

Curriculum Overview for Key Stage Two

<p>English (Writing)</p> <p><u>Narrative:</u> Stories set in places pupils have been. Stories that contain mythical legendary or historical characters or events. Stories of science fiction and adventure. Stories of mystery, horror and suspense. Letters and plays. Stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p><u>Non-Fiction:</u> Instructions, Recounts, Persuasive texts, Explanations, Non-chronological reports, Biographies, Journalistic texts, Arguments, Formal texts.</p> <p><u>Poetry:</u> Learn by heart and perform significant poems. Write poems in different forms. Write and analyse poems that use figurative language to convey imagery.</p>	<p>English (Reading)</p> <p>Read, listen to and discuss a wide range of styles of text. Learn a wide range of poetry by heart. Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Take part in conversations about books. Use the school and community libraries. Look at classification systems. Look at books with different alphabets. Read and listen to whole books.</p>	<p>English (Communication)</p> <p>Engage in meaningful discussions across the curriculum. Listen to and learn a wide range of subject specific vocabulary. Through reading, identify vocabulary that enriches and enlivens stories. Frequently speak to small and larger audiences. Practise and rehearse sentences and stories to gain feedback on the overall effect and the use of standard English. Listen to and tell stories often. Debate issues and formulate well-constructed points.</p>	<p>Design & Technology</p> <p><u>Design</u> :Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><u>Make</u> : Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components according to their function and aesthetic qualities.</p> <p><u>Evaluate</u> : Investigate and analyse a range of existing products. Evaluate ideas and products against design criteria and consider the views of others to improve work. Understand how key events and individuals in design and</p>	<p>Languages</p> <p>Speak, read and write in a chosen modern language. Look at the culture of the countries where the language is spoken. Explore the roots of the foreign language.</p> <p>RE</p> <p>Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. Study three of the major six religions not studied in depth in order to gain a brief outline. Study other religions of interest to pupils.</p>
<p>Science</p> <p><u>Biology</u> Plants: Function of parts of flowering plants, requirements of growth, life cycles, water transportation, and seed dispersal. Evolution and inheritance: Resemblance and differences in offspring, changes in humans and animals over time, adaptation and evolution. Animals and humans: Transportation of water and nutrients in the body, muscle and skeleton system of humans and animals, digestive system in humans, teeth, human circulatory system. All living things: Identify and name plants and animals, classification keys, life cycle of animals and plants, classification of plants, animals and micro organisms, reproduction in plants and animals, human growth and changes, effect of diet, exercise and drugs.</p>	<p>Physics</p> <p>Light: sources, seeing, reflections and shadows, how light appears to travel in straight lines, and how this affects seeing and shadows. Sound: sources, vibration, volume and pitch. Electricity: appliances, circuits, lamps, switches, insulators and conductors, effect of the voltage in cells and the resistance and conductivity of materials. Forces and magnets • Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. • Look at poles, attraction and repulsion. • Look at the effect of gravity and drag forces. • Look at transference of forces in gears, pulleys, levers and springs. Earth and space • Look at the movement of the Earth and the moon. • Explain day and night.</p>	<p>Chemistry</p> <p>Rocks and fossils: Compare and group rocks and describe the formation of fossils. States of matter: Solids, liquids and gases, changes of state, evaporation, condensation and the water cycle. Materials: Properties of materials, solubility and recovering dissolved substances, separating mixtures, irreversible changes to materials.</p> <p>P.E.</p> <p>Play competitive games such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending. Take part in gymnastics and athletics activities, and perform dances. Take part in outdoor adventurous activity challenges both individually and within a team. Take swimming instruction.</p>	<p>technology have helped shape the world. Technical knowledge: Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems such as gears, pulleys, cams, levers and linkages. Understand and use electrical systems such as series circuits incorporating switches, bulbs, buzzers and motors. Apply understanding of computing to programme, monitor and control products. Cooking and nutrition: 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.</p>	<p>History</p> <p>Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. Britain's settlement by Anglo Saxons and Scots. The Viking and Anglo Saxon struggle for the Kingdom of England. A local history study. A study of a theme in British history. Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. Ancient Greece. A non- European society that contrasts with British history chosen from: Early Islamic Civilization, Mayan Civilization, Benin. History of interest to pupils.</p>
<p>Maths</p> <p>Count and calculate in contexts. Apply mathematical knowledge across the curriculum, in particular in science, technology and computing. Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts. Explore numbers and place value so as to read and understand the value of all numbers. Add, subtract, multiply and divide using efficient mental and formal written methods. Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts. Describe position, direction and movement in increasingly precise ways. Use and apply measures to increasingly complex contexts. Gather, organise and interrogate data. Understand the practical value of using algebra.</p>	<p>Computing</p> <p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. Use logical reasoning to explain how a simple algorithm works and to detect and correct errors In algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. Select, use and combine a variety of software on a range of devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Geography</p> <p>Locate the world's countries with a focus on Europe, North and South America, and countries of particular interest to pupils. Know key geographical features of the countries of the United Kingdom, and understand how some of these aspects have changed over time. Locate the geographic zones of the world. Understand the significance of the geographic zones of the world. Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom. Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country and a region or area within North or South America.</p>	<p>Describe and understand key aspects of: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. Use a wide range of geographical sources in order to investigate places and patterns. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>Art and Design</p> <p>Use ideas, experiences and other subjects across the curriculum as inspiration for artwork. Develop and share ideas in sketchbook and in finished products. Improve mastery of techniques. Learn about the great artists, architects and designers in history.</p> <p>Personal Development</p> <p>Discuss and learn techniques to improve in the eight areas of 'success'. Study role models who have achieved success. Study those who have lost success and relate this to the eight areas of 'success'.</p>
			<p>Music</p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Improvise and compose music using the inter-related dimensions of music separately and in combination. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand the basics of the staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music.</p>	