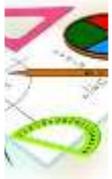


CURRICULUM MAP – KS2 – PATHWAY 2 - AUTUMN 2 – 2021-22

<p>English</p> 	<p>Power Of Reading Texts:</p> <ul style="list-style-type: none"> ▪ The Snail and the Whale - Contemporary Upper (UP7) ▪ The Jolly Postman – Classic Modern (UP5) ▪ One Day on our Blue Planet - In the Savannah – Non-Fiction (UP8) ▪ If all the world were - Picture Book (UP4) ▪ The Robot and the Blue Bird – Traditional Tales with a twist (UP10) ▪ Rabbit and Bear – Building Stamina (All Classes - UP4, UP5, UP7, UP8, UP10) 	<p>Mathematics</p> 	<p>Maths Mastery Curriculum</p> <p style="text-align: center;">1</p> <ul style="list-style-type: none"> ▪ Number (Number and Place Value): Identify, represent, compare and order numbers to 20; Doubling and halving; one more and one less. ▪ Number (Addition and Subtraction): Represent and explain addition and subtraction strategies including ‘Make ten’; Use known facts to add and subtract. <p style="text-align: center;">2</p> <ul style="list-style-type: none"> ▪ Measurement (Length): Understand appropriate units of measure; compare and order; read scales ▪ Statistics: Interpret and construct tables, tally charts, pictograms and block diagrams; ask/answer questions about totalling and comparing data ▪ Number (Multiplication and Division). Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods. <p style="text-align: center;">3</p> <ul style="list-style-type: none"> ▪ 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; illustrate and explain formal written method ▪ Measurement (Length and Perimeter): Measure, draw and compare lengths; add and subtract lengths; calculate perimeter.
<p>Science</p> 	<p>Sound</p> <ul style="list-style-type: none"> ▪ Identify how sounds are made, associating some of them with something vibrating ▪ Recognise that vibrations from sounds travel through a medium to the ear ▪ Find patterns between the pitch of a sound and features of the object that produced it ▪ Find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ Recognise that sounds get fainter as the distance from the sound source increases <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> ▪ Ask simple questions realising they can be answered in different ways ▪ Use observations and ideas to suggest answers to questions ▪ Perform simple tests 	<p>Computing</p> 	<p>Networks and the Internet – Emails</p> <ul style="list-style-type: none"> ▪ Children will explore computer networks and know that computers connect to a wider network. ▪ 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. ▪ Children will learn that they should use sensitive and appropriate language when using online communication tools.
<p>Humanities</p> 	<p>Vikings vs Anglo-Saxons</p>	<p>Art and Design</p> 	<p>The Formal Elements of Art: Colour and Composition</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"> ▪ Mix monochromatic colour scales using shades and tints ▪ Refine colour blending and application skills ▪ Explore and respond to artists’ work, creating visual developments and written analysis

			<ul style="list-style-type: none"> ▪ 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) <p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> ▪ Unit: Healthy Relationships (Lessons – Friendship) <p>UPPER KS2</p> <p>Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> ▪ Unit: Emotions (Lessons – Death and Grief, Managing Conflict) <p>Core Theme 3: Living in the Wider World</p> <ul style="list-style-type: none"> ▪ Unit: Diversity (Lesson – Community Event) 	<p>Religious Education</p> 	<p>Christianity (Plan BEE Unit: Christmas Journeys)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> ▪ Learn about the importance of Bethlehem to Christians ▪ Find out about Mary and Joseph’s journey to Bethlehem; ▪ Find out about some of the key features of the nativity story; ▪ Find out how religious ideas can be expressed through music and art; ▪ Learn about how the emotions of the people in the story are the same emotions as people have today.
<p>Physical Education</p> 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> ▪ Agility – Ball chasing ▪ Agility – Reaction and response 	<p>Music</p> 	<p>Western Music Notation (II): reading and writing music.</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Compose together their own Christmas song by choosing their own notes and instruments. We will write the score using Musescore software.