
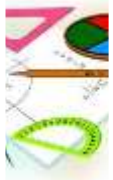










# CURRICULUM MAP – KS2 – PATHWAY 2 - AUTUMN 2 – 2021-22

<p><b>English</b></p> 	<p><b>Power Of Reading Texts:</b></p> <ul style="list-style-type: none"> <li>▪ The Snail and the Whale - Contemporary Upper (UP7)</li> <li>▪ The Jolly Postman – Classic Modern (UP5)</li> <li>▪ One Day on our Blue Planet - In the Savannah – Non-Fiction (UP8)</li> <li>▪ If all the world were - Picture Book (UP4)</li> <li>▪ The Robot and the Blue Bird – Traditional Tales with a twist (UP10)</li> <li>▪ Rabbit and Bear – Building Stamina (All Classes - UP4, UP5, UP7, UP8, UP10)</li> </ul>	<p><b>Mathematics</b></p> 	<p><b>Maths Mastery Curriculum</b></p> <p style="text-align: center;"><b>1</b></p> <ul style="list-style-type: none"> <li>▪ Number (Number and Place Value): Identify, represent, compare and order numbers to 20; Doubling and halving; one more and one less.</li> <li>▪ Number (Addition and Subtraction): Represent and explain addition and subtraction strategies including ‘Make ten’; Use known facts to add and subtract.</li> </ul> <p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>▪ Measurement (Length): Understand appropriate units of measure; compare and order; read scales</li> <li>▪ Statistics: Interpret and construct tables, tally charts, pictograms and block diagrams; ask/answer questions about totalling and comparing data</li> <li>▪ Number (Multiplication and Division). Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods.</li> </ul> <p style="text-align: center;"><b>3</b></p> <ul style="list-style-type: none"> <li>▪ Number (Addition and Subtraction): Build addition/subtraction facts/methods; understand commutativity.</li> <li>▪ Number (Addition and Subtraction – Word Problems): Solve problems using concrete and pictorial representations to develop mental and written methods; recognise inverse relationships of operations; illustrate and explain formal written method</li> <li>▪ Measurement (Length and Perimeter): Measure, draw and compare lengths; add and subtract lengths; calculate perimeter.</li> </ul>
<p><b>Science</b></p> 	<p><b>Sound</b></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><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>▪ Ask simple questions realising they can be answered in different ways</li> <li>▪ Use observations and ideas to suggest answers to questions</li> <li>▪ Perform simple tests</li> </ul>	<p><b>Computing</b></p> 	<p><b>Networks and the Internet – Emails</b></p> <ul style="list-style-type: none"> <li>▪ Children will explore computer networks and know that computers connect to a wider network.</li> <li>▪ Children will explore how we can communicate through the internet, using a range of tools such as email, polls and forums, and learn the correct formats for each. Children will understand that these messages are sent over networks.</li> <li>▪ Children will learn that they should use sensitive and appropriate language when using online communication tools.</li> </ul>
<p><b>Humanities</b></p> 	<p><b>Vikings vs Anglo-Saxons</b></p>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Colour and Composition</b></p> <p>Students will further explore colour theory, applying key skills learned in Autumn 1, using a range of media techniques to develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>▪ Mix monochromatic colour scales using shades and tints</li> <li>▪ Refine colour blending and application skills</li> <li>▪ Explore and respond to artists’ work, creating visual developments and written analysis</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Create and present a final outcome inspired by artist research and prior learning</li> </ul>
<p><b>PSHE</b></p> 	<p><b>LOWER KS2</b></p> <p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>▪ Unit: Emotions (Lessons – Loss/Separation)</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>▪ Unit: Healthy Relationships (Lessons – Friendship)</li> </ul> <p><b>UPPER KS2</b></p> <p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>▪ Unit: Emotions (Lessons – Death and Grief, Managing Conflict)</li> </ul> <p><b>Core Theme 3: Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>▪ Unit: Diversity (Lesson – Community Event)</li> </ul>	<p><b>Religious Education</b></p> 	<p><b>Christianity</b> (Plan BEE Unit: Christmas Journeys)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>▪ Learn about the importance of Bethlehem to Christians</li> <li>▪ Find out about Mary and Joseph’s journey to Bethlehem;</li> <li>▪ Find out about some of the key features of the nativity story;</li> <li>▪ Find out how religious ideas can be expressed through music and art;</li> <li>▪ Learn about how the emotions of the people in the story are the same emotions as people have today.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>▪ Agility – Ball chasing</li> <li>▪ Agility – Reaction and response</li> </ul>	<p><b>Music</b></p> 	<p><b>Western Music Notation (II): reading and writing music.</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Practice their music theory knowledge through different activities: e.g. “Floor staff races” or by creating a big sheet music version of their Christmas songs to study the musical elements of those songs.</li> <li>▪ Read and Play Christmas Carols from a sheet of music: “O come, O Ye faithful”, “We Wish you a Merry Christmas”, “Jingle Bells”, “Deck the Halls” and “Silent Night”. They will be played on a piano mat or on a virtual keyboard.</li> <li>▪ Compose together their own Christmas song by choosing their own notes and instruments. We will write the score using Musescore software.</li> </ul>