









# CURRICULUM MAP – KS2 – PATHWAY 2 - AUTUMN 1 – 2022-23

<p><b>English</b></p> 	<p><b>Power Of Reading Texts:</b></p> <ul style="list-style-type: none"> <li>Out and About – Poetry – (XXX)</li> <li>Where the Wild Things Are – Classic Texts and Modern Classics – (XXX)</li> <li>10 things I can do to help my world – Non-Fiction – (XXX)</li> <li>How to Find Gold – Picture Book – (XXX)</li> <li>Bob, Man on the Moon – Contemporary Fiction – (XXX)</li> <li>The Hodgeheg - Classic Texts and Modern Classics – (XXX)</li> </ul>	<p><b>Mathematics</b></p> 	<p><b>Maths Mastery Curriculum</b> <b>1,2 and 3</b></p> <ul style="list-style-type: none"> <li>Number (Number and Place Value): Use place value and number facts to solve problems; identify, represent, compare and order numbers.</li> <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. <b>1</b></li> <li>Geometry (Properties of Shapes): Identify and describe properties of 2-D and 3-D shapes; investigate repeating patterns; <b>3</b></li> <li>Statistics (Graphs): Interpret and present data using charts and tables.</li> </ul>
<p><b>Science</b></p> 	<p><b>Animals Including Humans</b> During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p><b>Computing</b></p> 	<p><b>Communication and Collaboration - Safe Researching</b></p> <ul style="list-style-type: none"> <li>Children will develop their awareness of online protocols in order to stay safe on the internet and use the internet safely.</li> <li>Children will develop strategies for staying safe when searching for content on the internet</li> <li>Children will use the internet to undertake research and attempt to distinguish between fact and fiction – learning that not everything on the internet is factual.</li> <li>Children will learn how ways to be safe while playing games online.</li> </ul>
<p><b>Humanities</b></p> 	<p><b>Extreme Earth</b> During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the time zones.</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Colour</b> Students will explore colour theory using the colour wheel and basic art skills including a range of media techniques to develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>Recognise colour groups- primary, secondary and tertiary</li> <li>Mix colours in a range of media, to create new hues and tones</li> <li>Create colour scales, using shades and tints</li> <li>Apply dry and wet media with greater precision</li> <li>Explore blending colours, using various media</li> <li>Identify hot and cold colours relating to objects and artwork</li> <li>Recognise and experiment with complementary colour pairs</li> </ul>
<p><b>PSHE</b></p> 	<p><b>LOWER KS2</b> <b>Core Theme 1: Health and Wellbeing</b> UNIT 4: ASPIRATIONS</p> <ul style="list-style-type: none"> <li>Identified Strengths 1,2; Setting Goals 1,2</li> </ul> <p>UNIT 5: EMOTIONS</p> <ul style="list-style-type: none"> <li>Loss / Separation 1,2,3; Family Changes; Feelings; Self-Respect</li> </ul> <p><b>UPPER KS2</b> <b>Core Theme 1: Health and Wellbeing</b> UNIT 1: Health</p>	<p><b>Religious Education</b></p> 	<p><b>All Religions</b> (Plan BEE Unit: Expressing Faith through the Arts) During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>Recognise that expressing faith involves feelings and emotions;</li> <li>Find out how music can be a form of religious expression in many religions;</li> <li>Understand how colour can be used to express religious feelings and ideas;</li> <li>Understand how art can be sacred and spiritual for believers;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Physical, Emotional and Mental 1,2; Healthy Lifestyles; Physical Illness; Healthy Minds; Immunisation</li> </ul> <p>UNIT 2: ASPIRATIONS</p> <ul style="list-style-type: none"> <li>▪ Identified Strengths 1,2; Setting Goals 1,2</li> </ul>		<ul style="list-style-type: none"> <li>▪ Find out how Islamic art helps Muslims to worship;</li> <li>▪ Understand how drama is used to reinforce important teachings and stories in religions.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Patterns of Movement</b></p> <ul style="list-style-type: none"> <li>▪ The children will develop balance, agility and coordination in a variety of different positions.</li> </ul>	<p><b>Music</b></p> 	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>▪ Pupils will develop an understanding of tempo and pulse using djembe drums and percussion</li> </ul>