**KEY STAGE TWO CURRICULUM MAP**

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|  | **YEAR 3** | **YEAR 4** | **Year 5** | **Year 6** |
|  | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Science** | Animals including HumansNutrition Skeleton and MusclesPlantsFunction of parts and life cycle | Light sources and reflectionForces and magnetsFloating and sinking | RocksFormation, types and fossils. | Digestive systemTeethAll living thingsChanging environments | States of matterElectricity | Sound | All living thingsLifecyclesAnimals including humans. Development from birth to old age | Properties and changes of materialsEarth and magnetism | ForcesAir/ water resistanceFrictionGears , pulleysLeavers and springs | AllLivingThingsAnimals including HumansCirculatory system | FossilsDarwinChanges to the Human skeletonHow light travelsThe eyeShadows | Electrical circuitsDesigning traffic lights |
| **Computing** | Programming an animation/ ProgrammingCorrecting bugs in programmes | Shooting and editing video | Collaborating by email and teleconferenceCreating a survey and analysing results | Developing a simple educational gameCreating an interactive toy | Producing digital musicEditing and writing html://  | Producing a WikiRecording and analysing weather data | Developing an interactive gameCracking codes | Creating Geometrical artCreating an e-safety website | Creating and writing a blog pageCreating a virtual space | Planning the creation of a mobile appDeveloping project management skills | Researching the app marketDesigning an interface for an app | Developing a simple mobile phone appCreating video and web copy for a mobile phone app |
| **Hist** | Prehistoric Britain. The Stone Age to the Iron Age.Angry Earth. Volcanoes, Earthquakes and hurricanes. | The Ancient Egyptians. The Ancient Egyptians continued. Rivers around the world.  | Cities in Europe. The Lake District study.  | Roman Britain.South America study.  | The Rainforest. The Ancient Greeks.  | The Titanic. All about Mountains.  | The Anglo – Saxons. North America Study.  | The Mayan Civilisation. The Mayan Civilisation continued. | The water Cycle. All about the Mediterranean.  | World War 1Keeping Green.  | The Vikings | The industrialRevolution. A local area study.  |
| **Geog** |

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| **D.T** | Year 3* Show facial expressions in art.
* Use sketches to produce a final piece of art.
* Use different grades of pencil to shade and to show different tones and textures.
* Create a background using a wash.
* Use a range of brushes to create different effects in painting.
* Learn to identify the techniques used by different artists.
* Use digital images and combine with other media to create artwork.
* Use IT to create art which includes child’s own work and that of others.
* Compare the work of different artists.
* Recognise when art is from different cultures.
* Recognise when art is from different historical periods.
 | Year 4* Show facial expressions and body language in sketches and paintings.
* Use marks and lines to show texture in artwork.
* Use line, tone, shape and colour to represent figure and forms in movement.
* Show reflections in artwork.
* Print onto different materials using at least four colours.
* Sculpt clay and other mouldable materials.
* Integrate digital images into artwork.
* Experiment with the styles used by other artists.
* Explain some of the features of art from historical periods.
 | Year 5* Identify and draw objects and use marks and lines to produce texture.
* Successfully use shading to create mood and feeling.
* Organise line, tone, shape and colour to represent figures and forms in movement.
* Use shading to create mood and feeling.
* Express emotion in artwork.
* Create an accurate print design following criteria.
* Use images which have been created, scanned and found; altering them where necessary to produce art.
* Research the work of an artist and use their work to replicate a style.
 | Year 6* Children are able to explain why they have used different tools to create their own piece of artwork.
* Children are able to explain why they have chosen specific techniques to create their own piece of artwork.
* Children are able to explain the style of their work and how it has been influenced by a famous artist.
* Over print to create different patterns.
* Use feedback to make amendments and improve their artwork.
* Use a range of e-resources to create art.
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| **Art** |
| **P.E** | Multi-skills - Invasion Games;Hockey |  Invasion Games;Hockey with Premier SportsDance | Athletics | Invasion Games: Football FA Invasion Games;NetballGym | Multi-skills DanceInvasion games | AthleticsBatting and Fielding games Tennis Premier SportsNet and wall games | Invasion Games;Hand ball with Premier SportsInvasion Games; Tag RugbyGymDance | Multi-skillsDanceGymOAA- team building | AthleticsBatting and Fielding gamesNet and wall games | GymInvasion Games;Hand ball with Premier SportsInvasion Games;Tactics, attacking and defending | Multi-skillsDanceOAA- team building | AthleticsBatting and Fielding gamesNet and wall games |
| **R.E** | What do different people believe about God? | Why is the Bible so important for Christians today? | Why do people pray?What does it mean to be a Christian in Britain today? | Why is Jesus inspiring to some people? | Why are festivals important to religious communities? | What does it mean to be a Hindu in Britain today?What can we learn from religions about deciding what is right and wrong?  | Why do some people believe God exists? | What would Jesus do? Can we live by the values of Jesus in the 21st Century? | If God is everywhere, why go to a place of worship?What does it mean to be a Muslim in Britain today? | What do religions say to us when life gets hard? | Is it better to express your beliefs in arts and architecture or in charity and generosity?  | What matters most to Christians and Humanists?What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? |
| **Music** | * sing a tune with expression.
* play clear notes on instruments.
* use different elements in my composition.
* create repeated patterns with different instruments.
* compose melodies and songs.
* create accompaniments for tunes.
* combine different sounds to create a specific mood or feeling.
* use musical words to describe a piece of music and compositions.
* use musical words to describe likes and dislikes about a piece of music.
* recognise the work of at least one famous composer.
* I can improve my work; explaining how it has been improved.
 | * perform a simple part rhythmically.
* sing songs from memory with accurate pitch.
* improvise using repeated patterns.
* use notation to record and interpret sequences of pitches.
* use notation to record compositions in a small group or on my own.
* explain why silence is often needed in music and explain what effect it has.
* identify the character in a piece of music.

identify and describe the different purposes of music. * begin to identify the style of work of Beethoven, Mozart and Elgar.
 | * breathe in the correct place when singing.
* maintain my part whilst others are preforming their part.
* improvise within a group using melodic and rhythmic phrases.
* change sounds or organise them differently to change the effect.
* compose music which meets specific criteria.
* I use notation to record groups of pitches (chords).
* use my music diary to record aspects of the composition process.
* choose the most appropriate tempo for a piece of music.
* describe, compare and evaluate music using musical vocabulary.
* explain why I think music is successful or unsuccessful.
* suggest improvement to my own work and that of others.
* contrast the work of a famous composer and explain my preferences.

**MAPAS - Violins** | * sing in harmony confidently and accurately.
* perform parts from memory.
* take the lead in a performance.
* use a variety of different musical devices in my composition (including melody, rhythms and chords).
* evaluate how the venue, occasion and purpose affects the way a piece of music is created.
* analyse features within different pieces of music.
* compare and contrast the impact that different composers from different times have had on people of that time.
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| **MFL** | Numbers 0-6GreetingsClassroom phrasesAdjectivesVocabulary for spelling skillsVocabulary for sentence building | Numbers 7-10Phrase of celebration Vocabulary for spelling skillsVerbsAdverbsMasculine feminine nounsPunctuation | Numbers 11-31Vocabulary from a songResponding to questions Days of the week Punctuation | Numbers 0-6GreetingsClassroom phrasesAdjectivesVocaulary for spelling skillsVocabulary for sentence building | Numbers 7-10Phrase of celebration Vocabulary for spelling skillsVerbsAdverbsMasculine feminine nounsPunctuation | Numbers 11-31Vocabulary from a songResponding to questions Days of the week Punctuation | Sentence building using question and answersAdjectivesMasculine NounsFeminine Nouns | AdjectivesSentences startersVerbsPunctuateMonths of the YearDefinite article | Vocabulary from a songQuestions and answers.Phrases of celebrationTowns in France | Sentence building using question and answersAdjectivesMasculine NounsFeminine Nouns | AdjectivesSentences startersVerbsPunctuateMonths of the YearDefinite article | Vocabulary from a songQuestions and answers.Phrases of celebrationTowns in France |