

**CURRICULUM MAP: YEAR B – KEY STAGE 2**

	Amazing Egyptians – History focus		Our Locality - The Stroud Valleys – Geography focus		The Olympic games – History focus	
	1	2	3	4	5	6
Class 3/4  English	Instructions & explanations Y3 Stories by the same author Y3 Poetry - creating images Y3	Stories from other cultures Y3 Information texts Y3 Poetry – humour Y3	Plays & dialogues Y3 Poems by heart Y4 Stories in familiar settings Y4	Chronological reports Y4 Nonsense poems Y4 Recounts Y3	Adventure stories Y3 Shape poems Y3 Non-chronological reports Y3	Persuasive writing Y3 Traditional poems Y3 Myths & legends Y3
Class 5	Historical stories Y6 Recounts Y6 Choral & performance poems Y6	Instructions & explanations Y6 Biographies & autobiographies Y5 Classic poetry Y5	Non-chronological reports & journalism Y6 Classic poems Y6 Persuasive writing Y5	Debate poems Y5 Chronological reports Y6 Poetic style Y5	Poet study - Emily Dickenson Y6 Classic fiction Y6 Drama Y5	Free form poems Y6 Dialogue poems Y6 Letter writing Y6
Maths	Number and place value Number - Addition and subtraction Number - Multiplication and division Number - Fractions and decimals Money Time Properties of shape Statistics – bar charts and pictograms.		Number and place value Number - Addition and subtraction Number - Multiplication and division Number - Fractions and decimals Measurements Money Position and direction Tables and bar charts		Number and place value Number - Addition and subtraction Number - Multiplication and division Number - Fractions and decimals Measurements Time Properties of shapes Position and direction Graphs	
Class 3/4  Science	Animals including humans Y4 <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different parts of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	Properties of Materials Y5 <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> </ul>	Sound Y4 <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	Living things and their habitats Y4 <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	Forces & Magnets Y3 <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> </ul>	Forces & Magnets Y3 continued. See left.

<p>Class 5</p>	<p>Animals including humans Y5</p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>	<p>Living things and their habitats Y6</p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Properties of Materials Y5</p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</li> </ul>	<p>Properties of Materials Y5</p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</li> </ul>	<p>Animals including humans Y6</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li></li> </ul>	<p>Forces Y5</p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>
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			<p>materials, including metals, wood and plastic.</p> <ul style="list-style-type: none"> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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.</li> </ul>	<p>materials, including metals, wood and plastic.</p> <ul style="list-style-type: none"> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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.</li> </ul>		
Working scientifically in Science (taught across year).	<ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Report and present findings, including relationships, conclusions and explanations, in oral and written form.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Plan scientific enquiries, including recognising and controlling variables where necessary.</li> <li>• Record and present results/data using keys, scientific diagrams, labels, models, tables, bar &amp; line graphs.</li> <li>• Make systematic and careful observations</li> <li>• Identify changes, differences and similarities related to scientific ideas</li> <li>• Gather, record and classify data</li> <li>• Draw simple conclusions.</li> <li>• Ask relevant questions</li> <li>• Record findings using simple scientific language, tables, drawings and labelled diagrams in displays and presentations.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas</li> </ul>					
History / geography	<p>Ancient Egypt</p> <p>Introduction, Egyptologists, Pharaohs &amp; Pyramids Mythology, Daily Life, The Nile</p> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' and 'peasantry'.</li> <li>• Understand historical concepts such as continuity and change, similarity, difference and significance.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding</li> </ul>	<p>Local study</p> <ul style="list-style-type: none"> <li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• 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; and understand how some of these aspects have changed over time</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul>	<p>Ancient Greece/ Olympics</p> <p>Timeline, Empire, Trade, Home life, Education Buildings, Olympics, Parthenon, Slavery, Democracy</p> <ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Chn should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Researched the life of Alexander the Great and the rise and fall of the Greek Empire.</li> <li>• Assessed the reliability of the sources of evidence for the life of Alexander the Great.</li> <li>• Understood what an empire is and how it is made and lost.</li> </ul>			

	<p>the connections between cultural, economic, military, religious and social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none"> <li>• Locate the world's countries using maps.</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 within North or South America</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</li> <li>• Create their own structured accounts, including written narratives and analyses.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Understand Ancient Greece, Greek life, their achievements and influence on the western world.</li> <li>• Discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'economy', 'empire', 'civilisation', 'parliament' and 'peasantry' inc. 'slavery'.</li> <li>• Locate the world's countries using maps.</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
Art	<p>Egyptian masks –making and decorating.</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p>Local sketching - Cezanne</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Create sketch books to record their observations and use them to review and revisit ideas</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p>Artist study – movement and people.</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>• Great artists, architects and designers in history.</li> </ul>
D.T.	<p>Textiles.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> </ul>	<p>Control/programming</p> <ul style="list-style-type: none"> <li>• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li> <li>• Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</li> <li>• Critique, evaluate and test their ideas and products and the work of others.</li> <li>• Apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>Mechanical systems – cam puppet theatres.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Ten pieces: Peer Gynt</li> </ul>	<ul style="list-style-type: none"> <li>• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Develop an understanding of the history of music.</li> <li>• Ten pieces: Beethoven</li> </ul>
PE	<p>Team net/wall games – football, hockey, netball.</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Gym/dance</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Athletics, rounders, cricket, tennis, swimming (Yr 5/6)</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 meters.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>
Computing	E Safety & Programming	Technology in our lives & Programming.	Multimedia & Data Handling.



	<ul style="list-style-type: none"> <li>• Different types of risk, including positive risk taking.</li> <li>• Identifying and assessing risk.</li> <li>• Hazards in the home, e.g. electrical appliances, sources of fire, sharp implements and blades, cleaning substances.</li> <li>• Being sunsmart.</li> <li>• Emergency aid.</li> <li>• Public transport.</li> <li>• Hazards in our community, e.g. power sub stations, sharp implements and blades, farms, construction sites.</li> </ul>		
R&SE: Y3 (Term 6)			<ul style="list-style-type: none"> <li>• Recognise the <b>main</b> organs of the human bodies.</li> <li>• To understand there are different types of love.</li> <li>• To understand how infection can spread and how to prevent the spread.</li> <li>• To understand that our bodies have three main lines of natural defence.</li> </ul> <p><i>Vocab: antibacterial, microbes, symptom, transmission, contagious, hygiene, infection, antibodies, immune, inflammation, white blood cell, disease, vaccination.</i></p>
R&SE: Y4 (Term 6)			<ul style="list-style-type: none"> <li>• To recognise the main external parts of the bodies of humans including agreed names for reproductive organs.</li> <li>• To understand some of the physical changes that will happen as humans get older [Science]</li> <li>• To consider their responsibilities and level of independence.</li> <li>• To understand that most common infections get better on their own through time, bed rest, intake of fluids and healthy living.</li> <li>• To understand that antibiotics should be taken only as prescribed.</li> </ul> <p><i>Vocab: penis, testicles, vulva, breasts, respiratory / circulatory / digestive / nervous / reproductive systems, puberty, adolescence, period, menstruate, menstruation, antibiotic, disease, illness, immune system, medicine, symptom.</i></p>
R&SE: Y5 (Term 6)			<ul style="list-style-type: none"> <li>• To challenge gender based stereotypes.</li> <li>• To know and understand the physical changes that take place during puberty and why they happen. [Science]</li> <li>• To understand that emotional as well as physical changes happen at different rates for different people.</li> <li>• To consider new aspects of personal hygiene relevant to puberty.</li> </ul>

			<p><i><u>Vocab:</u> puberty, changes, personal hygiene, hormones, oestrogen, progesterone, testosterone, testicles, ovaries.</i></p>
R&SE: Y6 (Term 6)			<ul style="list-style-type: none"> <li>• To understand genetic inheritance.</li> <li>• To understand the functions of male and female reproductive organs.</li> <li>• To know and understand the physical changes that take place during puberty and why they happen. [Science]</li> <li>• To be able to recognise their own changing emotions and be able to express their feelings and concerns positively.</li> <li>• To consider the need for trust and love in marriage established relationships.</li> <li>• To consider different types of love.</li> <li>• To know about the facts of the human lifecycle including sexual intercourse.</li> <li>• To understand how babies are born.</li> <li>• To explore the impact a new baby has on a family.</li> </ul> <p><i><u>Vocab:</u> genetics, chromosomes, characteristics, traits, penis, testicles, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina, puberty, erection, ejaculation, conception, pregnancy, foetus, embryo, families, adoption, lesbian and gay relationships, wider family, brother, sister, step/half brother / sister, grandparents, contraction, labour, dilation, cervix, umbilical cord, placenta, amniotic fluid, caesarean section,</i></p>