











# CURRICULUM MAP – KS2 – PATHWAY 2 – SPRING 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 (UP4)</li> <li>▪ The Jolly Postman – Classic Modern (UP10)</li> <li>▪ One Day on our Blue Planet - In the Savannah – Non-Fiction (UP7)</li> <li>▪ If all the world were - Picture Book (UP5)</li> <li>▪ The Robot and the Blue Bird – Traditional Tales with a twist (UP8)</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 (Addition and Subtraction): Illustrate, explain and link addition and subtraction with equations; Use language to quantify and compare difference.</li> <li>▪ Number (Fractions): Recognise, find, name and write simple fractions of objects and quantities.</li> <li>▪ Measurement (Length and mass): Compare and measure length and mass; doubling and halving.</li> </ul> <p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>▪ Geometry (Money): Recognise unit symbols; explore combinations of money; solve simple problems, including giving change.</li> <li>▪ Geometry (Properties of Shapes): Identify and describe properties of 2-D and 3-D shapes; compare and sort common shapes and objects;</li> <li>▪ Geometry (Position and Direction): Describe position and movement in mathematical language</li> </ul> <p style="text-align: center;"><b>3</b></p> <ul style="list-style-type: none"> <li>▪ Measurement (Time): Tell and write the time; compare and order the time analogue and digital; measure, calculate and compare durations.</li> <li>▪ Number (Fractions): Recognise part-whole relationships; add, subtract, compare and order fractions.</li> </ul>
<p><b>Science</b></p> 	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>▪ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>▪ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>▪ Investigate the way in which water is transported within plants</li> <li>▪ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</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>▪ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>▪ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<p><b>Computing</b></p> 	<p><b>Productivity – E-Book</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Children will use technology to combine text with photographs, graphics and drawings to create an E-Book on a specific topic.</li> </ul>

<p><b>Humanities</b></p> 	<p><b>Shang Dynasty</b></p>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Line, Tone, Texture and Composition</b></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"> <li>Experiment with the dry mono-printing process</li> <li>Explore and respond to artists' work, creating visual developments and written analysis</li> <li>Enlarge an image using the grid method</li> <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 2: Relationships</b></p> <ul style="list-style-type: none"> <li>Unit: Communication (Lesson – Clear messages, How to listen)</li> </ul> <p><b>Core Theme 3: Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Unit: Collaboration (Different communities, School communities)</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 (Lesson – Physical, Emotional and Mental)</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>Unit: Communication (Lessons – Confidentiality, Listening, Responding)</li> </ul>	<p><b>Religious Education</b></p> 	<p><b>Hinduism</b></p> <p>(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"> <li>Learn about some important aspects of Hindu beliefs in God;</li> <li>Identify some characteristics of Hindu gods and goddesses;</li> <li>Understand why a shrine is a special place in a Hindu home;</li> <li>Understand why puja is important for Hindus, and how it is practised at home;</li> <li>Explore Hindu worship in the mandir;</li> <li>Evaluate what they have learned about Hindu worship at home and in the mandir.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Net/Wall and Target Games</b></p> <ul style="list-style-type: none"> <li>Coordination with equipment</li> </ul>	<p><b>Music</b></p> 	<p><b>Beyond the music (II): like an ethnomusicologist through Europe, Asia and Oceania.</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Continue their musical journey by listening to "Folk music", on this occasion, from Europe, Asia and Oceania in order to carry on exploring musical diversity.</li> <li>Approach the socio-cultural aspects and contexts of Bulgarian folk Music (Europe), Gamelan Music (South-East Asia) and Australian Aboriginal Music (Oceania).</li> <li>Finish this topic with a challenge: playing a small musical piece from any of the continents. Each student will choose a song from any country of his/her choice.</li> </ul>