

# **Lawford Mead Primary School**

## **KS2 Curriculum**



## KS2 English Curriculum

At Lawford Mead Junior School, we use The English Planning Kit, developed by local Literacy Consultant – Jonathan Bond. This is a resource which enables us to plan and deliver the 2014 Primary National Curriculum for English coherently and effectively. Children in each KS2 phase (Year 3/4 and Year 5/6) are currently set by Year Group and ability.

### **Talk For Writing**

We use Pie Corbett's Talk for Writing as a vehicle for children to embed key vocabulary and produce innovative, creative writing. Children are encouraged to follow a system of planning, composing and evaluating for each unit of work. This has had a profoundly positive impact on the quality of pupil's choice of vocabulary and their final compositions.

### **Phonics & Spelling**

We follow the ERP Phonics Programme and pupils are grouped according to which phonics phase they are working at. These sessions take place daily at the beginning of Literacy for 10 minutes. Both year 3 Literacy sets receive these phonics sessions, as well as the lower year 4 Literacy set. There is also a targeted phonics intervention group for upper school, which also takes place in the mornings. In the upper year 4 set and the remaining Literacy sets across the school, spellings are practiced daily in line with the New Curriculum expectations at the beginning of Literacy.

### **Reading Carousel**

We also have daily Reading Carousel sessions, including Guided Reading with a Class Teacher, Group Reading with an LSA, Reading Research and Literacy Skills. Within these activities, pupils are given the opportunity to decode and respond to a variety of challenging texts. Their reading comprehension is tested and practiced in a small group. Children are again grouped by ability, to provide them with the right level of challenge. We use the 'First News' resources to encourage pupils to engage with current affairs and relate their learning to their global community.

### **Speaking & Listening**

Speaking and Listening objectives are met through a variety of curriculum subjects. Initially, pupils are taught to speak fluently in sentences without hesitation and to plan and deliver presentations. Pupils are then taught to present a well structured, persuasive argument including reasons and evidence. Moving through the school, pupils are encouraged to share their opinions; providing justifications in an appropriate manner. Pupils are also taught to agree and disagree constructively with others' views and monitor the effect of their talk on the listener.

### **Drama**

In conjunction with Talk for Writing, teachers use drama frequently in Literacy as a way to engage pupils with a variety of text types. Pupils are encouraged to create characters in an improvised drama, devise and act in plays showing character through voice and movement and clearly articulate and project their voices. We have a Christmas Production (Year 3), Harvest Celebration (Year 4) and Summer Production (Year 6); allowing pupils to showcase their talents. Classes also perform an annual class assembly to their friends and family to share their learning.

<b>Text Types Progression</b>			
<b>Year Group</b>	<b>Narrative</b>	<b>Non-Fiction</b>	<b>Poetry (taught in short units)</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Author study</li> <li>• Adventure stories</li> <li>• Plays into drama</li> <li>• Fairy stories and folk tales</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Recounts</li> <li>• Instructions</li> <li>• Persuasion</li> <li>• Explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Free verse</li> <li>• Structured poetry</li> <li>• Shape poetry</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Fantasy or science fiction stories</li> <li>• Stories in unfamiliar settings (historical, geographical etc.)</li> <li>• Author study</li> <li>• Shakespeare study</li> <li>• Myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Recounts (including newspaper reports)</li> <li>• Instructions</li> <li>• Persuasion</li> <li>• Explanation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Free verse</li> <li>• Structured poetry</li> <li>• Performance poetry</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Stories which raise issues or dilemmas</li> <li>• Film narrative</li> <li>• Plays into drama</li> <li>• Modern fiction</li> <li>• Extended traditional stories</li> <li>• Stories from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Recounts (including autobiography/ biography)</li> <li>• Instructions</li> <li>• Persuasion</li> <li>• Explanation</li> <li>• Discussion</li> </ul> <p>(Introduction of mixed genre)</p>	<ul style="list-style-type: none"> <li>• Free verse</li> <li>• Structured poetry</li> <li>• Narrative poetry</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Narrative techniques e.g. flashbacks, multiple narrators etc.</li> <li>• Author study</li> <li>• Classic fiction</li> <li>• Myths and legends</li> <li>• Shakespeare study</li> <li>• Extended stories (in chapters)</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Recounts</li> <li>• Instructions</li> <li>• Persuasion</li> <li>• Explanation</li> <li>• Discussion</li> </ul> <p>(use of mixed genre throughout)</p>	<ul style="list-style-type: none"> <li>• Free verse</li> <li>• Structured poetry</li> <li>• Classic poetry</li> </ul>

## Punctuation

### Year 3

- Use correct grammatical terminology when discussing their writing
- Recognise direct speech and inverted commas
- Use direct speech and inverted commas
- Use inverted commas

### Year 4

- Use correct grammatical terminology when discussing their writing
- Use inverted commas and other speech punctuation appropriately
- Use commas to mark off fronted adverbials
- Use apostrophes to show plural possession e.g. The boys' house
- Use commas for marking off subordinate clauses

### Year 5

- Use correct grammatical terminology when discussing their writing
- Use commas to clarify meaning or avoid ambiguity
- Understand what parenthesis is
- Recognise and identify brackets and dashes
- Use brackets, dashes or commas for parenthesis

### Year 6

- Use correct grammatical terminology when discussing their writing
- Understand how colons are used
- Use colons appropriately
- Understand how to use punctuation with bullet points
- Use punctuation consistently with bullet points
- Understand how semi-colons are used
- Use semi-colons appropriately
- Understand how dashes are used for marking the boundaries between independent clauses
- Use dashes to mark the boundaries between independent clauses
- Understand how hyphens are used
- Use hyphens appropriately
- Understand how ellipsis is used
- Use ellipsis appropriately

## Grammar & Vocabulary

### Year 3

- Use correct grammatical terminology when discussing their writing
- Use and understand the terms consonant and vowel
- Explore word families based on common words
- Recognise and explain what a conjunction is
- Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because
- Use a or an appropriately
- Create new nouns using prefixes
- Recognise what a pronoun is
- Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them
- Identify adverbs
- Explore and understand

### Year 4

- Use correct grammatical terminology when discussing their writing
- Use connectives for cohesion across a text
- Use a wider range of conjunctions to extend sentences including when, if, because, although
- Identify determiners
- Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's
- Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)
- Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)
- Fully understand the difference between plural and possessive s
- Use apostrophes to show plural possession e.g. The boys' house

### Year 5

- Use correct grammatical terminology when discussing their writing
- Use devices (connectives) for cohesion within a paragraph
- Ensure correct subject verb agreement
- Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text
- Identify relative pronouns e.g. which, that, who (whom, whose), when, where
- Use relative pronouns appropriately
- Use the suffixes -ate, -ise, and -ify to convert nouns or adjectives into verbs
- Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will
- Identify a modal adverb is e.g. perhaps, surely, obviously
- Use modal verbs and adverbs

### Year 6

- Use correct grammatical terminology when discussing their writing
- Understand the basic subject, verb, object structure of a sentence
- Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.
- Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page
- Use the 'perfect form' of verbs for effect
- Understand and recognise active and passive voice
- Use passive voice appropriately in writing
- Understand and explore synonyms and antonyms
- Recognise and understand 'the subjunctive' e.g. If Fred **were** here, things would be different
- Use more than one subordinate

<p>verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)</p> <ul style="list-style-type: none"> <li>• Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</li> <li>• Use adverbs to express time, place and cause e.g. then, next, soon, therefore</li> <li>• Identify prepositions</li> <li>• Use prepositions to express time, cause and place e.g. before, after, during, in, because of</li> <li>• Use prepositional phrases to add detail to sentences</li> <li>• Understand what a main clause is</li> <li>• Identify simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</li> <li>• Use adverbs to express frequency e.g. often and manner e.g. loudly</li> <li>• Identify and recognise adverbial phrases and clauses</li> <li>• Use fronted adverbials</li> <li>• Know what a subordinate clause is</li> <li>• Know what a complex sentence is</li> <li>• Write complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Identify relative clauses e.g. beginning with who, which, where, when, whose, that</li> <li>• Use relative clauses to expand sentences</li> <li>• Experiment with clause position in complex sentences</li> <li>• Orchestrate a range of sentence structures</li> </ul>	<p>clause successfully in a complex sentence</p>
<p><b><u>Handwriting &amp; Presentation</u></b></p>			
<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Write with joined handwriting consistently</li> <li>• Make the move from pencil to pen in their</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Improve the quality of handwriting by tackling any issues consistently</li> <li>• Write consistently with neat,</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Begin to adapt handwriting to specific purposes e.g. printing, use of italics</li> <li>• Increase the speed of</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Develop a neat, personal, handwriting style</li> <li>• Consistently use a neat, personal handwriting style</li> </ul>

<p>handwriting</p> <ul style="list-style-type: none"> <li>• Write with joined handwriting in pen consistently</li> <li>• Build keyboard skills to type, edit and redraft</li> <li>• Develop fluency in typing</li> </ul>	<p>legible and joined handwriting</p> <ul style="list-style-type: none"> <li>• Develop fluency in typing</li> <li>• Present on-screen texts which will appeal to the reader</li> <li>• Present on-screen texts which consistently appeal to the reader</li> </ul>	<p>handwriting without losing legibility</p> <ul style="list-style-type: none"> <li>• Use features of layout, presentation and organisation effectively in written and on-screen media</li> <li>• Combine written text and illustration to enhance the words and their meaning</li> <li>• Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the writing implement that is appropriate to the task</li> <li>• Use an appropriate and cohesive style in work produced using on-screen media</li> <li>• Present work produced using on-screen media stylishly and cohesively</li> </ul>
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### **Spelling**

Children are given weekly spelling homework on a Monday. Depending on their spelling level they may have 6, 10 or 15 spellings. These spellings are consolidated and rehearsed throughout the week, alongside the appropriate spelling conventions. Pupils are then tested on these words on a Friday.

### **Year 3/4**

#### **Exceptions**

(consolidate throughout the year)

- /i/ sound spelt y
- ou sounds
- /k/ sound spelt ch
- /g/ sound spelt gue
- /s/ sound spelt sc
- /ei/ sound spelt eigh, ei, ey

### **Year 5/6**

#### **Exceptions**

(consolidate throughout the year)

- -ee endings

#### **Homophones**

(consolidate throughout the year)

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece,

#### **Homophones**

(Consolidate throughout the year - see attached list)

plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's									
-ing	mis-	re-	-ation	-sure	-or end with	-ious	-ation	-ance	Hyphened words i before e except after c rule (with exceptions) -ough Silent letters
-er	in-	sub-	-ly	-ture	ous	-cial	-ent	-ible	
-ed	il-	inter-	-ally	-ch with er	-ous	-tial	-ence	-ibly	
-en	im-	super-	-ily-	ending	-ion	-ant	-ency	-ation	
un-	irr-	anti-	- our	-sion	-ian	-ance	-able	-ce	
dis-	in-	auto-	-le	-tion	-ssion	-ancy	-ably	-fer	
				-ous	-cian			-ce / -se	

### Years 5&6 Homophones

#### ***Homophones and other words that are often confused***

aisle: a gangway between seats (in a church, train, plane). isle: an island.	practice/practise
aloud: out loud. allowed: permitted.	prophecy/prophesy
affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business).	farther: further father: a male parent
altar: a table-like piece of furniture in a church. alter: to change.	guessed: past tense of the verb guess guest: visitor
ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).	heard: past tense of the verb hear herd: a group of animals
bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.	led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)
cereal: made from grain (e.g. breakfast	mourning: grieving for someone who has died someone who has died

cereal). serial: adjective from the noun series – a succession of things one after the other.	
compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word	past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road)
complete – to make something complete or more complete (e.g. her scarf complemented her outfit).	precede: go in front of or before proceed: go on
advice/advise	descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).
device/devise	desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.
licence/license	principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief
draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	steal: take something that does not belong to you steel: metal
profit: money that is made in selling things prophet: someone who foretells the future	stationary: not moving stationery: paper, envelopes etc.
wary: cautious weary: tired	who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)
<p>Gifted and Talented/SEND Level 6 Reading &amp; Writing Intervention, Reading &amp; Writing 1:1 tuition, Catch-Up Reading Programme, Daily differentiated phonics sessions, EAL support, LDG Workshops</p>	

## Maths Curriculum KS2 Year 3

At Lawford Mead Primary School, we use the Focus on Assessment objectives to plan our maths to ensure full coverage of the National Curriculum. Active Learn Abacus Maths Scheme is also used to inform planning, which offers a range of interactive activities to engage the children in their maths learning.

Pupils should be taught to:

<p><b>Number and Place Value</b>            Ordering 3 digit numbers            Number lines            Rounding to the nearest 10 or 100            Place value of money            Multiplying and dividing by 100</p>	<p><b>Number- Addition and Subtraction</b>            Bonds to 10, 20 and 100            Adding and subtracting 2 and 3 digit numbers            Adding and subtracting multiples of 10 and near multiples of 10            Adding and subtracting strategies- counting up, partitioning, written, mental            Money            Solving problems</p>
<p><b>Number- Multiplication and Division</b>            Multiply and divide by 2, 3, 4, 5, 8 and 10            Double and halve odd and even numbers            Division with remainders            Multiples            Variety of methods- grid method, number line, chunking            Scaling            Multiply and divide 2 and 3 digit numbers by 1 digit numbers</p>	<p><b>Number- Fractions (including decimals and percentages)</b>            Fractions of shapes and amounts            Value of fractions            Ordering fractions            Tenths and equivalent fractions</p>
<p><b>Shape, Data and Measure</b>            Units of time            Telling the time and timing events            Measuring length and capacity            Recognising angles and turns            Properties of 2d and 3d shapes</p>	<p>Perimeter            Time intervals            Pictograms and bar charts            Grams and kilograms            Polygon properties</p>
<p><b><u>Gifted and Talented/SEND</u></b>            Level 6 Maths Intervention, Maths Booster Groups, Maths 1:1 tuition, Maths Club, LDG Workshops</p>	

## Maths Curriculum KS2 Year 4

At Lawford Mead Primary School, we use the Focus on Assessment objectives to plan our maths to ensure full coverage of the National Curriculum. Active Learn Abacus Maths Scheme is also used to inform planning, which offers a range of interactive activities to engage the children in their maths learning.

Pupils should be taught to:

<p><b>Number and Place Value</b>            3, 4 and 5 digit numbers            Counting in 25's, 50's and 100's            Value of decimal numbers            Negative numbers            Multiply and divide by 10 and 100</p>	<p><b>Number- Addition and Subtraction</b>            Bonds to multiples of 100            Add or subtract to next/previous 100.            Add several numbers            Add and subtract 2, 3 and 4 digit numbers            Column addition            Expanded column subtraction            Add and subtract money</p>
<p><b>Number- Multiplication and Division</b>            6, 9, 11 and 12 times tables            Multiply and divide 2 and 3 digit numbers by a 1 digit number            Double and halve 3 digit numbers            Multiply using grid method            Divide 3 digit numbers            Mental and written multiplication and division methods            Factors            Scaling            Multiply two 2 digit numbers</p>	<p><b>Number- Fractions (including decimals and percentages)</b>            Unit fractions of amounts            Equivalent fractions and decimals            Decimals            Non-unit fractions of 2 and 3 digit numbers            Counting in tenths and hundredths            Rounding decimals            Decimal numbers in length            Adding fractions</p>
<p><b>Shape, Data and Measure</b>            Telling the time to the minutre            Calculating time intervals            Metres, centimetres and millimetres            Weight in grams and kilograms            Bar graphs, pictograms and line graphs            Capacity in litres and millilitres</p>	<p>Recognise angles            Parallel and perpendicular sides            Properties of 2d and 3d shapes            Lines of symmetry            24 hour time            Area and perimeter            Co-ordinates</p>
<p><b><u>Gifted and Talented/SEND</u></b>            Level 6 Maths Intervention, Maths Booster Groups, Maths 1:1 tuition, Maths Club, LDG Workshops</p>	

## Maths Curriculum KS2 Year 5

At Lawford Mead Primary School, we use the Focus on Assessment objectives to plan our maths to ensure full coverage of the National Curriculum. Active Learn Abacus Maths Scheme is also used to inform planning, which offers a range of interactive activities to engage the children in their maths learning. Children in Year 5 and 6 are currently set by ability. This allows targeted planning and teaching to occur throughout the school and ensure that all children's needs are met.

Pupils should be taught to:

### **Number and Place Value**

- 5 and 6 digit numbers
- Decimal place value
- Rounding 5 digit numbers
- Rounding and ordering decimals
- Negative numbers
- Roman numerals

### **Number- Addition and Subtraction**

- Adding and subtracting numbers with up to 4 digits
- Mental word problems
- Addition and subtraction using mental and written methods
- Adding and subtracting decimal numbers
- Adding several numbers
- Adding and subtracting money

### **Number- Multiplication and Division**

- Mental and written multiplication strategies, including long multiplication and short division
- Multiples and factors
- Multiply and divide 3 and 4 digit numbers by 1 digit
- Divide by 2, 3, 4, 5, 9 and 10
- Prime numbers of factors
- Square and cube numbers
- Multiply two 2-digit numbers
- Multiply fractions

### **Number- Fractions (including decimals and percentages)**

- Comparing fractions
- Equivalent fractions
- Comparing fractions and decimals
- Fractions of 3-digit numbers
- Mixed number and improper fractions
- Multiply proper fractions by whole numbers
- Add and subtract fractions
- Fractions, decimals and percentages

### **Shape, Data and Measure**

- Length, perimeter and area
- Measuring angles and circles
- 12- and 24- hour clock
- Properties of triangles
- Volume and capacity- grams and kilograms, litres and millilitres
- Converts units of length

- Properties of polygons
- Standard International and Imperial units
- Translations and reflections
- Identifying 3d shapes
- Line graphs
- Reading timetables
- Scaling

### **Gifted and Talented/SEND**

Level 6 Maths Intervention, Maths Booster Groups, Maths 1:1 tuition, Maths Club, LDG Workshops

## Maths Curriculum KS2 Year 6

At Lawford Mead Primary School, we use the Focus on Assessment objectives to plan our maths to ensure full coverage of the National Curriculum. Active Learn Abacus Maths Scheme is also used to inform planning, which offers a range of interactive activities to engage the children in their maths learning. Children in Year 5 and 6 are currently set by ability. This allows targeted planning and teaching to occur throughout the school and ensure that all children's needs are met.

Pupils should be taught to:	
<p><b>Number and Place Value</b>          6 and 7 digit numbers          Decimal place value          Rounding numbers          Positive and negative numbers          Binary numbers</p>	<p><b>Number- Addition and Subtraction</b>          Addition of whole numbers          Subtraction strategies          Subtracting large numbers          Adding and subtracting using mental and written methods          Calculating change          Adding and subtracting whole numbers and decimals          Magic squares</p>
<p><b>Number- Multiplication and Division</b>          Mental and written multiplication strategies, including long and short multiplication and the grid method          Dividing by whole numbers and with remainders          Multiplying 3 and 4 digit numbers          Factors and multiples          Prime numbers          Multiplication and division investigation          Long division          Dividing by 2-digit numbers          Scaling by multiplying and dividing          Multiplying by integers and decimals</p>	<p><b>Number- Fractions (including decimals and percentages)</b>          Comparing fractions          Equivalent fractions          Converting fractions and decimals          Fractions of 3-digit numbers          Mixed number and improper fractions          Multiply and convert fractions and decimal numbers          Add and subtract fractions          Fractions, decimals and percentages          Divide fractions by a whole number          Ratio</p>
<p><b>Shape, Data and Measure</b>          Length, perimeter and area          Measuring missing angles and lengths          12- , 24- hour clock and time intervals          Properties of triangles          Volume and capacity- grams and kilograms, litres and millilitres</p>	<p>Calculating averages          Identifying 2d and 3d shapes          Line graphs and pie charts          Converts units of length          Nets          Co-ordinates</p>
<p><b>Algebra</b>          Missing number problems          Using brackets</p>	<p>Functions and number sequences          Algebra puzzles          The Fibonacci Sequence</p>
<p><b><u>Gifted and Talented/SEND</u></b></p>	
<p>Level 6 Maths Intervention, Maths Booster Groups, Maths 1:1 tuition, Maths Club, LDG Workshops</p>	

## Art Curriculum KS2

- D&T and Art is taught alternately each term
- Cycle A should cover: 2 x Art topic 1 x D&T topic
- Cycle B should cover: 2 x D&T topic 1 x Art topic (or vice versa)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

### Year 3 and 4

- Architecture/Art inspired by Nature
- Still Life - Plants
- British landscapes

### Year 5 and 6

- Andy Warhol/Norman Foster artist study
- Landscapes using different mediums
- Silhouettes & Portrait Paintings- Victorians
- Paper mache planets/lunar scenes
- Lowry replicas and landscapes from the Lake District

### **Gifted and Talented/SEND**

Opportunities for G&T workshops with local secondary and primary schools.

SEND Pupils supported by LSA's or through differentiated tasks.

Art Club.

## Geography Curriculum KS2

All pupils to have a world map in the front of their Foundation books. In history and geography lessons, CT to make reference to the wider world and pupils should label the relevant features on their map. This should be on-going to consolidate pupil's understanding of the wider, global context. This may require CTs to start all relevant planning with a 'map work' lesson, including locating the continents and oceans. All geography topics will cover comparing geographical similarities and differences through the study of human and physical geography across the UK, Europe and North/South America.

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils will be taught to:

### **Locational knowledge**

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### **Human and physical geography**

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### **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 (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **Year 3 and 4**

- The Natural World- Water cycles, time zones, climates, earthquakes
- United Kingdom

### **Year 5 and 6**

- Contrasting Counties
- The Natural World- Mountains, volcanoes, human geography

### **Gifted and Talented/SEND**

Opportunities for G&T workshops with local secondary and primary schools.  
SEND Pupils supported by LSA's or through differentiated tasks.

## Design and Technology Curriculum KS2

- D&T and Art should still be taught alternately each term
- Cycle A should cover: 2 x Art topic 1 x D&T topic
- Cycle B should cover: 2 x D&T topic 1 x Art topic (or vice versa)
- Below are the new expectations for KS2 and the individual year groups

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 [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Pupils will be taught to:

<b>Design</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical knowledge</b>	<b>Cooking and Nutrition</b>
<ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products</li> </ul>	<ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>

Years 3 and 4  
Aztec Canopic Jars  
Textiles – Greek money purses

Year 5 and 6  
Trebuchets / Viking long boats  
Tudor houses

### **Gifted and Talented/SEND**

Opportunities for G&T workshops with local secondary and primary schools.

SEND Pupils supported by LSA's or through differentiated tasks.

## History Curriculum KS2

History and Geography units are taught alterately every term

- We teach two History units per year

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils will be taught about:

- 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 to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

### Year 3 and 4

- Ancient Egypt 2500 AD
- Ancient Greece
- Mayans 150 - 900 AD
- Prehistortic Britain: Stone, Bronze, Iron Ages

### Year 5 and 6

- Invaders & Settlers: Celts, Romans, Vikings & Saxons
- Tudors
- Victorians
- Decades of Change

### **Gifted and Talented/SEND**

Extend children exceeding the expected level with higher levelled questions, differentiated tasks .

More able focus groups working on specific topics of interest.

Children who have not yet reached the expected level will have adult support and differentiated tasks.

Opportunities for G&T workshops with local secondary and primary schools.

## MFL Curriculum KS2

- MFL is taught weekly throughout the year and is delivered by a specialist languages teacher.
- Cycle A & B should cover: German; speaking and listening, cultural understanding and awareness, written German.

Pupils will be taught to develop their spoken and written use of the German language and broaden their cultural understanding of Germany and its cultures and traditions, each of these are embedded throughout the units covered.

Pupils will be taught to:

- 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.

### Years 3, 4, 5 & 6

- Saying hello and goodbye
- All about me – name, age, hobbies
- Colours and Numbers
- Weather, Seasons and Dates
- Food
- Animals
- Travel

### Gifted and Talented/SEND

Opportunities for G&T workshops with local secondary and primary schools.  
SEND Pupils supported by LSA's or through differentiated tasks.

## PE Curriculum Key Stage Two

- PE is taught for at least 2 hours every week.

- One weekly lesson will be delivered by the class teacher.
- One weekly lesson will be taught during PPA by a Sports Instructor.
- Swimming will be taught one term per year in Years 3 & 4.
- Outdoor and Adventurous Activities will be delivered through 'Muddy Adventures' and the Year 5/6 residential trip in the summer term.

### Year 3 & 4

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], 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.
- 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.

### Year 5 & 6

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], 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.

### Year 3 and 4

- Ball skills
- Circuit Training
- Hockey
- Tennis
- Basketball
- Athletics
- Gymnastics
- Dance
- Rounders
- Kwik Cricket
- Outdoor and Adventurous/Problem solving

### Year 5 and 6

- Tennis
- Indoor Athletics
- Hockey
- Basketball
- Netball
- Athletics
- Gymnastics
- Dance
- Outdoor and Adventurous/Problem solving
- Rounders
- Kwik Cricket

### Gifted and Talented/SEND

Opportunities for G&T workshops with local secondary and primary schools.

SEND Pupils supported by LSA's or through differentiated tasks.

Rising Stars' sessions for Gifted and Talented children take place termly.

Change for Life' club and competitions take place throughout the year.

## Science Curriculum Key Stage Two Year 3

Working Scientifically	Plants	Animals, inc Humans	Rocks	Light	Forces & Magnets
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>▪ setting up simple practical enquiries, comparative and fair tests</li> <li>▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>▪ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>▪ using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>▪ 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</li> <li>▪ investigate the way in which water is transported within plants</li> <li>▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify that animals, 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</li> <li>▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>▪ recognise that soils are made from rocks and organic matter.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise that they need light in order to see things and that dark is the absence of light</li> <li>▪ notice that light is reflected from surfaces</li> <li>▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>▪ recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>▪ find patterns in the way that the size of shadows change.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare how things move on different surfaces</li> <li>▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>▪ observe how magnets attract or repel each other and attract some materials and not others</li> <li>▪ 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</li> <li>▪ describe magnets as having two poles</li> <li>▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>

## Science Curriculum Key Stage Two Year 4

Working Scientifically	Living things and their habitats	Animals, inc Humans	State of Matter	Sound	Electricity
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>▪ setting up simple practical enquiries, comparative and fair tests</li> <li>▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>▪ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>▪ using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise that living things can be grouped in a variety of ways</li> <li>▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>▪ recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe the simple functions of the basic parts of the digestive system in humans</li> <li>▪ identify the different types of teeth in humans and their simple functions</li> <li>▪ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare and group materials together, according to whether they are solids, liquids or gases</li> <li>▪ 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 (°C)</li> <li>▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify how sounds are made, associating some of them with something vibrating</li> <li>▪ recognise that vibrations from sounds travel through a medium to the ear</li> <li>▪ find patterns between the pitch of a sound and features of the object that produced it</li> <li>▪ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>▪ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify common appliances that run on electricity</li> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ 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</li> <li>▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>▪ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>

## Science Curriculum Key Stage Two Year 5

Working Scientifically	Living things and their habitats	Animals, inc Humans	Properties and changes of materials	Earth & Space	Forces
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>▪ using test results to make predictions to set up further comparative and fair tests</li> <li>▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>▪ identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>▪ describe the life process of reproduction in some plants and animals.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe the changes as humans develop to old age.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>▪ demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>▪ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>▪ describe the movement of the Moon relative to the Earth</li> <li>▪ describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>

## Science Curriculum Key Stage Two Year 6

Working Scientifically	Living things and their habitats	Animals, inc Humans	Evolution & Inheritance	Light	Electricity
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>▪ using test results to make predictions to set up further comparative and fair tests</li> <li>▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>▪ identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>▪ give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>▪ describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise that light appears to travel in straight lines</li> <li>▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>▪ use recognised symbols when representing a simple circuit in a diagram.</li> </ul>

### **Gifted and Talented/SEND**

Opportunities for G&T workshops with local secondary and primary schools.  
SEND Pupils supported by LSA's or through differentiated tasks.

## Music Curriculum KS2

Music is taught weekly during PPA by a perapetetic teacher.

Pupils should be taught to:

- 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.

### Year 3 and 4

- Children will be following the Charanga Music School, an Essex music scheme.

### Year 5 and 6

- Children will be following the Charanga Music School, an Essex music scheme.

### **Gifted and Talented/SEND**

Opportunities for G&T workshops with local secondary and primary schools.

SEND Pupils supported by LSA's or through differentiated tasks.

Opportunity to learn a variety of woodwind instruments for children who show ability.

Singing lessons and/or Choir for children who have talent.

## Computing Curriculum KS2

At Lawford Mead Junior School, we are using the Rising Stars Switched on Computing Scheme. Switch on Computing covers all requirements of the Computing programme of study in a way that's intended to develop pupil's understanding of the concepts, practices and perspectives that underpin programming and other aspects of computer science, whilst providing ample opportunity for creative, collaborative project work in which pupils can acquire the information technology skills they'll need. As well as this, the scheme helps pupils to understand the implications of technology for individuals and society as they become digitally literate.

The approach adopted is one grounded in the best primary practice. Ideas of learning through experiment, discussion and making are woven through the scheme. The topic-based approach provides enough flexibility for us to link these activities with work in other subjects.

Each class has 15 iPads to use throughout the curriculum and we also have a set of 15 Mac-Books. We are also running a Coding and iPad club to encourage pupils to become more digitally literate.

Pupils should be taught to:

- 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.

### **E-safety**

As seen from the evidence, children are using technology at an ever-younger age, and so their e-safety education should start as soon as technologies are introduced. Teachers are bound by a wider duty of care to raise awareness of e-safety issues among children and young people. Pupils are introduced to an age appropriate programme of e-safety in the Autumn term each academic year. Please see our E-safety policy for more information.

#### **Year 3**

We are programmers  
We are bug fixers  
We are presenters  
We are network engineers  
We are communicators  
We are opinion pollsters

#### **Year 4**

We are software developers  
We are toy designers  
We are musicians  
We are HTML editors  
We are co-authors  
We are meteorologists

#### **Year 5**

We are game developers  
We are cryptographers  
We are artists  
We are web developers  
We are bloggers  
We are architects

#### **Year 6**

We are app planners  
We are project managers  
We are market researchers  
We are interface designers  
We are app developers  
We are marketers

### **Gifted and Talented/SEND**

Opportunities for G&T workshops with local secondary and primary schools.

SEND Pupils supported by LSA's or through differentiated tasks. Coding/Computing Club

## RE Curriculum KS2

At Lawford Mead Junior School, RE is taught every term. We have a number of religious artefacts in school, which are used to enhance the teaching of RE. We follow the Essex County Council Scheme of work. The following modules are taught over a two year cycle.

More details of the content of these modules can be found at: <http://www.essex.gov.uk/Business-Partners/Partners/Schools/Essex-Grid-Learning/Schools/curriculum-resources/Documents/KS2-SoW-complete.pdf>

### Modules designed for Year 3 and Year 4

- The Buddha's life story (Buddhism)
- The local Anglican parish church (Christianity)
- Living as a Christian: the Bible and prayer (Christianity)
- Jesus' baptism and the beginning of his ministry (Christianity)
- Jesus' teaching and example (Christianity)
- Hindu gods and goddesses, their stories and their festivals (Hinduism)
- Worshipping and celebrating in the home: puja and Divali (Hinduism)
- Muhammad and the Qur'an (Islam)
- The mosque and prayer (Islam)
- Moses, the Exodus and the festival of Pesach (Judaism)
- Journey to the Promised Land (Judaism)
- Guru Nanak, Guru Gobind Singh and the Khalsa (Sikhism)

### Modules designed for Year 5 and Year 6

- Living as a Buddhist: devotional practices and the Middle Way (Buddhism)
- The creation story in Genesis 1 (Christianity)
- Holy Week: the last week of Jesus' life (Christianity)
- Christianity in the local community – and beyond (Christianity)
- Brahman, the Trimurti and creation stories (Hinduism)
- Death, reincarnation and sacred places (Hinduism)
- Humanism: a secular world view (secular humanism)
- The Five Pillars of Islam (Islam)
- The Ka'bah and the Hajj (Islam)
- The Jewish home (Judaism)
- The synagogue (Judaism)
- Sacred to Sikhs (Sikhism)

### Gifted and Talented/SEND

Opportunities for G&T workshops with local secondary and primary schools.

SEND Pupils supported by LSA's or through differentiated tasks.

## PSHE Curriculum KS2

At Lawford Mead Junior School, we believe that every pupil should be heard and discussions/debates are always encouraged. PSHE is taught both discretely, and in a number of cross curricular topics. Teachers are encouraged to link all lessons to our SMSC values; providing pupils the opportunity to 'delve deeper' in a variety of subjects. Pupils are encouraged to think for themselves and form well-balanced, measured opinions on a variety of topics, including contentious issues. Social skills are encouraged and built in the early years of KS2, through a variety of 'circle-time' activities in the autumn term. Pupils are also given the opportunity to respond to a number of scenarios raised in chosen texts, videos and websites in relation to their social, moral, spiritual and cultural values. There is an open dialogue between pupils and staff in relation to topics such as prejudice, bullying, differences etc.

*The following modules are taught over a two-year cycle.*

### **Speaking & Listening**

Speaking and Listening objectives are met through a variety of curriculum subjects. Initially, pupils are taught to speak fluently in sentences without hesitation and to plan and deliver presentations. Pupils are then taught to present a well-structured, persuasive argument including reasons and evidence. Moving through the school, pupils are encouraged to share their opinions; providing justifications in an appropriate manner. Pupils are also taught to agree and disagree constructively with others' views and monitor the effect of their talk on the listener.

### **Year 3&4**

- Circle Time – Jenny Moseley "Everybody Feels"
- Only Human (Empathy/Racism)
- SMART Thinking & Anti Bullying
- Expect Respect
- The Tin Forest
- My Healthy Body
- Me & My Relationships
- Taking Responsibility for my Healthy Lifestyle
- Feeling, Loss, Separation & Relationships

### **Year 5&6**

- The Savage – David Almond (bullying, differences, coming of age, anger)
- The Silence Seeker – Ben Morley (Immigration/Bullying/Differences/Respect)
- Expect Respect
- Sex Education (Y6)
- Helping Others (Y5)
- Moving on (Y6)
- Personal Safety (Y6) – Crucial Crew

### **Gifted and Talented/SEND**

Opportunities for G&T workshops with local secondary and primary schools.  
SEND Pupils supported by LSA's or through differentiated tasks.