

Science
Animals including Humans – 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
 Construct and interpret a variety of food chains, identifying producers, predators and prey
States of matter – Compare and group materials together according to whether they are solids, liquids or gases.
 Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius
 Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Forces and magnets – 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.
Plants - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
 Investigate the way in which water is transported within plants
 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Electricity - Identify common appliances that run on electricity
 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
 Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
 Recognise some common conductors and insulators, and associate metals with being good conductors.

Geography
Geographical skills and fieldwork
 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Human a physical geography
 Describe and understand key aspects of physical and human geography - Physical geography, including: climate zones, biomes and vegetation belts and the water cycle.
 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.
Locational knowledge
 Name, locate, identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
 Any omitted objectives are taught as agreed in Year 5 and 6 at the next setting.

French
 Listen attentively to spoken language and show understanding by joining in and responding.
 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
 Speak in sentences, using familiar vocabulary, phrases and basic language structures.
 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
 Present ideas and information orally to a range of audiences
 Read carefully and show understanding of words, phrases and simple writing
 Appreciate stories, songs, poems and rhymes in the language
 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 Describe people, places, things and actions orally and in writing
 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Physical Education
 Swim competently, confidently and proficiently over a distance of at least 25 metres.
 Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 Perform safe self-rescue in different water-based situations.
 Use running, jumping, throwing and catching in isolation and in combination
 Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 Perform dances using a range of movement patterns
 Take part in outdoor and adventurous activity challenges both individually and within a team
 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Art
 Create sketch books to record their observations and use them to review and revisit ideas
 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
 Learn about great artists, architects and designers in history.

History
 The Roman Empire and its impact on Britain.
 Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.
 Know where the people and events studied fit within a chronological framework.
 Ancient Greece – a study of Greek life and achievements and their influence on the western world.
 Changes in Britain from the Stone Age to the Iron Age
 Any omitted objectives are taught as agreed in Year 5 and 6.

Religious Education
 Baptism, baby naming, weddings
 Stories and writing of wisdom
 Sharing food – The Langar, Kara Prashad
 Easter – sharing as symbolism
 Special places, church, Gurdwara
 Rules for living
 Difficult questions
 Looking after our world – creation, Noah's ark
 Moral stories

Enrichment Opportunities
 Pantomime
 Visits from faith groups
 Author visit
 Charity work
 Play leader, house captain, librarian responsibilities
 Curriculum workshops
 Forest school
 Dance workshops
 Whole school productions
 Sports Partnership with local schools
 Bike skills
 British Science Association CREST
 Visit from Olympic athlete
 Visiting therapy dog
 Visits to inspire our values e.g. Bart Gee <https://www.breakinglimits.co.uk/>
 Residential trip

Computing
 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
 Use logical reasoning to explain how some simple algorithms work 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
 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Design Technology
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 [for example, 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:
Textiles - 2-D shape to a 3-D product
Food - Healthy and varied diet (including cooking and nutrition requirements for KS2)
Electrical systems - Simple circuits and switches

PSHE and SRE
 Autumn 1: Being Me in My World
 Autumn 2: Celebrating Difference (including anti-bullying)
 Spring 1: Dreams and Goals
 Spring 2: Healthy Me
 Summer 1: Relationships
 Summer 2: Changing Me (including Sex Education)

Music
 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
 Improvise and compose music for a range of purposes using the inter-related dimensions of music.
 Listen with attention to detail and recall sounds with increasing aural memory.
 Use and understand staff and other musical notations.
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
 Develop an understanding of the history of music.



KS2: Year A Curriculum Overview