**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  Humans  Nutrition Skeleton and Muscles  Plants  Function of parts and life cycle | Light sources and reflection  Forces and magnets  Floating and sinking | Rocks  Formation, types and fossils. | Digestive system  Teeth  All living things  Changing environments | States of matter  Electricity | Sound | All living things  Lifecycles  Animals including humans. Development from birth to old age | Properties and changes of materials  Earth and magnetism | Forces  Air/ water resistance  Friction  Gears , pulleys  Leavers and springs | All  Living  Things  Animals including Humans  Circulatory system | Fossils  Darwin  Changes to the Human skeleton  How light travels  The eye  Shadows | Electrical circuits  Designing traffic lights |
| **Computing** | Programming an animation/ Programming  Correcting bugs in programmes | Shooting and editing video | Collaborating by email and teleconference  Creating a survey and analysing results | Developing a simple educational game  Creating an interactive toy | Producing digital music  Editing and writing html:// | Producing a Wiki  Recording and analysing weather data | Developing an interactive game  Cracking codes | Creating Geometrical art  Creating an e-safety website | Creating and writing a blog page  Creating a virtual space | Planning the creation of a mobile app  Developing project management skills | Researching the app market  Designing an interface for an app | Developing a simple mobile phone app  Creating 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 1  Keeping Green. | The Vikings | The industrial  Revolution.  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. | | |
| **Art** |
| **P.E** | Multi-skills - Invasion Games;  Hockey | Invasion Games;  Hockey with Premier Sports  Dance | Athletics | Invasion Games:  Football FA  Invasion Games;  Netball  Gym | Multi-skills  Dance  Invasion games | Athletics  Batting and Fielding games Tennis Premier Sports  Net and wall games | Invasion Games;  Hand ball with Premier Sports  Invasion Games; Tag Rugby  Gym  Dance | Multi-skills  Dance  Gym  OAA- team building | Athletics  Batting and Fielding games  Net and wall games | Gym  Invasion Games;  Hand ball with Premier Sports  Invasion Games;  Tactics, attacking and defending | Multi-skills  Dance  OAA- team building | Athletics  Batting and Fielding games  Net 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. | | |
| **MFL** | Numbers 0-6  Greetings  Classroom phrases  Adjectives  Vocabulary for spelling skills  Vocabulary for sentence building | Numbers 7-10  Phrase of celebration  Vocabulary for spelling skills  Verbs  Adverbs  Masculine feminine nouns  Punctuation | Numbers 11-31  Vocabulary from a song  Responding to questions  Days of the week  Punctuation | Numbers 0-6  Greetings  Classroom phrases  Adjectives  Vocaulary for spelling skills  Vocabulary for sentence building | Numbers 7-10  Phrase of celebration  Vocabulary for spelling skills  Verbs  Adverbs  Masculine feminine nouns  Punctuation | Numbers 11-31  Vocabulary from a song  Responding to questions  Days of the week  Punctuation | Sentence building using question and answers  Adjectives  Masculine Nouns  Feminine Nouns | Adjectives  Sentences starters  Verbs  Punctuate  Months of the Year  Definite article | Vocabulary from a song  Questions and answers.  Phrases of celebration  Towns in France | Sentence building using question and answers  Adjectives  Masculine Nouns  Feminine Nouns | Adjectives  Sentences starters  Verbs  Punctuate  Months of the Year  Definite article | Vocabulary from a song  Questions and answers.  Phrases of celebration  Towns in France |