
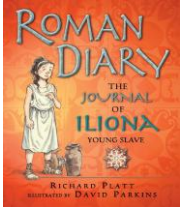
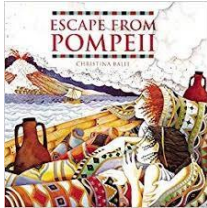

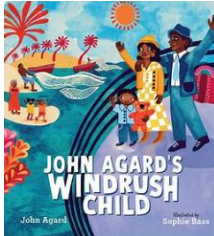
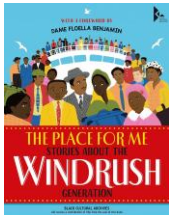

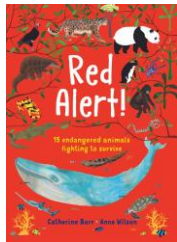


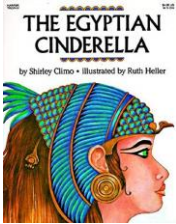
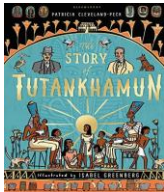


Curriculum Knowledge Plan – KS2 Cycle A

Themes	Autumn			Spring			Summer		
	Identity and Diversity	Peace and Conflict		Social Justice	Saving Our Environment		Our Heritage	Our World and Beyond	
Key texts	 	 		 	 		 	 	
	Purpose	<p>Non-Fiction: Inform</p> <p>Fiction: Poetry</p>	<p>Fiction: Entertain</p>		<p>Non-Fiction: Inform</p>	<p>Non-Fiction: Persuade</p>		<p>Non-Fiction: Inform</p> <p>Fiction: Poetry</p>	<p>Fiction: Entertain</p> <p>Non-Fiction: Inform</p>
Genre	<p>Entertain</p> <p>Narrative</p> <p>Description</p> <p>Poetry</p>	<p>Inform</p> <p>Explanation</p> <p>Recount</p> <p>Biography</p> <p>Newspaper</p>	<p>Persuade</p> <p>Advert</p> <p>Leaflet</p> <p>Poster</p> <p>Speech</p>	<p>Entertain</p> <p>Narrative</p> <p>Description</p> <p>Poetry</p>	<p>Inform</p> <p>Explanation</p> <p>Recount</p> <p>Biography</p> <p>Newspaper</p>	<p>Persuade</p> <p>Advert</p> <p>Leaflet</p> <p>Poster</p> <p>Speech</p>	<p>Entertain</p> <p>Narrative</p> <p>Description</p> <p>Poetry</p>	<p>Inform</p> <p>Explanation</p> <p>Recount</p> <p>Biography</p> <p>Newspaper</p>	<p>Persuade</p> <p>Advert</p> <p>Leaflet</p> <p>Poster</p> <p>Speech</p>
Maths	NCETM		NCETM	NCETM		NCETM	NCETM		NCETM

Themes	Autumn		Spring		Summer	
	Identity and Diversity	Peace and Conflict	Social Justice	Saving Our Environment	Our Heritage	Our World and Beyond
Science	<p>Animals, including humans - nutrition</p> <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 that humans and some other animals have skeletons and muscles for support, protection and movement describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions <p>BIG Question: What is a healthy diet and why is it important?</p>	<p>States of Matter</p> <p>BIG Question: Where do ice cubes go when they disappear? Why does it rain and hail?</p>	<p>Animals, including humans – food chains</p> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey <p>BIG Question: What would happen if one element no longer existed? Extinction, pollution etc</p>	<p>Living things and their habitats</p> <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 <p>BIG Question: Are living things in danger?</p>	<p>Plants</p> <p>BIG Question: Why do plants have flowers?</p>	<p>Forces and Magnets</p> <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 observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing <p>BIG Question: How can we move magnets?</p>
History	<p>Key Question: Why did the Romans settle in Britain?</p>		<p>Windrush generation</p> <p>Key Question: Why was the Windrush generation a significant turning point in British History?</p>		<p>Key Question: What were the causes and effects of The Plague? (Eyam)</p>	<p>Key Question: What did the ancient Egyptians believe?</p>

Themes	Autumn		Spring		Summer	
	Identity and Diversity	Peace and Conflict	Social Justice	Saving Our Environment	Our Heritage	Our World and Beyond
Geography	Are all settlements the same?	Why do People live near volcanoes?		Who lives in Antarctica?		
Art		Painting & Mixed Media- Light & dark	Sculpture & 3D- Mega materials Sokari Douglas-Camp		Drawing – Growing artists Georgia O’Keefe Maud Purdy	
DT	Cooking & Nutrition– Adapting a recipe. Bread with different toppings, shapes & ingredients (Roman Bread)			Electrical Systems- Electric poster to save the environment.		Textiles – Cross-stitch & applique; Egyptian collars
Comp	Creating media <i>E safety Managing online information</i>	Animation <i>E Safety Self-image and identity</i>	Programming a sequence in music <i>E Safety Online relationships</i>	Programming: events & actions in programs <i>E Safety Online bullying</i>	Creating Media; desktop publishing <i>E Safety Online reputation</i>	<i>E Safety Privacy and Security</i>
Music	Adapting and Transposing Motifs: Theme - Romans	Creating compositions in response to an animation: Theme - Mountains	Pentatonic melodies and composition: Theme – Chinese New Year	Haiku, music & performance: Theme - Hanami	Changes in pitch, tempo & dynamics: Theme - Rivers	Composition notation: Theme – Ancient Egypt
PE	Fundamental Skills OAA Swimming	Dance OAA Swimming	Gymnastics OAA	Football OAA	Striking & Fielding OAA Swimming	Athletics OAA Swimming
PSHE & RSE	Being Healthy	Bullying Matters	Difference & Diversity	Relationships	Exploring Emotions	Being Responsible

MFL	Spanish Phonemes Greetings & Introductions Classroom instructions	Spanish Animals Numbers & plurals Christmas in Spain	Spanish Numbers 1-20 Days and months	Spanish Colours	Spanish Masculine and feminine forms Shapes	Spanish Parts of the body Family
RE	Living DAS L2.9 What can we learn from religions about deciding what is right and wrong?	Expressing DAS L2.6 Why do some people think that life is a journey and what significant experiences mark this?	Living DAS L2.10 How do family life and festivals show what matters to Jewish people?	Expressing DAS L2.5 Why are festivals important to religious communities.	Expressing DAS L2.5A How do people from religious and non-religious communities celebrate key festivals?	Expressing DAS L2.4 Why do people pray?