

Curriculum Map KS2

Writing

Narrative

- Write stories set in places pupils have been
- Write stories that contain mythical legendary or historical characters or event
- Write stories of adventure
- Write stories of mystery and suspense
- Write letters
- Write plays
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum

Non-fiction

- Write instructions
- Write recounts
- Write persuasively
- Write explanations
- Write non-chronological reports
- Write biographies
- Write in journalistic style
- Write arguments
- Write formally

Poetry

- Learn by heart and perform a significant poem
- Write haiku
- Write cinquain
- Write poems that convey an image (simile, word play, rhyme and metaphor)

Note: Only the following are statutory at KS2

- Narratives
- Non-fiction
- Poetry

Reading

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends
- Listen to and discuss a wide range of texts
- Learn 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
- Learn a wide range of poetry by heart
- Use the school and community libraries
- Look at classification systems
- Look at books with a different alphabet to English
- Read and listen to whole books

Communication

- Engage in meaningful discussions in all areas of the curriculum
- Listen to and learn a wide range of subject specific vocabulary
- Through reading identity vocabulary that enriches and enlivens stories
- Speak to small and larger audiences at frequent intervals
- Practice and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English
- Listen to and tell stories often so as to internalise the structure
- Debate issues and formulate well-formulated points

Mathematics

- Count and calculate, including those that cannot be experienced first hand
- Rigorously 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 and subtract using efficient mental and formal written methods
- Use the properties of shape and angles in increasingly complex and practical contexts including in construction and engineering contexts
- Gather, organise and interrogate data
- Understand the practical value of using algebra

Art and design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork
- Develop and share ideas in a sketchbook and in finished products
- Improve mastery of techniques
- Learn about the great artists, architects and designers in history

Computing

- Design and write programs that accomplish specific goals, including controlling or stimulating 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 in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communications 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 (including internet services) on a range of digital devices to accomplish, given goals, including collecting, analysing, evaluating and presenting data and information

Science

Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically (This is documented in the Essentials for progress section.)

Biology

Plants

- Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

- Look at resemblance in offspring
- Look at changes in animals overtime
- Look at adaption to environments
- Look at differences in offspring
- Look at adaption and evolution
- Look at changes to the human skeleton over time

Animals and humans

- Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals
- Look at the digestive system in humans
- Look at teeth
- Look at the human circulatory system

All living things

- Identify and name plants and animals
- Look at classification keys
- Look at the life cycle of animals and plants
- Look at classification of plants, animals and micro organisms
- Look at reproduction in plants and animals, and human growth and changes
- Look at the effect of diet and exercise and drugs

Chemistry

Rocks and fossils

- Compare and group rocks and describe the formation of fossils

States of matter

- Look at solids, liquids and gases, change of state, evaporation, condensation and the water cycle

Materials

- Examine the properties of materials using various tests
- Look at solubility and recovering dissolved substances
- Separate mixtures
- Examine changes to materials that create new materials that are usually not reversible

Physics

Light

- Look at sources, seeing, reflections and shadows
- Explain how light appears to travel in straight lines and how this affects seeing and shadows

Sound

- Look at sources, vibration, volume and pitch

Electricity

- Look at appliances, circuits, lamps, switches, insulators and conductors
- Look at circuits, the 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

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- 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

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- 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, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- 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

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

Cooking and Nutrition

- Understand and apply the principles of a healthy 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

Languages

- In the chosen modern language
 - Speak
 - Read
 - Write
- Look at the culture of the countries where the language is spoken
- If an ancient language is chosen, read, translate and explore the culture of the time

Music

- 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

Geography

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils
- Key geographical features of the countries of the United Kingdom, and understanding 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 (different from that taught at Key Stage 1)
- Understand geographical similarities and differences

through the study of human and physical geography of a region or area in a European Country.

- Understand geographical similarities through the study of the human and physical geography of a region or area within North or South America
- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
 - Human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy food, minerals and water supplies
- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studies
- 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

History

- 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 in depth study of one of the following: Ancient Summer;

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

Personal development

- 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'

Physical Development

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, apply basic principles suitable for attacking and defending
- Take part in gymnastic activities
- Take part in athletic activities
- Perform dances
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2