

Science

Living things and their habitats – Recognise that living things can be grouped in different 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 this can sometimes pose dangers to living things

Animals, including humans- Identify that animal, 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.

Rocks- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Recognise that soils are made from rocks and organic matter.

Light- Recognise that they need light in order to see things and that dark is the absence of light.
Notice that light is reflected off surfaces.
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
Recognise that shadows are formed when the light from a source is blocked by an opaque object.
Find patterns in the way that the size of shadows change.

Sound- Identify how sounds are made, associating some of them with something vibrating
Recognise that vibrations from sounds travel through a medium to the ear
Find patterns between pitch of sound and features of the object that produces it
Find patterns between the volume of a sound and the strength of the vibrations that produced it
Recognise that sounds get fainter as the distance from the sound source increases

Geography

Human and Physical geography

Describe and understand key aspects of physical and human geography
Physical geography, including: mountains, volcanoes and earthquakes.

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.

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Use the eight points of a compass, four and six figure grid references, symbols and key (inc. ordnance survey maps) to build knowledge of UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, inc. sketch maps, plans and graphs and digital technologies.

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

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

Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

The achievements of the earliest civilizations: Ancient Egypt

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.
Note connections, contrasts and trends over time.

Devise historically valid questions about change, cause, similarity and difference, and significance. Understand how knowledge of the past is constructed from a range of sources.

Any omitted objectives are taught as agreed in Year 5 and 6.

Religious Education

Christianity and Hinduism

Birth and death
Feeling accepted or rejected – Jesus and Guru Nanak
Prayer and respect
Special places, church, mandir
Rules for living – dharma, commandments
Why is there suffering in the world?
Looking after our world – creation
Moral stories

Enrichment

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

Opportunities

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:

Mechanical Systems - Levers and Linkages

Structures - Frame structures

Food - Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)

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)

Jigsaw

Music

Play and perform in solo and ensemble contexts, using their voices and playing 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 notation.
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.



Learning Together. Learning for Life

KS2: Year B Curriculum Overview