
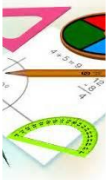










CURRICULUM MAP – KS2 – PATHWAY 2 - AUTUMN 1

<p>English</p> 	<p>Power Of Reading Texts:</p> <ul style="list-style-type: none"> Out and About – Poetry – (XXX) Where the Wild Things Are – Classic Texts and Modern Classics – (XXX) 10 things I can do to help my world – Non-Fiction – (XXX) How to Find Gold – Picture Book – (XXX) Bob, Man on the Moon – Contemporary Fiction – (XXX) The Hodgeheg - Classic Texts and Modern Classics – (XXX) 	<p>Mathematics</p> 	<p>Maths Mastery Curriculum 1,2 and 3</p> <ul style="list-style-type: none"> Number (Number and Place Value): Use place value and number facts to solve problems; identify, represent, compare and order numbers. Number (Addition and Subtraction): Build addition/subtraction facts/methods; understand commutativity. Number (Addition and Subtraction – Word Problems): Solve problems using concrete and pictorial representations to develop mental and written methods; recognise inverse relationships of operations. 1 Geometry (Properties of Shapes): Identify and describe properties of 2-D and 3-D shapes; investigate repeating patterns; 3 Statistics (Graphs): Interpret and present data using charts and tables.
<p>Science</p> 	<p>Animals Including Humans During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> 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; Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use straightforward scientific evidence to answer questions or to support their findings. 	<p>Computing</p> 	<p>Communication and Collaboration - Safe Researching</p> <ul style="list-style-type: none"> Children will develop their awareness of online protocols in order to stay safe on the internet and use the internet safely. Children will develop strategies for staying safe when searching for content on the internet Children will use the internet to undertake research and attempt to distinguish between fact and fiction – learning that not everything on the internet is factual. Children will learn how ways to be safe while playing games online.
<p>Humanities</p> 	<p>Extreme Earth During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the time zones. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p>Art and Design</p> 	<p>The Formal Elements of Art: Colour Students will explore colour theory using the colour wheel and basic art skills including a range of media techniques to develop their understanding and ability to:</p> <ul style="list-style-type: none"> Recognise colour groups- primary, secondary and tertiary Mix colours in a range of media, to create new hues and tones Create colour scales, using shades and tints Apply dry and wet media with greater precision Explore blending colours, using various media Identify hot and cold colours relating to objects and artwork Recognise and experiment with complementary colour pairs
<p>PSHE</p> 	<p>LOWER KS2 Core Theme 1: Health and Wellbeing UNIT 4: ASPIRATIONS</p> <ul style="list-style-type: none"> Identified Strengths 1,2; Setting Goals 1,2 <p>UNIT 5: EMOTIONS</p> <ul style="list-style-type: none"> Loss / Separation 1,2,3; Family Changes; Feelings; Self-Respect <p>UPPER KS2 Core Theme 1: Health and Wellbeing UNIT 1: Health</p>	<p>Religious Education</p> 	<p>All Religions (Plan BEE Unit: Expressing Faith through the Arts) During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> Recognise that expressing faith involves feelings and emotions; Find out how music can be a form of religious expression in many religions; Understand how colour can be used to express religious feelings and ideas; Understand how art can be sacred and spiritual for believers;

	<ul style="list-style-type: none"> Physical, Emotional and Mental 1,2; Healthy Lifestyles; Physical Illness; Healthy Minds; Immunisation <p>UNIT 2: ASPIRATIONS</p> <ul style="list-style-type: none"> Identified Strengths 1,2; Setting Goals 1,2 		<ul style="list-style-type: none"> Find out how Islamic art helps Muslims to worship; Understand how drama is used to reinforce important teachings and stories in religions.
<p>Physical Education</p> 	<p>Patterns of Movement</p> <ul style="list-style-type: none"> The children will develop balance, agility and coordination in a variety of different positions. 	<p>Music</p> 	<p>Rhythm</p> <ul style="list-style-type: none"> Pupils will develop an understanding of tempo and pulse using djembe drums and percussion