











CURRICULUM MAP – KS2 – PATHWAY 2 - AUTUMN 1 – 2021-22

<p>English</p> 	<p>Power Of Reading Texts:</p> <ul style="list-style-type: none"> ▪ The Snail and the Whale - Contemporary Upper (UP5) ▪ The Jolly Postman – Classic Modern (UP8) ▪ One Day on our Blue Planet - In the Savannah – Non-Fiction (UP4) ▪ If all the world were - Picture Book (UP10) ▪ The Robot and the Blue Bird – Traditional Tales with a twist (UP7) 	<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>States of matter</p> <ul style="list-style-type: none"> ▪ Compare and group materials together, according to whether they are solids, liquids or gases ▪ 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) ▪ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> ▪ Ask relevant questions and use different types of scientific enquiries to answer them ▪ Identify differences, similarities or changes related to simple scientific ideas and processes 	<p>Computing</p> 	<p>Communication and Collaboration – Personal Information</p> <ul style="list-style-type: none"> ▪ Children will learn what is meant by personal information and develop awareness about why it should be kept private. ▪ Children will learn to identify characteristics of people who are worthy of their trust and who to go to when they feel in danger. ▪ Children will also learn that personal information is as valuable online to offline and know how and when to take action if they feel in danger. ▪ Children will know that passwords keep information secure and that they should be kept private
<p>Humanities</p> 	<p>The United Kingdom</p>	<p>Art and Design</p> 	<p>The Formal Elements of Art: Colour</p> <p>Students will explore colour theory using the colour wheel, key art and literacy 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 to create new hues and tones ▪ Apply dry and wet media with greater precision ▪ Blend colours using various media ▪ Recognise hot and cold colours relating to objects ▪ Recognise complementary colour pairs within the natural world
<p>PSHE</p> 	<p>LOWER KS2 Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> ▪ Unit: Safety (Lessons - E-Safety, Online Privacy) <p>Core Theme 3: Living in the Wider World</p> <ul style="list-style-type: none"> ▪ Unit: Rules and responsibilities (Lessons – Rules, Thinking ahead, Taking the lead) <p>UPPER KS2 Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> ▪ Unit: Safety (Lessons – Drugs, Alcohol) 	<p>Religious Education</p> 	<p>Sikhism (Plan BEE Unit: Sikh Rites of Passage)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> ▪ Find out who Sikhs are and what they believe; ▪ Find out about the naming ceremonies of Sikh children; ▪ Find out about the Sikh baptismal ceremony of Amrit; ▪ Find out about Sikh marriage ceremonies; ▪ Find out about Sikh funerals and beliefs on life after death.

	<p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> Unit: Healthy Relationships (Online relationships) <p>Core Theme 3: Living in the Wider World</p> <ul style="list-style-type: none"> Unit: Rules and Responsibilities (Structure, Law and Order, U.N. Rights) 		
<p>Physical Education</p> 	<p>Invasion Games</p> <ul style="list-style-type: none"> Coordination movement – Ball skills 	<p>Music</p> 	<p>Western Music Notation (I): Introduction.</p> <p>The students will:</p> <ul style="list-style-type: none"> Be introduced to Western Music Notation. They will learn musical concepts and understand some musical symbols (e.g. treble clef, staff, musical notes, dynamics, pitch or tempo). Understand the difference between Pulse (Time signature) and Rhythm (quaver, crochet, minim and semibreve). In this occasion, we will play the Djembes in order to practice different rhythmic patterns and follow the pulse of Black Music (e.g. reggae, jazz, etc.). Be able to read and play a song from a sheet music: "Hot Cross buns".