Alexander the Great and some of the places he and his troops saw.  Work with maps and discover the goods that were traded by the Ancient Greeks | Develop a familiarity with the location of the countries involved in first year of World War 2. |
| **Spiritual, Moral, Social, Cultural, and Physical Development** | | | |
| Theme | Being a good Citizen | Democracy | The Global Community |
| **PSHE/**  **Citizenship** | Being a good Citizen 1  - talk and write about their opinions, and explain their views on issues that affect themselves and society;  - recognise that there are different kinds of duties, responsibilities and rights at home, at school and in the community, and that these can sometimes conflict with each other;  - reflect on social, moral and cultural issues, using imagination to consider the experience of others;  - participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;  - understand the concept of democracy and the basic institutions that support it at local and national level. | Democracy 1  - to express and justify a personal opinion orally and in writing on issues of personal and social concern;  - the range of jobs and work carried out by people they know.  - about topical issues and events, how to discuss and debate them and present the outcome;  - why and how rules and laws are made and enforced…and how to participate in the creation and adaptation of rules;  - to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;  - to understand the concept of democracy and the basic institutions that support it at local and national level;  - the role of voluntary, community bodies and pressure groups;  - to explore how the media and other sources present information.  - about sources of help and support for individuals, families and groups. | The Global Community  - about topical issues and events, how to discuss and debate them and present the outcome;  - that there are different kinds of duties, responsibilities and rights, at home, at school and in the community and that these can sometimes conflict with each other;  - to reflect on social, moral and cultural issues, using imagination to consider the experience of others;  - the role of voluntary, community bodies and pressure groups;  - that there are different ways of allocating scarce resources and that economic choices affect individuals, communities and the environment.  - to express and justify a personal opinion orally and in writing on issues of personal and social concern;  -to face new challenges positively through gathering information, seeking help, making choices and taking action. |
| **RE** | **Sikhism**  A Sikh hero  The early life of Guru Nanak  Guru Nanak visits heaven  Guru Nanak’s travels  A travelling companion  After Guru Nanak  The Khalsa  The Guru Granth Sahib  The Gudwara  Festivals  Reflecting on learning | **Islam**  The final prophet of Islam  The Bilal mystery  The 5 pillars of Islam  Islamic prayer  The Quran  Good advice  A mosque  Hajj  What is zakah?  Fasting and feasting | **Race and Diversity**  Discrimination  Racism  Rose Parks  Martin Luther King  A multi-faith centre  **Justice**  It’s not fair!  Who can bring justice?  Forgiveness  Prayers for justice  Fair trade  Sheep and goats |
| **PE** | **Invasion games**: basketball/handball  **Accurate replication of actions**: gymnastic/dance  **Swimming** | **Accurate replication of actions**: Trampolining  **Net Games**: volleyball/ table tennis  **Swimming** | **Strike and Field**: softball  **Performance:** athletics  **Outdoor Education**: Stanley head, kilnworks, horse riding  **Swimming** |
| **MFL** | Unit 13 Healthy eating  Unit 14: I am the music man | Unit 15: On the way to school  Unit 16: Beach Scene | Unit 17: The four seasons  Unit 18: The planets |
| **Diversity** | Unit 3b: Included Excluded | Unit 5a: celebrating diversity | Unit 5c: Racism, diversity, inclusion. |
| **Social Skills & SRE** | Talkabout Me  Self-Regulation | Sex, Reproduction & Life Cycles | Talkabout Friends  Friendship Management  . |
| **Core offer** | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion |
| **Further Enrichment**  (suggested activities) | Land of the living dinosaurs – West Midlands Safari Park - Topic  Birmingham Museum and Art Gallery - Topic  Visit from a health professional – Science (Healthy Bodies)  Visit from sports professional – Science (Healthy Bodies)  Volunteer in the local community – PSHE  Visit from the Community Officer to see how they help the local community – PSHE  Visit to Gudwara – PSHE  Visit local charity – Social Skills | Visit from a poet – English  Birmingham Museum and Art Gallery – Topic  Visit Greek Deli – Topic  Visit from local MP – PSHE  Visit to mosque – RE  Visit to beach - French | Visit from local Slam Poet – English  Englesea Brook WW2 Experience Day – Topic  Weston Park Experience Day – Topic  The Staffordshire Regiment Museum – Topic  The Potteries Museum and Art Gallery – Topic  Victorian Tearoom - Topic |

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| **Key Stage 2 Curriculum Map (D)** | | | |
|  | **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| **Theme** | **Vile Victorians** | **Savage Stone and Iron Age** | **Modern Europe** |
| **Core** | | | |
| **English** | **Instructions and Explanations 6 NF2**  Essential books:  *Sue Palmer’s Books of Instructions and Explanations*  **Narrative poems 6P2**  Essential books:  *The Highwayman* by Alfred Noyes  Other poems are provided in resources  **Genre fiction 5 F3**  Essential books:  *Short* by Kevin Crossley Holland  **Poetic Style 5 P4**  Essential books:  *You Wait Till I’m Older Than You* by Michael Rosen  *Collected Poems* by Roger McGough | **Information texts 6 NF6**  Essential books:  *The First Drawing*by M Gerstein  *Stone Age Boy* by S Kitamura  *The Secrets of Stonehenge*by M Manning  **Classic poems 5 P2**  Essential books:  *The Walrus and the Carpenter* by Lewis Carroll  *Cautionary Tales* by Hilaire Belloc  **Drama (Shakespeare) 5 F4**  Essential books:  *Mr William Shakespeare’s Plays by* Marcia Williams  **Non-chronological reports 4 NF4**  Essential books:  *The Wolves in the Walls* by Neil Gaiman  *Wolves* by Emily Gravett  *Top Gun of the Sky* by Martin Bradley  GL Assessment | **Stories from other cultures 4 F5**  Essential books:  *The Pearl Diver*by Julia Johnson  *A Gift of the Sands*by Julia Johnson  **Chronological reports 6 NF5**  Essential books:  *When Jessie Came Across the Sea* by Amy Hest  *Mr George Baker*by Amy Hest  **Shape poems: Playing with form 3 P6**  Essential books:  *I Like this Poem*by Kaye Webb  *Read Me, Read Me First* and *The Works*  are desirable  **Stories with flashbacks 6 F3**  Essential books:  *Harry Potter books* by J.K. Rowling |
| **Maths** | Number Place value and money  Mental addition and subtraction  Fractions  Division and calculation strategies for subtraction  Shape  Multiplication and division  Fractions and decimals  Written addition and subtraction  Measures and data, time, bar charts and pictographs, statistics  Mental multiplication and division  Fractions, decimals and percentages | **Number**  Counting, place value, comparing and ordering, Solving number problems  Rounding, approximations and estimation, multiplying by powers of 10  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Understanding fractions  **Measurement** – perimeter and area, temperature, time, money  **Geometry** - patterns, position and direction, coordinates  **Statistics** - sorting and classifying, present and interpret data  GL Assessment | **Number**  Counting, place value, comparing and ordering, Solving number problems  Negative numbers, roman numerals  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Number addition and subtraction, order of operations  Fractions, percentages and decimals  Ratio and proportion  **Measurement** – Capacity/volume, conversion, time, money  **Geometry** – Properties of shape, angles and rotations  **Statistics** - sorting and classifying, present and interpret data, averages |
| **Science** | Circuits and Conductors  Light and Shadow | Properties and Changes of Material  Classify Organisms  GL Assessment | Living in Environments  Revision |
| **Creativity** | | | |
| **Art and Design** | Victorian architecture  Victorian legacy in our local area  Sketching on a field trip  Our own Great Exhibition Sketches & presentation | Learn about Ice Age art.  Experiment with different techniques and styles as you create a coffee table book all about Ice Age art, your own decorated cave, and engraved pieces of portable art – all inspired by original Ice Age art | Create a class ‘soundscape’ exhibition of the local area.  Create ‘conté crayon’ sketches of a local waterway and a painting in the ‘pointillist’ style.  Use impasto painting to recreate one of Berthe Morisot’s coast paintings.  Study a range of artworks that depict a variety of French landscapes; match artworks to French climate zones; discover Cézanne, Seurat and Morisot and explore how their works are located geographically |
| **Music / Performing Arts** | Individual tuition – skill development | Composition  Reinforce skills | Playing instrument within a group  Concert preparation and performance |
| **Technology** | | | |
| **Computing** | We are architects (5)  We are toy designers (4) | We are interface designers (6)  We are marketers (6) | We are Network Engineers (3)  We are Web developers (5) |
| **Design Technology** | A peek in the Dolls House - appraising Dolls Houses & planning to build own! Touring the 1900 house – ideas boards for rooms  Period details – Plan & design contents of rooms in a Victorian Dolls House. Miniatures of Vic furnishings | Recreate a round house; weave with wool; cook oatcakes, make cheese; make tunics, belts, animal totem designs and jewellery to wear. | Design innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups.  Select tools, equipment and materials to perform practical tasks accurately and aesthetically.  Prepare and cook two savoury and one sweet Spanish dish using a range of cooking techniques. |
| **Humanities** | | | |
| **History** | Victorian Census Detectives – local censuses from 1841 Census (local research).  When I was a lad – reminiscing in role  Railways – just the ticket? The railways – good or bad?  A railway in our town-become local character.  A chance to let off steam – debate!  Victorian legacy. | Learn how to be an archaeologist as you discover the Stone Age to Iron Age timeline. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming.  Research the meaning and significance of Stonehenge.  Investigate life as an Iron Age villager. | Explore how places have changed over time. |
| **Geography** | The cartographer’s challenge Local change / map work.  Population explosion.  Railways & the changing landscape. | Understanding the range of hill forts and their significance in Iron Age society. | Locate the world’s countries, using maps to focus on Europe. |
| **Spiritual, Moral, Social, Cultural, and Physical Development** | | | |
| Theme | Rights and Responsibilities | Feelings and Relationships | **Rules and Laws of England:** |
| **PSHE/**  **Citizenship** | **Rights and Responsibilities**  - to express and justify a personal opinion orally and in writing on issues of personal and social concern.  - that there are different kinds of duties, responsibilities and rights at home, at school, and in the community, and that these can sometimes conflict with each other  - to recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes;  - to consider the experiences and lives of other people living in other places/times and with different values and customs. | **Feelings and Relationships**  - to express and justify a personal opinion orally and in writing on issues of personal and social concern;  - to recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals;  - as they approach puberty, the changes in emotions that puberty brings and how to manage their feelings towards themselves and others.  - to understand the consequences of anti-social behaviour, including bullying, for individuals and communities;  - to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made.  - to recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes;  - to consider the experiences and lives of other people living in other places/times and with different values and customs;  - about different types of relationships among friends and families and to develop skills needed to be effective in relationships;  - the consequences of racism, teasing, bullying and violent behaviour, to learn to respond appropriately to them and ask for help; to recognise and challenge stereotypes;  - to understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability;  - about sources of help and support for individuals, families and groups. | **Rules and Laws of England:** - why and how rules and laws are made and enforced, that different rules are needed in different contexts and how to participate in the creation and adaptation of rules;  - to understand the consequences of anti-social behaviour, including bullying, for individuals and communities;  - to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;  - to understand the concept of democracy and the basic institutions that support it at local level.  - school rules relating to health and safety issues.  - to recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes;  - the consequences of racism, teasing, bullying and violent behaviour, to learn to respond appropriately to them and ask for help;  - about sources of help and support for individuals, families and groups. |
| **RE** | **Life’s big questions**  Ultimate questions  Is there a God?  Communication  Stewardship  Rules for life – a Hindu story  Rules for life – a Buddhist story  **Belief**  What is belief?  Comparing beliefs  Christian beliefs  How do our beliefs change?  Sharing belief | **Christianity**  The Christmas story  The calling of Matthew  The two builders  A miracle  The Beatitudes  The Lord’s Prayer  The church  The parable of the talents  Metaphors  Easter  Reflecting of learning | **Moral Maze**  Jonah’s dilemma  Actions and beliefs  Religious dress  Moral choices  Solving & dilemma  **What happens when we die?**  Questions and answers  Body and soul  Reincarnation  Judgement  The Christian funeral  The Adhan  A non-religious response |
| **PE** | **Invasion games**: basketball/handball  **Accurate replication of actions**: gymnastic/dance  **Swimming** | **Accurate replication of actions**: Trampolining  **Net Games**: volleyball/ table tennis  **Swimming** | **Strike and Field**: softball  **Performance:** athletics |
| **MFL** | Unit 19: Our school  Unit 20: Our world | Unit 21: Creating a café  Unit 22: Then and now | Unit 23: At the theme park  Unit 24: What’s in the news?  Basic Skills |
| **Diversity** | Unit 5 b: Name Calling | Unit 4b: racism | Unit 5c: Racism Attitudes. |
| **Social Skills & SRE** | Empathy  Talkabout Assertiveness | Talkabout Relationships:  Social Relations including sexting | Conflict Management |
| **Core offer** | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion |
| **Further Enrichment**  (suggested activities) | Foxfield Railway – Topic  Amerton Railway – Topic  Apedale – Topic  Englesea Brook Victorian Experience Day – Topic  Hindu Temple – RE | Zoo2u – Science  Pets4home – Science  Church – RE  French Patisserie Hanley – French  The Potteries Museum – Topic  The Herbert Museum and Art Gallery - Topic | Roaches – Topic  Local Police Officer to talk about importance of the law – PSHE  Peak Wildlife Park – Science  Westport Lake Education Centre - Science |