

# Curriculum Map - Key Stage 2 (B)

2021-22

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		Autumn	Spring	Summer	
<b>Maths</b>		<a href="#">White Rose Yearly Overview</a>	<a href="#">White Rose Yearly Overview</a>	<a href="#">White Rose Yearly Overview</a>	
<b>English</b>		<b>Narrative</b>	<b>Text Types</b>	<b>Poetry</b>	
	<b>Year 3/4</b>	Adventure (Character/Relationship) Fantasy (Setting) Myths (Plot)	Information (Non-Chron) Persuasive Instructions Diaries, Explanation Newspaper Leaflets Scripts Postcards	Free verse or rap Structured (limerick)	
	<b>Year 5/6</b>	Legends (Character/Relationship) Classic Fiction (Setting) Flashback/Time Shift (Plot)	Persuasive Information Discussion Biographies Explanation Playscripts Recount Magazine (containing a wide variety of text types)	Structured (haiku) Figurative language	
	To be completed throughout the year. Teacher choice.				

<p><b>Science</b></p>	<p><sup>3</sup>/<sub>4</sub>: <a href="#">Rocks and Soil</a>  <sup>4</sup>/<sub>5</sub>: <a href="#">Earth and Space</a>  Year <sup>5</sup>/<sub>6</sub>: <a href="#">Earth and Space</a></p> <p><a href="#">Rocks Planning</a></p>	<p><sup>3</sup>/<sub>4</sub>: <a href="#">Forces and Magnets</a>  <sup>4</sup>/<sub>5</sub>: <a href="#">Forces and Magnets</a>  Year <sup>5</sup>/<sub>6</sub>: <a href="#">Animals Including Humans</a></p> <p><a href="#">Forces and Magnets Planning</a></p> <p><a href="#">Animals Including Humans Planning</a></p>	<p>Year <sup>3</sup>/<sub>4</sub>: <a href="#">Electricity - Y4</a>  Year <sup>4</sup>/<sub>5</sub>: <a href="#">Electricity - Y4</a>  Year <sup>5</sup>/<sub>6</sub>: <a href="#">Electricity - Y6</a></p>
<p><b>Environmental Science Y3-5</b></p>	<p>Fish: Science  How they breathe - gases  H2O and CO2 - molecular structure  Acids and Alkalines</p> <p>Fish: Geography  Equator, Tropic of  Cancer/Capricorn/Hemispheres</p> <p>Y3/4: Name four countries from the northern and 4 countries from the southern hemisphere</p> <p>Year 4/5: Locate South and North American countries</p>	<p>Science:  Living things and their habitats</p> <p>Classification  Environments can change and pose danger to living things  Digestive system  Teeth</p>	<p>Science:  Life Cycles and Plant Reproduction</p>
<p><b>R.E.</b></p>	<p>Year <sup>3</sup>/<sub>4</sub>: Incarnation and Buddhism  Year <sup>5</sup>/<sub>6</sub>: Incarnation and Buddhism</p>	<p>Year <sup>3</sup>/<sub>4</sub>: Kingdom of God and Hinduism  Year <sup>5</sup>/<sub>6</sub> :Kingdom of God and Hinduism</p>	<p>Year <sup>3</sup>/<sub>4</sub>: People of God and <i>Big Question</i>  Year <sup>5</sup>/<sub>6</sub>: People of God and <i>Big Question</i></p>
<p><b>Computing</b></p>	<p>Y3/4 - Digital Literacy (6 weeks) and Internet Safety (6 weeks)  Y5/6 -</p>		
<p><b>Art</b></p>	<p><a href="#">Van Gogh</a></p> <p><a href="#">Van Gogh - Planning</a></p>	<p>William Morris</p>	<p>Banksy</p>
<p><b>D.T.</b></p>	<p>Making a model village</p>	<p>Viking Shields</p>	<p>/</p>
<p><b>Geography</b></p>	<p><a href="#">Building a Village</a></p> <p>Children will build a model village (either as a class on a large scale or in small groups on a smaller scale),</p>	<p><a href="#">Survival!</a></p> <p>Children use these skills to aid them with</p>	<p>Teacher Choice: Europe</p> <p>Birch: <a href="#">Euro 2021</a></p>

	<p>taking into account the following criteria: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Year ¾: Know why cities are located by a river. Know and locate UK rivers and know the main features. Explain the features of the water cycle. Know what some of the ordnance survey symbols stand for.</p> <p>Year ⅝: Know why industrial areas and ports are important. Know main human and physical differences between developed and third world countries. Know what most of the ordnance survey symbols stand for.</p>	<p>Orienteering in P.E. The objective is to complete an orienteering lesson around Oakington.</p> <p>Year ¾: Know how to plan a journey within the UK, using a road map. Know and name the eight points of a compass. Know how to use a compass.</p> <p>Year ⅝: Know how to use six-figure grid references. Use Google maps to plan a journey.</p>	<p><b>Chestnut:</b> <a href="#">Europe</a>  <b>Oak:</b> <a href="#">Eurovision</a></p> <p>Focus on countries, capitals and flags.</p> <p>KS2: Name and locate 8 countries in Europe along with their capital cities. Know the flags of these countries. Describe geographical similarities and differences between countries. Recap continents and name a country in each of these.</p>
<p><b>History</b></p>	<p><a href="#">Anglo Saxons</a></p> <p>Year ¾: Uses a variety of sources to collect information about the past. Sequences several events on a timeline with dates. Constructs informed responses about one aspect of life. Observes pictures or artefacts to find out about the past.</p> <p>Year ⅝: Orders an increasing number of historical events. Uses timeline to show a change in technology, religion and society. Use key periods of time as reference points. Uses and analyses a wider range of evidence to better understand the past.</p> <p><a href="#">Anglo Saxons Planning</a></p>	<p><a href="#">The Vikings</a></p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- Alfred the Great</li> <li>- Edward the Confessor</li> <li>- 1066</li> </ul> <p><a href="#">The Vikings Planning</a></p>	
<p><b>Music</b></p>	<p>Year ¾: Stop!/ Three Little Birds  Year 4/5: Make you feel my love/Fresh Prince of Bel-Air  Year 5/6: Happy/ Fresh Prince of Bel-Air (Charanga units)</p>	<p>COMPOSER STUDY:  Year ¾: Key piece: <b>Bach</b> - Air on a G- String (Violin) Theory focus: orchestra &amp; string family  Year 4/5: Key piece: <b>Britten</b>- Peter Grimes Theory focus: dynamics – crescendo &amp; diminuendo  Year 5/6: Key piece: <b>Beethoven</b>- Pastoral</p>	<p>Year 3/4: School Production  Year 4/5: School Production  Year 5/6: School Production</p>

		Symphony Theory focus: timbre	
<b>P.E.</b>	<p>Birch: Swimming, multi-skills, dodgeball <b>Covid:</b> Circuits, Netball, Athletics, Multi-Skills</p> <p>Chestnut/Oak: Swimming, Tag Rugby, Dodgeball, Netball <b>Covid:</b> Circuits, Netball, Athletics, Multi-Skills</p>	<p>All: Dance, Gymnastics, Circuits (working scientifically), Orienteering (geography)</p>	<p>All: Football (Euro 2021), Hockey, Athletics</p>
<b>P.S.H.E.</b>	Well being/Emotions and Internet Safety		
<b>French</b>	<p>Birch: <a href="#">French - Year 3/4</a> Greetings, Colours, Body Parts and Animals</p> <p>Chestnut: <a href="#">French - Year 4/5</a> Months, Seasons, Weather, Numbers</p> <p>Oak: <a href="#">French - Year 5/6</a> Weather, Directions, Places</p>	<p>Birch: <a href="#">French - Year 3/4</a> Days, Months, Seasons, Numbers</p> <p>Chestnut: <a href="#">French - Year 4/5</a> Alphabet, Shapes, Family</p> <p>Oak: <a href="#">French - Year 5/6</a> Alphabet, Shapes, Family</p>	<p>Birch: <a href="#">French - Year 3/4</a> Adjectives (m and f), Verbs (Conjugation)</p> <p>Chestnut: <a href="#">French - Year 4/5</a> Directions, Places, High Numbers</p> <p>Oak: <a href="#">French - Year 5/6</a> Directions, Places, High Numbers</p>