

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

<p><b>English</b></p> 	<ul style="list-style-type: none"> <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 (Multiplication and division): Share, double and link halving to fractions; Explore arrays.</li> <li>▪ Measurement (Capacity and Volume): compare capacities, volumes and lengths; explore litres; apply understanding of fractions to capacity.</li> </ul> <p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>▪ Number (Addition and Subtraction): Add/subtract numbers mentally and using formal written methods</li> <li>▪ Number (Multiplication and Division): Recall and use facts for the times tables; calculate mathematical statements; solve problems using concrete, pictorial, written and mental methods; recognise inverse relationship.</li> </ul> <p style="text-align: center;"><b>3</b></p> <ul style="list-style-type: none"> <li>▪ Number (Multiplication and Division): Recall and use facts for the times tables;</li> <li>▪ Number (Addition and Subtraction): Add/subtract mentally; explore calculation strategies; round numbers.</li> </ul>
<p><b>Science</b></p> 	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>▪ Identify common appliances that run on electricity</li> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>▪ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>▪ Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>▪ Set up simple practical enquiries, comparative and fair tests</li> <li>▪ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>▪ Identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	<p><b>Computing</b></p> 	<p><b>Computer Science and Coding – Programming and Algorithms</b></p> <ul style="list-style-type: none"> <li>▪ Children will explore how they can program characters by following, giving and evaluating instructions</li> <li>▪ Children will learn that they need to repeat specific instructions to trigger a specific outcome</li> <li>▪ Children will create and debug algorithms to program a character/sprite using Scratch Jr</li> <li>▪ Children will build and program Lego</li> </ul>
<p><b>Humanities</b></p> 	<p><b>Who were the ancient Greeks?</b></p>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Shape, Pattern and Composition</b></p> <p>Students will further explore shape and pattern through cultural research and a range of media techniques, to develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>▪ Investigate traditional Aboriginal arts and crafts - block printing</li> <li>▪ Develop individualised designs following the design process</li> <li>▪ Create symmetrical patterns using collagraph printing and numeracy skills</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Explore and respond to artists' work, forging links, visual developments and written analysis</li> <li>▪ Create and present a final outcome inspired by artist and cultural research</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: Healthy Lifestyles (Lessons – A Balanced Approach, Physical Exercise, Lifestyle Choices)</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>▪ Unit: Collaboration (Lessons – Working together, Shared goals)</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: Safety (Lesson – Basic First-Aid)</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>▪ Unit: Collaboration (Lessons – Teamwork, Shared Goals, Community Spirit)</li> </ul>	<p><b>Religious Education</b></p> 	<p><b>Islam</b> (Plan BEE Unit: Islamic Rites of Passage)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>▪ Understand what Islam is and what the five pillars are;</li> <li>▪ Explore Muslim birth ceremonies and naming days;</li> <li>▪ Find out about the Islamic marriage ceremony;</li> <li>▪ Find out about Muslim funeral ceremonies;</li> <li>▪ Understand the importance of the Hajj for a Muslim person.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>▪ The children will develop their running, throwing and jumping skills in isolation and combination.</li> </ul>	<p><b>Music</b></p> 	<p><b>History of music (II): Modern Age to Contemporary times.</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Carry on understanding how music has evolved. We will learn the types of music and instruments we find from Modern Age to Contemporary times.</li> <li>▪ Learn that Music has been and is also used as a peaceful way of protest: political Hip-hop, Cadiz's carnival (Chirigotas).</li> <li>▪ Finish the academic year performing. The repertoire will be based on what they have been playing through the lessons including their own compositions.</li> </ul>