



English Curriculum

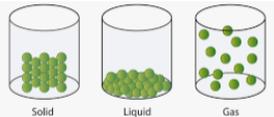
	LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Focus on Quality Literature	Journey by Aaron Becker Matilda by Roald Dahl Here We Are by Oliver Jeffers		Beowulf by Michel Morpurgo Kid Normal by Greg James and Chris Smith		Journey to the River Sea by Eva Ibbotson The Little Raindrop by Joanna Gray	
	Writing Focus	<i>Recount (personal event)</i> Lists Poetry Story Playscripts Instructions Non-chronological report (one / two sentences) Labels and captions Cause and effect sentences (because, so, if, when) Explanations (verbally, speaking frames, more writing)		<i>Recount (personal event)</i> Letters (basic to and from) Non-chronological report (one / two sentences) Labels and captions Story Persuasive – one sided argument and adverts Lists Poetry Cause and effect sentences (because, so, if, when) Journalistic writing		<i>Recount (personal event)</i> Poetry Instructions Story Explanations (verbally, speaking frames, more writing) Playscripts Letters (basic to and from) Non-chronological report (one / two sentences) Labels and captions Cause and effect sentences (because, so, if, when) Journalistic writing	
	KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	Focus on Quality Literature	Let's Celebrate! by Debjani Chatterjee and Brian D'Arcy The Lion, The Witch and the Wardrobe by CS Lewis Bartholomew and the Oobleck by Dr. Seuss		Harry Potter and the Philosopher's Stone by JK Rowling Romans on the Rampage by Jeremy Strong		The Iron Man by Ted Hughes Stig of the Dump by Clive King Stone Age Boy by Satoshi Kitamura	
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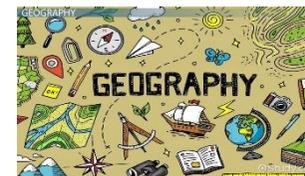


Science Curriculum

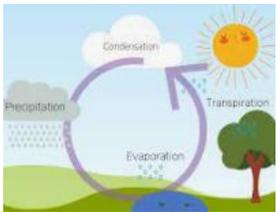
	LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Knowledge Progression	Animals Including Humans <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans 	Materials <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter 	Sound <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. 	Living Things and Their Habitats <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. 	Forces & Magnets <ul style="list-style-type: none"> Observe how magnets attract or repel each other and attract some materials and not others Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	Forces & Magnets <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
	Topic	Our Bodies <p>Children will learn about the functions of skeletons and muscles and discover how the human digestive system works. They will interpret and construct food chains.</p>	Rocks, Fossils & Soils <p>The children will dig deep and unearth a fascinating world below ground. They will learn about rocks and soils, and the fossils that can be found buried deep.</p>	Sounds Spectacular! <p>During this topic, children will help to set up a new rhythm band and will understand the scientific aspects behind it all e.g. How will the audience hear the music?</p> 	Food Chains <p>In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn 'vertebrates' and 'invertebrates' and use and create classification keys to group, identify and name living things from the local habitat and beyond.</p>	Amazing Magnets <p>Children will explore how magnets behave towards each other in a variety of different exciting challenges. They will discover that magnets have 2 poles and that same poles repel whilst opposite poles attract. They will learn that the world itself is a giant magnet!</p>	Friction <p>The class will learn about forces, friction and magnetic attraction. They will look at forces in the context of pushing and pulling, and will identify different actions as pushes or pulls.</p>



	LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	Knowledge Progression	Animals Including Humans <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify the different types of teeth in humans and their simple functions 	Materials <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	Light <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change. 	Living Things and Their Habitats <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	Electricity <ul style="list-style-type: none"> Identify common appliances that run on electricity Recognise some common conductors and insulators, and associate metals with being good conductors. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 	Electricity <ul style="list-style-type: none"> Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 
	Topic	Keeping Healthy <p>Children will gain understanding in nutrition, and conduct their own research in order to answer questions about how to keep healthy. They will look at teeth and develop further understanding about how to look after them.</p>	States of Matter <p>Children will have the opportunity to develop and showcase an understanding of all areas of states of matter, including how materials can change from one state to another, through a large range of simple practical enquiries.</p>	Light and Shadows <p>This topic will teach children about light, shadows, day, night and everything in between! Children will learn about how light travels, what shadows are and how the length and position of a shadow changes throughout the day.</p> 	Plants <p>Children will learn the names of different parts of plants, and the jobs they do. They will investigate what plants need to grow well and look into the transportation of water within plants. Children will also explore the different stages of the life cycle of a flowering plant.</p>	It's Electric! <p>Children will learn all about electrical circuits and test materials' ability to conduct electricity. They will build their own circuit to create a buzz-wire game.</p>	Circuits <p>Children will predict whether the switch will function correctly when placed in different positions in the circuit. They will create your own amazing electric powered person or robot.</p>



Geography

	LKS2	Autumn	Spring	Summer
	Knowledge Progression	The UK and a Contrasting Locality Locational Knowledge <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns Place Knowledge <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country Geographical skills and fieldwork <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	Where in the World? Locational Knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	Earth Explorers – Naming and Knowing Human and Physical Geography <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 
Year A	Topic 	The UK vs France In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history this will all then be compared to a region in France.	Countries of the World Children will learn about the wider world by not only identifying and locating the seven continents and some of the countries within each one, but by also exploring areas of human and physical geography around the world, from population and culture to mountains and rivers. 	Rainforests During this topic, children will take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. Children will compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.
	LKS2	Autumn	Spring	Summer
Year B	Topic	Investigating our local area This topic will encourage children to take a closer look at their local area as they explore different features of the community. They will consolidate their knowledge by evaluating their local area and provide information for visitors and tourists.	Our European Neighbours Children will take a virtual trip across the English Channel to discover the continent of Europe! They will not only discover some fascinating facts about Europe, but they will also find out the names, locations and features of European countries and capitals.	Extreme Earth This Extreme Earth unit will teach children about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.



History

	LKS2	Autumn	Spring	Summer
	<p>Knowledge Progression</p>	<p>The Shaping of Britain</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>From Ancient Rome to Ancient Greece</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain A local history study 	<p>Early Civilisations, Events beyond Living Memory and Significant People</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations Changes in Britain from the Stone Age to the Iron Age
Year A	<p>Topic</p>	<p>Crime and Punishment (Victorians)</p> <p>The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon and Tudor periods. They will focus their study on crime and punishment within the Victorian period.</p>	<p>The Romans</p> <p>The children will learn everything they need to know about the rise of Roman Britain, opposition from the Celts and the legacy that was left behind when they went home.</p> 	<p>Ancient Egypt</p> <p>This Ancient Egypt topic will allow children to understand and become familiar with the ancient Egyptian civilisation. From mummification to the River Nile, the children will find out all about life in ancient Egypt and what we can learn from the evidence the ancient Egyptians left behind.</p>
	LKS2	Autumn	Spring	Summer 1
Year B	<p>Topic</p>	<p>The British Monarchy</p> <p>The class will learn about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. They will understand who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.</p> 	<p>The Romans</p> <p>We will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. With the opportunity for local studies.</p> 	<p>Stone Age to Iron Age</p> <p>The children will learn about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.</p> 



Art

	LKS2	Autumn	Spring	Summer
	Knowledge Progression	<p>Portraits</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Landscapes and Nature</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Sculpture</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history
Year A	Topic	<p>Vincent Van Gogh</p> <p>This topic will introduce our class to one of the most famous artists of all time, Vincent van Gogh. Children will discover what Post-Impressionism is and what techniques Vincent van Gogh used in his paintings. The class will then explore his works in more detail and have a go at creating some art of their own!</p>	<p>European Art</p> <p>This topic will give children the opportunity to learn about how to draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of European artists such as Anselm Kiefer, Michelangelo and Salvador Dali.</p>	<p>Ancient Egypt</p> <p>With a link to their history topic, the children will learn some context about the Ancient Egyptian artefacts they will be creating, before seeing handy step-by-step instructions demonstrating suggested methods for creating their own versions to help showcase their learning.</p>
	LKS2	Autumn	Spring	Summer 1
Year B	Topic	<p>British Art</p> <p>Children will learn how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. They will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.</p> 	<p>Fruit and Vegetables</p> <p>This Fruit and Vegetable topic will teach children about how to use pencil, colour, paint, clay peppers and textiles to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennan-Wood and Italian painter, Caravaggio.</p> 	<p>The Prehistoric World</p> <p>During this topic, children will spend time exploring artefacts and see examples for inspiration before they design and create their own works of art from mysterious stone balls to caveman paintings!</p> 



Design Technology

	LKS2	Autumn	Spring	Summer
	Knowledge Progression	Design <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Make <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical Knowledge <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	Design <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Make <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately Evaluate <ul style="list-style-type: none"> investigate and analyse a range of existing products Technical knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable Food technology <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Design <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical Knowledge <ul style="list-style-type: none"> understand and use mechanical systems in their products understand and use electrical systems in their products apply their understanding of computing to program, monitor and control their products use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
Year A	Topic	Let's Fly <p>This topic gives children opportunities to develop their understanding of frame structures and how they can be strengthened and stiffened. Children will discover information about a key event and gain knowledge and understanding about the parts and shapes of kites. They will design, make and evaluate their own kite.</p>	Pizza Party <p>Children will explore pizzas, discovering what a variety of toppings and bases look like, taste like and feel like. They will then have the challenge of designing and making their pizza to meet a design brief and evaluate it based on a chosen criteria.</p> 	Rainforest Life <p>Children will learn all about moving parts with levers and linkages and then create a masterpiece of information all about life within the rainforest.</p> 
	LKS2	Autumn	Spring	Summer 1
Year B	Topic	Seasonal Stockings <p>Children will develop and use their knowledge of, and skills in, a variety of sewing techniques for joining and decorating fabric in order to design and make their very own Christmas stocking!</p> 	Edible Garden <p>Children will have the opportunity to learn where and how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment.</p>	Battery operated lights <p>This topic gives children opportunities to enhance their knowledge and understanding of electrical systems. They will be given the chance to apply their knowledge about electric circuits in a purposeful way by designing and making a battery operated light which will be controlled by a homemade switch.</p> 



PHSE

	LKS2	Core theme 1 – Health and wellbeing		Core theme 2 – Relationships		Core theme 3 – Living in the wider world (economic wellbeing and being a responsible citizen)	
	Knowledge Progression	H1 – H50 (From P.S.H.E Association)		R1 – R34 (From P.S.H.E Association)		L1 – L32 (From P.S.H.E Association)	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Topic	It's My Body – Health and Wellbeing Healthy eating, sleep and exercise	Be Yourself – Relationships Recognise different emotions and explore different strategies to manage them	Britain – Living in the Wider World Identify groups and communities they belong to Explore what makes you proud to be British	Aiming High – Health and Wellbeing Identify how having a positive learning attitude can help them tackle and achieve new learning challenges	Team– Relationships Enable the children to develop successful collaborative working skills 	Money Matters – Living in the Wider World Understand why it is important to keep belongings, including money, safe.
	Topic	Growing Up – Health and Wellbeing Learn about their own and others' bodies, looking at similarities and differences 	Safety First – Relationships Learn about everyday dangers, in the home and outside and how they can keep themselves safe	One World – Living in the Wider World Children to explore their own family life and how they are different for other children around the world	VIPs – Health and Wellbeing Enables them to identify what makes someone a special person in their life and who these are	Think Positive – Relationships Recognise, talk about and accept their feelings	Respecting Rights – Living in the Wider World To enable the children to explore the concepts of difference and fairness



RELIGIOUS EDUCATION

RE

	LKS2	Autumn		Spring		Summer
	Knowledge Progression	<ul style="list-style-type: none"> To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience 				
Year A	Topic	Creation The universe and human life are God's good creation. Humans are made in the image of God. Links to other religions <ul style="list-style-type: none"> Judaism Hinduism 	Incarnation The New Testament presents Jesus as the answer — the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. Links to other religions <ul style="list-style-type: none"> Judaism Hinduism 	Fall Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.	Salvation Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. Links to other religions <ul style="list-style-type: none"> Islam 	People of God The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, ¹ who tried to persuade people to stick with God. The plan appears to end in failure, with the people of God exiled and then returning, awaiting a 'messiah' — a rescuer. Links to other religions <ul style="list-style-type: none"> Judaism Islam 
	Year B	Topic	Understanding Christianity – God Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit. Links to other religions <ul style="list-style-type: none"> Judaism (Hanukah) Hinduism 		Gospel Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God. Links to other religions <ul style="list-style-type: none"> Islam 	