



KS2 Curriculum Map 2016 - 2017



| | | Autumn Frosterley in World War II | Spring Investigating Rivers | Summer Building Bridges |
|------------------------|---------------|--|---|---|
| Reading | Word reading | NC Appendix 1 (NC p 43) | | |
| | Comprehension | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books /text books (NC p 43) | | |
| Writing | Transcription | Spelling programme (NC Appendix 1) | | |
| | Composition | Writing focusing on audience, purpose and form (NC p 47/48) 1)Non-chronological reports, diaries, play scripts 2)Instructions, narrative, argument | Writing focusing on audience, purpose and form (NC p 47/48) 1)Letter, recount, narrative 2)Narrative, biography, persuasion | Writing focusing on audience, purpose and form (NC p 47/48) 1)Poetry, narrative 2)Narrative, explanation, poetry |
| | VGP | NC Appendix 2 | | |
| Speaking and Listening | | 12 Statutory statements (NC p 17) | | |
| Mathematics | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics | | |
| Science | | Living Things and their habitats (Y5) Electricity (Y6) | Evolution and Inheritance (Y6) Animals including humans (Y5)) | Light (Y6) Revision/ Scientific Skills |
| | | Working Scientifically – on going across the year | | |
| History & Geography | | A local history study – How were the children of Frosterley affected by World War 2? | Investigating Rivers Learning about the physical geography of the local area (hills, mountains, coasts and rivers) Flooding - cause and effect Map work & Geographical enquiry | Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America |
| Art and Design | | Propaganda posters – developing drawing and painting techniques. Sketching and drawing WW2 aircraft in sketch books. | Digital Art using Typography - TypeDrawing Layering collage to tell the journey of a river Weaving – a waterfall | Impressionism – Claude Monet |
| Design Technology | | Cooking a wartime recipe. | | Structures - Bridges |
| Music | | Instrumental lessons for Ukulele. We will consider why songs and music were important during the war and compose a piece of music to reflect the Blitz. | Listening - Handel's Water Music Create own interpretation using tuned instruments: chords – cycle of 5ths structures e.g. - tonic/dominant/ subdominant /tonic Singing and performing- 'River' theme songs | Develop an understanding of the history of music |
| MFL | | Numbers (0-30) - Un, deux, trois Body parts - Mon petit ami bizarre | De quelle couleur? Masculine/feminine agreement | Au parc d'attractions (At the theme park) |
| P.E. | | Swimming Games (Tag Rugby) Dance | Gymnastics Table Tennis Games | Outdoor and adventurous activities Athletics |
| R.E. | | What is religion? What concepts do religions have in common? What do the gospels tell us about the birth of Jesus? | How do Hindus worship? Why is the River Ganges sacred? Why are Good Friday and Easter day the most important days for Christians? | What do Sikhs believe and how are these beliefs expressed? |
| PSHE/RSE | | Why do we need rules? Respect | Staying safe online It's good to be me | Emotional well-being A mini-enterprise project |
| Computing | | Computer science - programming with Logo to create the Swastika symbol ICT - Multimedia presentations about an aspect of War, adding text, images, videos, sounds and narration. E-Safety: Talking Safely Online | Computer science - programming with Scratch to make a fish chomp game ICT - collect and present data about rivers including bar graphs to show lengths of rivers. E-safety – Selling stereotypes | Computer Science – programming with Go software to control a set of traffic lights ICT - Understand the opportunities computer networks offer for collaboration. E-Safety: You've won a prize! |