

CURRICULUM MAP – KS2 – PATHWAY 2 – SPRING 2 – 2020-21

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| <p>English</p>  | <p>Power Of Reading Text: The Emperor's Egg Genre: Non-fiction</p> <ul style="list-style-type: none"> During this teaching sequence, the children will develop creative responses to a text through drama, music, dance and artwork. They will explore and develop ideas through discussion and compose and perform their own poetry. The children will also become familiar with the features of information texts and conduct research to contribute to a class information text. | <p>Mathematics</p>  | <p>Maths Mastery Curriculum</p> <ul style="list-style-type: none"> Measurement (Money): Recognise unit symbols; explore combinations of money; solve simple problems, including giving change. Geometry (Properties of Shapes): Identify and describe properties of 2-D and 3-D shapes; compare and sort common shapes and objects; Geometry (Position and Direction): Describe position and movement in mathematical language |
| <p>Science</p>  | <p>Properties and changes of materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties Know that some materials will dissolve in liquid to form a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Plan different types of enquires to answer questions Use test results to make predictions | <p>Computing</p>  | <p>Productivity – Multimedia Presentations</p> <ul style="list-style-type: none"> Children will develop their skills in using technology and how they can use different tools to control technology e.g. typing and use of the mouse/trackpad. They will also choose which technological device is best to use for a given task Children will use technology to combine text with photographs, graphics and drawings to present information on a specific topic. |
| <p>Humanities</p>  | <p>Updated soon</p> | <p>Art and Design</p>  | <p>The Formal Elements of Art: Line, Tone, Texture and Composition</p> <p>Students will further develop their drawing, shading and mark-making skills, applying key skills learned in Spring 1, using a range of media techniques, to develop their understanding and ability to:</p> <ul style="list-style-type: none"> Experiment with the dry mono-printing process Explore and respond to artists' work, creating visual developments and written analysis Enlarge an image using the grid method Create and present a final outcome inspired by artist research and prior learning |
| <p>PSHE</p>  | <p>LOWER KS2</p> <p>Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> Unit: Emotions (Lessons – 'Loss/Separation'; 'Family changes') <p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> Unit: Communication (Lessons – 'Responding to others'; 'Expressing opinions') <p>UPPER KS2</p> <p>Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> Unit: Health (Lesson – 'Healthy Minds') <p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> Unit: Healthy Relationships (Lessons – 'Support and Care'; 'Mental Wellbeing') | <p>Religious Education</p>  | <p>Hinduism (Plan BEE Unit: Hindu worship at home and in the mandir)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> Learn about some important aspects of Hindu beliefs in God; Identify some characteristics of Hindu gods and goddesses; Understand why a shrine is a special place in a Hindu home; Understand why puja is important for Hindus, and how it is practised at home; Explore Hind worship in the mandir; Evaluate what they have learned about Hindu worship at home and in the mandir. |
| <p>Physical Education</p>  | <p>Net/Wall and Target Games</p> <ul style="list-style-type: none"> The children will learn to use throwing and catching in isolation and in combination. | <p>Music</p>  | <p>Updated soon</p> |

