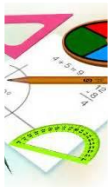
# CURRICULUM MAP – KS2 – PATHWAY 2 - SPRING 1

## English

**Power Of Reading Texts:**

- 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)

## Mathematics



**Maths Mastery Curriculum**

**1**

- Measurement (Time): Tell and write the time; compare and sequence intervals of time.
- Number (Addition and Subtraction): Explore and explain addition and subtraction strategies.
- Number (Number and Place Value): 2-digit numbers up to 50 – represent, sequence, compare, explore; Explore number patterns.

2

- Measurement (Time): Tell and write the time; compare and sequence intervals of time.
- Number (Fractions): Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between.
- Number (Addition and Subtraction): Solve problems involving numbers, quantities and measures; estimate and check calculations.

3

- Number (Multiplication and Division): Calculate mathematical statements; understand commutativity and inverse; solve problems using concrete, pictorial, written and mental methods; explore multiplicative structures: equal groups/parts, change and comparison, correspondence problems.
- Number (Multiplication and Division): Deriving multiplication and division facts.

## Science

**Light**

During this teaching sequence, the children will:

- Recognise that light appears to travel in straight lines;
- 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;
- 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;
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

**Working Scientifically Skills**

- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

## Computing

**Creativity – Graphics and Animation**

- Children will create and edit graphics on digital devices, including importing photographs and exploring using a range of visual effects.
- Children will create animations using a range of techniques to illustrate a story or an idea.

## Humanities

**Our Local Area**

During this teaching sequence, the children will:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.
- 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

## Art and Design

**The Formal Elements of Art: Line, Tone and Texture**

Students will develop their drawing, shading and mark-making skills using a range of media techniques, to further their understanding and ability to:

- Create a series of observational drawings using line and tone
- Apply tonal range using different media, to create shape and form in a drawing
- Produce mark-making experiments, exploring 2D texture
- Experiment with the mono-printing process to producing linear and tonal prints

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| | features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | |
| **PSHE**<br>  | **<u>LOWER KS2</u>**<br>**Core Theme 2: Relationships**<br>UNIT 1: COMMUNICATION<br>▪ Clear Messages; How to Listen; Responding to Others; Expressing Opinions<br>**<u>UPPER KS2</u>**<br>**Core Theme 2: Relationships**<br>UNIT 1: COMMUNICATION<br>▪ Confidentiality; Listening; Responding<br>UNIT 3: SIMILARITIES AND DIFFERENCES<br>▪ Race and Ethnicity; Gender Stereotypes; Culture | **Religious Education**<br>  | **All Religions**<br>(Plan BEE Unit: Belief in our Community)<br>During this teaching sequence, the children will:<br>▪ Find out about the different beliefs of religious and non-religious communities in our local area;<br>▪ Consider the ways in which belonging to a religious community can help people;<br>▪ Find out about the impact faith and beliefs have had on the lives of inspirational figures;<br>▪ Consider the difficulties for people of different religious beliefs living in non-religious communities;<br>▪ Think about what makes it difficult to live life according to our own beliefs. |
| **Physical Education**<br>  | **Sending and Receiving**<br>▪ The children will perform basic movements including running, throwing and catching in isolation. | **Music**<br>  | **Composition**<br>▪ Pupils will learn and analyse a simple well-known melody and then compose their own melody based on the features of the existing melody. This unit will use tuned percussion. |