
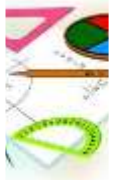










# CURRICULUM MAP – KS2 – PATHWAY 2 - SPRING 1 – 2021-22

<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 (UP10)</li> <li>▪ The Jolly Postman – Classic Modern (UP7)</li> <li>▪ One Day on our Blue Planet - In the Savannah – Non-Fiction (UP5)</li> <li>▪ If all the world were - Picture Book (UP8)</li> <li>▪ The Robot and the Blue Bird – Traditional Tales with a twist (UP4)</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>▪ Measurement (Time): Tell and write the time; compare and sequence intervals of time.</li> <li>▪ Number (Addition and Subtraction): Explore and explain addition and subtraction strategies.</li> <li>▪ Number (Number and Place Value): 2-digit numbers up to 50 – represent, sequence, compare, explore; Explore number patterns.</li> </ul> <p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>▪ Measurement (Time): Tell and write the time; compare and sequence intervals of time.</li> <li>▪ Number (Fractions): Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between.</li> <li>▪ Number (Addition and Subtraction): Solve problems involving numbers, quantities and measures; estimate and check calculations.</li> </ul> <p style="text-align: center;"><b>3</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Number (Multiplication and Division): Deriving multiplication and division facts.</li> </ul>
<p><b>Science</b></p> 	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>▪ Recognise that living things can be grouped in a variety of ways</li> <li>▪ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>▪ Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>▪ Gather, record, classify and present data in a variety of ways to help answer questions</li> <li>▪ Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p><b>Computing</b></p> 	<p><b>Creativity – Photos and Animation</b></p> <ul style="list-style-type: none"> <li>▪ Children will learn how to take and edit photographs.</li> <li>▪ Children will explore how they can use photographs to create animations, including importing photographs and exploring and using a range of visual effects</li> <li>▪ Children will create animations using a range of techniques to illustrate a story or idea</li> </ul>
<p><b>Humanities</b></p> 	<p><b>Investigating Rivers</b></p>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Line, Tone and Texture</b></p> <p>Students will develop their drawing, shading and mark-making skills using a range of media techniques, to develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>▪ Use tonal range and various textural marks</li> <li>▪ Create a series of experimental drawings using line and tone</li> <li>▪ Apply tone to a drawing, adding a sense of depth</li> <li>▪ Create a series of mixed media mark-making experiments</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: Physical, Emotional and Mental (Lessons - Physical, Emotional and Mental)</li> <li>▪ Unit: Healthy Lifestyles (Lesson – Sleep)</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: Health (Lessons – Physical, Emotional and Mental, Healthy Lifestyles)</li> <li>▪ Unit: Safety (Lessons – Tobacco, Substance Abuse)</li> </ul>	<p><b>Religious Education</b></p> 	<p><b>Buddhism</b></p> <p>(Plan BEE Unit: Buddhist Festivals)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>▪ Gather, select and organise ideas about Buddhism;</li> <li>▪ Understand why Buddhists give offerings during Vesak;</li> <li>▪ Understand how and why significant moments in the life of the Buddha are celebrated (The Ploughing Festival);</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Understand how and why Buddhist pay respect to the Buddha;</li> <li>▪ Learn how activities during the Songkran Festival relate to the teachings of the Buddha.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>▪ Static balance – One leg</li> <li>▪ Static balance – Seated</li> <li>▪ Static balance – Floor work</li> <li>▪ Static balance – Stance</li> </ul>	<p><b>Music</b></p> 	<p><b>Beyond the music (I): Like an ethnomusicologist through America and Africa.</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Listen to “Folk music” from America and Africa in order to have a better understanding of the diversity of musical styles, instruments sounds, etc.</li> <li>▪ Approach the socio-cultural aspects and contexts of Sioux Music (North America) and Andalusian Classical Music (North Africa).</li> <li>▪ Make their own instruments</li> <li>▪ Continue playing and composing their own songs. In this occasion each class will be divided into groups. Each group will compose a small song (free style) and everybody will be involved playing all the pieces (fostering sharing/integration).</li> </ul>